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Safe School Plan Approval 2014-2015

We, the school site council/school safety planning committee, have read and approved this Safe School Plan pursuant to Education Code 35294.1 (2) and (3). We have consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan. It addresses the safety concerns identified through a systematic planning process. It identifies strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

School: Desert Garden

Member	Signature	Date
Principal		1-13-15
Teacher		1-13-15
Parent		1-13-15
Classified Employee		1-13-15
Other:		1/13/15
Other:		1/13/15
Other:		1/13/15
Other:		
Other:		
Other:		

DESERT GARDEN ELEMENTARY SCHOOL



1900 South Sixth
El Centro, California 92243
Phone (760) 352-2051 Fax (760) 337-3802

SCHOOL ADMINISTRATION:
Kathy Brandenburg, Principal

DISTRICT ADMINISTRATION:
Jon LeDoux, Superintendent
Renato Montano Assoc. Superintendent, Educational Services
Kristy Curry, Assistant Superintendent, Business Services

January 6, 2015

Dear School Site Council and English Language Advisory Committee Members,

Our next meeting will be held at 3:00 P.M. on Tuesday, January 13th. We will meet in the library and I hope you will all be able to attend the meeting.

Please feel free to review the enclosed information prior to attending the meeting. These are the updates to our Safe School Plan and we will be making any further revisions you feel are necessary. The information has been updated to reflect our current efforts in the area of keeping our school safe for everyone. This information has been provided in the packet for you to review prior to the meeting.

Thank you for serving on these vital committees. I'll see you on Tuesday.

Sincerely,



Kathy Brandenburg
Principal
Desert Garden School

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Enero 6, 2015

Estimado Comité Consejero Escolar y Comité Consultivo de Aprendizajes,

Nuestra siguiente junta será el martes, 13 de enero, a las 3:00 de la tarde. Sera en la librería y espero que pueda asistir a nuestra junta.

Por favor revise esta información. Esto es lo nuevo del Plan de Seguridad y haremos más revisiones si es necesario. La información ha sido revisada para que la escuela este segura para todos. Esta información es para que revise antes de venir a la junta.

Gracias por servir en estos comités de importancia. Los veremos el martes.

Atentamente,

A handwritten signature in black ink that reads "Kathy Brandenburg". The signature is fluid and cursive.

Kathy Brandenburg
Directora
Escuela Desert Garden

AGENDA
SCHOOL SITE COUNCIL AND
ENGLISH LANGUAGE ADVISORY COMMITTEE
Tuesday, January 13, 2015
3:00 P.M.

School Site Council
3:00

1. Welcome
2. Safe School Plan: Discussion and Revision: Action Item
3. Review of safety practices at Desert Garden and suggestions for improvement
4. Review of student attendance for the school year to date
5. Review of school budget for the 2014-15 school year and the Year-To-Date expenditures.
6. Review of student achievement data for the second quarter.

English Language Advisory Committee
3:45

1. Review of current test data for English Learners: discussion
2. Strategies for helping our ELL students over the bar: discussion

School Site Council / English Language Advisory Committee
Joint Items
4:15

1. Suggestions for encouraging greater parent involvement: discussion
2. Continued beautification plans: discussion
3. Drawing
4. Date for upcoming meeting
5. Adjournment

Comité Consejero / Comité Consultivo Escolar
Agenda
Martes, 13 de enero, 2015
3:00 P.m.

1. Bienvenidos
2. El plan de seguridad de la escuela: Discusión, Revisión: Discusión
3. Revisar las prácticas de seguridad de Desert Garden y sugerencias para mejorar.
4. Revisar asistencia de estudiante por el año escolar.
5. Revisar el presupuesto de 2014-2015 y el desembolso del año hasta hoy.
6. Revisar lo que los estudiantes han logrado, y los datos del primer semestre del año.

Comité Consultivo De Aprendices De Ingles
3:45

1. Revisar los resultados de aprendices de ingles: Discusión
2. Es tragedias para ayudar subir la barra para los estudiantes de ELL: Discusión

Comité Consejero/Comité Consultivo de Aprendices de Ingles
Conjunta de Artículos
4:15

1. Sugerencias para animar mas participación de padres: Discusión
2. Continuar planes para embellecer: Discusión
3. Sorteo
4. Fecha para otra junta
5. Conclusión

SIGN-IN SHEET
SCHOOL SITE COUNCIL AND
ENGLISH LANGUAGE ADVISORY COMMITTEE
MEETING
1-13-15

Michael A. Bobbitt

Kathy Alexander

Jeri Obeso

Karen Jordan

Cecil

Melini Pri

Claudia Mars

Desert Garden School
School Site Council and English Language Advisory Committee
Meeting
3:00 Desert Garden School library
January 13, 2015

The meeting was opened in due form by Kathy Brandenburg at 3:07 PM. The following members were in attendance: Michael Bobbitt, Kathy Brandenburg, Lori Obeso, Karen Jordan, Cecilia Lynn, Melanie Lira and Claudia Morales. It was established that there was a quorum present.

The first order of business was the discussion and approval of the Safe School Plan. Mrs. Brandenburg sent the updated parts of the Safe School Plan to each member the week prior to the meeting. There was good discussion regarding the projects that we would like to implement and possible changes that need to be made. The projects that are currently in the plan include putting a door in the office to secure the back of the office where confidential records are kept, covering the windows next to the classroom doors on the north side in wings with plywood to prevent burglars from breaking the window and opening the doors, and the beautification project for the west side of the cafeteria is also in the plan. The school just received a grant for \$5,000.00 from Lowes for beautification and it will be set aside for this project. Kim Dessert is looking in to the cost of removing the blacktop. At the conclusion of the discussion, Mike Bobbitt moved and Karen Jordan seconded the motion to approve the Safe School Plan. It was passed unanimously viva voce.

The SSC / ELAC reviewed the safety practices and made suggestions for improvement. One suggestion was to hold a Lock-Down Drill with no warning to the teachers and students. This will be done in the near future.

Mrs. Brandenburg presented the most recent student attendance percentages. The last attendance period we had a very significant drop in attendance, but this usually happens at this time of the year because it is the last week before Christmas break and the first week we return from vacation. We will continue to monitor the attendance throughout the year and will be able to tell if the new incentives we put in place are successful.

The Council reviewed the school budget and expenditures to date this year and Mrs. Brandenburg explained the two major sources of funding that we use to keep our school supplied with necessary instructional resources.

The student achievement data from the second assessment was reviewed in both ELA and math. The data for ELL students was reviewed and compared to see how well our English Learners are keeping up with the general population. This year, the ELL students are not significantly behind the general population in any area.

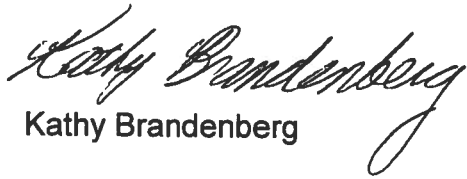
Suggestions were made for involving our parents in their children's education. Mrs. Lira suggested greater usage of the Blackboard Connect program and it was agreed that this will help to get more parents to our schools. We have several items coming up in the near future. We will be selling Valentine's Day grams for the students and we will have a beautification day in the spring to spruce up the beautification project that was done in front of the library. Members of the Council who are also on the PTO would like suggestions as to how parents might be more included in our school events.

There was a drawing for prizes and the winners were Karen Jordan, Melanie Lira and Ceci Lynn.

It was determined that the next meeting should be held on March 10th at 3:30 in the library.

The meeting was adjourned at 4:14 PM

Respectfully Submitted,


Kathy Brandenburg

**VISION
SAFE SCHOOL PLAN
2014-2015**

Every Desert Garden School student and staff member will attend school each day feeling safe and secure. Parents, teachers and community members will be welcome and will feel comfortable in an atmosphere that develops students, socially, academically, emotionally and physically.

VISION PLAN DE SEGURIDAD ESCOLAR 2014-2015

Cada alumno y miembro del plantel de la Escuela Desert Garden asistirá a la escuela cada día sintiéndose seguro y protegido. Los padres, maestros y miembros de la comunidad serán bienvenidos y se sentirán cómodos en un ambiente que desarrolla a los alumnos socialmente, académicamente, emocionalmente y físicamente.

ECESD Safe School Plan

SUMMARY SHEET: AREAS OF DESIRED CHANGE AND ACTION DESERT GARDEN SCHOOL

1. Data sources reviewed by Committee.
 - a. Parent Surveys administered in November 2014
 - b. Teacher Surveys administered in October 2014
(Organizational Culture Survey, Retaining Highly Qualified Teachers and the APS Survey)
 - c. Healthy Kid Survey (on years it is administered)
 - c. Interviews with the School Site Council and English Language Advisory Committees.
 - d. Information reported to the office by parents regarding issues of concern.
 - e. Review of suspension and discipline records from the 13-14 year.
(UMIRS Data)
2. Areas needing improvement or change (from data).
 - a. Parents indicated that they would like to have access to more help with homework for their children. This is especially a concern with the implementation of Common Core State Standards. 69.81% of the respondents indicated that they would like homework information. We have given one workshop on helping with math but it was not very well attended. We will present another training early in 2015.
 - b. 92% of our parents indicated that they would like to have a make-it and take-it type of training in the area of mathematics. A teacher has developed an excellent interactive workshop which will be presented for the second time early in 2015.
 - c. 91.67% of our parents indicated that they would value conferences with the teacher. Teachers will be encouraged to conference with the parents of their students, especially when academic or behavioral issues occur.
 - d. Although we have asked parents not to drive into the parking lot on the east side of the school, they continue to do so and it is dangerous for our students that walk through the parking lot on their way in to school in the morning.

3. Possible causes of safety concerns in these areas.

We are considering posting a large sign at the entrance of the parking lot to remind parents not to pull into the lot. If parents don't pull into the parking lot, the students will be safer when they come to school in the morning and leave in the afternoons. (This is an issue primarily in the morning because there are very few students that cross the parking lot in the afternoon.)

4. Desired actions.

- a. We will work with our supervisors and ask them to be vigilant in monitoring as students approach the school. We will make sure that all students know that they can receive help for issues relating to their walk to and from school. The police will be notified for any student that is bothered while coming to or going home from school.
- b. We will post a sign in the parking lot reminding parents not to pull into the lot that is reserved for faculty and staff only.

ECESD Safe School Plan

DATA SUMMARY for Component 1 – People and Programs

Areas of Pride and Strength (Based on qualitative and quantitative data)	What Do We Want to Change? (Based on qualitative and quantitative data)
<p>1. We are proud that when we administered the parent surveys in November of 2014 that 84.62% of our parents indicated that they attended a meeting at our school this year where the goals and activities of the programs for students were discussed.</p> <p>2. 96.88% of our parents indicated that they have been provided with information on how to help their children with school work.</p> <p>3. We have targeted a specific group of students to receive an alternative program for English Language Arts again this year. Our instructors for the program are the Resource Teacher and the trained classroom teachers. They are implementing the Lindamood-Bell Program and we are constantly evaluating the data to discover how much growth our students are growing academically. We currently have a program before school for students who are struggling to learn the times tables from 7:00 AM until 7:30 AM and a class for students who are struggling in reading from 7:30 AM until 7:50 AM. We now offer the Go Math! Personal Trainer for our mathematics intervention program through our computer lab and third through sixth grade students will have at least three 20 minute sessions weekly to help them improve their mathematics skills.</p> <p>4. Our school is in its fifth year of the After School Education and Safety (ASES) grant. The attendance for this program is excellent and we maintain a large waiting list of students that would like to join the program.</p>	<p>1. We would like to have even more of our parents come to school for meetings with the teachers and to attend special events. We will continue to encourage our parents to be involved in our school through the use of BlackBoard Connect, flyers and letters that go home, the Marquee and phone calls home to keep them informed.</p> <p>2. With the implementation of Common Core we are going to need to help the parents even more with understanding the curriculum and assisting their children, especially in Mathematics because it has changed greatly. We will continue to offer trainings to parents in this area.</p> <p>3. We will continue to offer as many interventions as possible for students that need additional help to meet grade level standards.</p> <p>4. Our ASES program gets better each year and we will continue to change and improve it as funding permits.</p>

ECESD Safe School Plan

DATA SUMMARY for Component 2 – Place

Areas of Pride and Strength (Based on qualitative and quantitative data)	What Do We Want to Change? (Based on qualitative and quantitative data)
<p>1. We are very proud that our discipline referrals have dropped since last year. We are working on the development of a new discipline plan and have implemented some new positive discipline strategies to continue this positive trend.</p> <p>2. The PTO has been very active and will continue to work to provide our school with materials that we would not be able to purchase without their support.</p> <p>3. We have improved the safety of our students during ingress and egress and will continue to monitor this to ensure the greatest possible safety for them.</p> <p>4. We would like to provide the safest possible campus for our students and are grateful for the fencing around our campus that has made it more secure.</p>	<p>1. We need to continue to update our discipline plan to meet our needs and to continue to improve our discipline referrals.</p> <p>2. The PTO is continuing to plan a beautification project this year to improve the area in front of the Library and make it a more attractive place to sit and read.</p> <p>3. We will continue to have crossing guards in the mornings and afternoons on the south and east sides of the school, a bus supervisor on the north and a supervisor on the west to monitor student pick up. We want to ensure that students feel safe on their way to and from school.</p> <p>4. We will continue having quarterly safety drills in the event that there is a dangerous intruder on our campus. We will work in conjunction with the district to develop this plan. (Based upon recent events in our country.)</p>

Adapted from Safe Schools: A Planning Guide for Action

ECESD Safe School Plan

DEVELOPING OUR GOAL(S)

1. Based on the analysis of data and major areas of desired change, our priorities for action are as follows:
 - a. Continue the interventions for all students to discourage bullying behavior as much as possible. Continue to train the faculty in bully awareness. Have a police officer conduct an assembly for the primary and upper division students and the parents on the dangers of bullying other students. Begin working on other possible interventions to prevent bullying such as presentations by teachers and interventions that are managed by students. Continue to work with teachers to prevent bullying on our campus.
 - b. All teachers are required to send home the monthly calendar so parents are informed of what is happening at our school. The School Site Council and English Language Advisory Committee meetings will be listed on the calendar. The Web program is now available, and the teachers have been trained to put information for their class online and the office will also post events and information online.
 - c. We will work to involve parents with their children's education by offering activities at school in the evenings for them. Every grade level will conduct at least one parent training during the school year. The Parent Teacher Organization will continue to meet as needed. Current members will be encouraged to bring other parents so we have more involvement at each of the meetings. Several parent projects such as the piñata drawing, Boxtops, the Haunted House and Santa pictures have already been completed this year by the Parent Teacher Organization.
 - d. We will work on the beautification of our school by continuing work to enhance the area in front of the library and we hope to begin working on a beautification area to the west of the cafeteria.

e.. We will continue to monitor the dismissal of students in the afternoon.

2. Our overall goal(s) for the school year is (are):

Component 1:

- A) Reduce bullying among students

Activity: Officers will present anti-bullying assemblies at various grade levels. We will continue to have our students write letters about what they learned and the best letters will be selected by the Police Department. The winning students will receive a tour of the El Centro Police Department.

Activity: Continue to train the faculty in the anti-bullying program we have developed.

- B) We will work to keep parents informed of activities and events at our school.

Activity: Teachers will be sending the monthly calendars and will keep in close contact with parents. The School Site Council meetings will be posted at the school to inform parents and the dates of all school events will be placed on the calendars. The PTO meetings will be publicized and the members will call and invite other parents to the meetings. We will post information for parents on our website.

- C) We will work to involve parents in their children's educations.

Activity: The teachers and the principal will plan several Parent Math evenings and the kinder will have a parent orientation to the Raising a Reader program. Parents will be encouraged to join the PTO and to attend meetings of the SSC / ELAC.

Component 2:

- A) We will work with the maintenance and grounds department to enhance the appearance of our school.

Activity: We will consider buying more shade trees.

Activity: We will work to enhance the sitting area in front of the library and will begin working on the beautification of the area west of the cafeteria.

- B) We will work to ensure the safety of all students as they are arriving At school and departing.

Activity: We continue to use an additional Supervisor to monitor our students as they arrive in the morning and leave in the afternoon.

Activity: We will work with the Maintenance Department to cover the windows Closest to the doors on the north side Of our classrooms in wings C, D and E.

Adapted from Safe Schools: A Planning Guide for Action revised 1-15

Due to Jeannette: June 10, 2014
Advance Data Collection for the Uniform Management Information Reporting System (UMIRS) for the Consolidated Application, Part I

For Complete ConApp Part I Instructions Refer to:
<http://www.cde.ca.gov/fq/fo/ca/>, select Part 1 and then "Instructions"

Site Name Desert Garden **County-District-School Code** 1363123-6008429 **Report Period** 2013-2014

Students With 3 or More Unexcused Absences Number of Identified students _____ Definition: Count each student meeting the definition of a truant in Section 48260 of the EC. Count each student only once per year. A student is truant per the EC if the student has an unexcused absence of more than 30 minutes on three different days or more.	SUSPENSION AND EXPULSION REPORTING Tabulate all suspensions and expulsions by <i>Education Code (EC)</i> Section, using only one code section per action (the most severe cited).		
	EC SECTION	NUMBER OF EXPULSIONS	NUMBER OF SUSPENSIONS
	48900(a)(1)		5
	48900(a)(2)		6
	48900(b)		
	48900(c)		1
	48900(d)		
	48900(e)		
	48900(f)		
	48900(g)		
	48900(h)		
	48900(i)		
	48900(j)		
	48900(k)		1
	48900(l)		
	48900(m)		
	48900(n)		1
	48900(o)		
	48900(p)		
	48900(q)		
	48900(r)		
	48900(t)		
	48900.2		
	48900.3		
	48900.4		1
	48900.7		
	48915(a)(1)		
	48915(a)(2)		
	48915(a)(3)		
	48915(a)(4)		
	48915(a)(5)		
	48915(c)(1)		
	48915(c)(2)		
	48915(c)(3)		
	48915(c)(4)		
	48915(c)(5)		
Record below the number of incidents in which a non-student unlawfully brought or possessed a handgun, rifle, shotgun, other type of firearm, or explosive device on school grounds during school hours or during a school-sponsored activity _____	GRAND TOTAL REPORTING PERIOD		15

Background and Guidance for the Form on the Reverse

The use of the ADVANCE DATA COLLECTION FOR THE UMIRS form by LEAs is **voluntary**, but the California Department of Education (CDE) strongly suggests that LEAs will find it helpful to use this form to collect, in advance, the federally required suspension, expulsion, and truancy data which are reported on the *Uniform Management Information and Reporting System* (UMIRS) page of the Consolidated Application, Part I (ConApp). The UMIRS page was new in Spring 2004, and many LEAs found that completing the page required a large amount of work. Using this form in advance will greatly reduce the time necessary to complete the ConApp page.

The UMIRS page of the ConApp requires **separate data from each school site** on suspensions, expulsions, and truancy. The form is generally self-explanatory, but information about the formal reporting of the data on the UMIRS page of the ConApp may be found at <http://www.cde.ca.gov/fg/fo/ca/> (select Part 1 and then “instructions”). As this form will be used on a voluntary basis by LEAs in a manner determined internally, questions from school sites about the form should be addressed to the LEA staff person coordinating the use of the form.

Guidance Regarding Identifying the “Most Severe” California Education Code Section

The ConApp and this form require that only one California *Education Code* Section be reported for each suspension or expulsion action – the code section of the most severe offense. CDE therefore suggests that you may wish to revise your internal procedures and/or forms for reporting suspensions and expulsions so that they identify that “most severe” *EC* section. This will make the eventual reporting of the action on the ConApp much easier.

It is not possible to definitively state that violation of a given *EC* section is always “more severe” than violation of another, because individual events’ circumstances vary so greatly. Identification of the “most severe” offense is discussed in detail in the ConApp instructions referenced above, but the table below from the FBI’s *Uniform Crime Reporting Handbook* provides some guidance. Use of this table is not mandatory. If a “48915” offense is involved in the suspension or expulsion, **it is always required that a section 48915 offense be reported** on the UMIRS page of the ConApp and on this form.

Severity-of-Offense Hierarchy

1. Homicide	8. Sale or furnishing of drugs
2. Forcible rape	9. Possession of drugs for sale
3. Robbery/extortion	10. Possession/sale of alcohol
4. Assault with a deadly weapon	11. Use of drugs/alcohol
5. Battery	12. Possession of paraphernalia
6. Possession of a weapon	13. Destructive/explosive device (bomb threat included)
7. Sexual offenses (other than forcible rape)	

2013-14 Enrollment Report
Date: 10/18/13

School	TK	Space	FTE	K	Space	FTE	1st	Space	FTE	2nd	Space	FTE	3rd	Space	FTE	4th	Space	FTE	5th	Space	FTE	6th	Space	FTE	7th	8th	FTE	SDC	FTE	RSP	Totals	Total FTE								
De Anza				25	0	1	31	0	1	52	12	2	56	8	2	33	2	1	70	0	2	61	9	2	61	70	70	4	15	1	1	474	17.0							
Desert Garden				50	0	2	55	7	2	54	10	2	32	0	1	50	20	2	61	9	2	35	0	1					17	1	1	354	14.0							
Harding	20	2	1	68	7	3	69	24	3	83	13	3	77	19	3	35	0	1	64	6	2	66	4	2						15	1	1	497	20.0						
Hedrick	21	1	1	48	2	2	61	1	2	64	0	2	63	1	2	61	9	2	68	2	2	65	5	2							16	1	1	467	17.0					
ML King	19	3	1	45	5	2	54	8	2	52	12	2	59	5	2	60	10	2	57	13	2	57	13	2						6	0.5	0.5	409	16.0						
Lincoln				49	1	2	62	0	2	61	3	2	56	8	2	69	1	2	35	0	1	58	12	2							25	2	1	415	16.0					
McKinley				45	5	2	57	5	2	64	0	2	53	11	2	59	11	2	60	10	2	60	10	2							15	1	1	413	16.0					
Surflinger				50	0	2	56	6	2	59	5	2	64	0	2	70	0	2	68	2	2	56	14	2							18	1	1	441	16.0					
Washington	15	7	1	47	3	2	59	3	2	49	15	2	63	1	2	62	8	2	58	12	2	57	13	2							16	1	1	426	17.0					
Home School	4		1	11		1	7			4		1	4		6		1	3		1		0		1	3	5	1	0				47								
Kennedy																																	152	193	12	23	1	1	368	14.0
Wilson																																	342	318	24	24	2	1	684	27.0
YOP																																	6			6	1.0			
District Totals	79	13	5.0	438	23	8.0	511	54	18.0	542	70	19.0	527	53	18.0	505	61	16.0	544	54	17.0	515	80	17.0	558	592	420	190	12.5	14.5	5001.0	6	193.0							
Waiting List	0			0			0			0			0			0			0						0	0							0							
Pending List	0			0			0			0			0			0			0						0	0							0							

Extended School Attendance Review Board Report Form (School: All Schools)

California Education Code Section 48273 Summary Report For 2013 - 2014 School Year by a School Attendance Review Board (SARB)

Submitted by the SARB of El Centro Elementary School District(s) to the Imperial County Superintendent

Grade Level	Population Served by SARB			Number of Cases Referred to SARB				Outcomes of SARB						
	California Basic Educational Data System Enrollment	Number of Chronic Absentees (1)	Percent of Students who are Chronic Absentees (2)	Number of Students Referred to SART or SST Meeting (3)	Male	Female	Total	Attendance (Chronic Absentee or Truancy)	Behavior	Number of Students Who Improved Attendance After SARB (4)	Number of Students Who Improved Behavior After SARB (5)	Number of Court Referrals By SARB	Number of Agency Referrals By SARB	Number of Transfers to Alternative Schools
K	449	75	16.7%	78	0	0	0	0	0	0	0	0	0	0
1	527	42	8.0%	127	0	0	0	0	0	0	0	0	0	0
2	560	49	8.8%	120	0	0	0	0	0	0	0	0	0	0
3	549	37	6.7%	118	0	0	0	0	0	0	0	0	0	0
4	532	31	5.8%	103	1	0	1	1	0	0	0	1	1	0
5	576	49	8.5%	87	0	0	0	0	0	0	0	0	0	0
6	532	41	7.7%	111	0	1	1	1	0	0	0	0	1	0
7	580	29	5.0%	144	6	5	11	11	1	4	0	0	11	7
8	617	43	7.0%	114	5	3	8	8	1	2	0	0	8	4
9														
10														
11														
12														
Alt Ed														
Grand Total	4,922	396	8.00%	1,002	12	9	21	21	2	14	6	1	21	11

Notes:

- 1 = A chronic absentee as defined in Education Code Section 60901(c)(1) is a pupil who is absent on 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the district.
- 2 = Percent of chronic absentees is calculated by dividing the number of chronic absentees by the number of students enrolled and reported for October.
- 3 = Number of students referred to a school-level meeting, such as a school attendance review team (SART) meeting or student success team (SST) meeting.
- 4 = Number of students who improved their attendance by 50 percent after their SARB meeting during the following semester or trimester.
- 5 = Number of students who improved their behavior as evidenced by no suspensions after their SARB meeting until the end of the school year.

District/County School Attendance Review Boards (SARB) Annual Summary Report

Year: 2013-2014	
District: El Centro Elementary School District	District Enrollment: 5001 including TK and HomeSchool
Address: 1256 Broadway, El Centro, CA 92243	
SARB Chairperson: Celina Gonzalez	Phone/Email: 760-352-5341 Ext.532

Number of Cases Referred to Local District SARB

GRADE LEVEL	MALE	FEMALE	BEHAVIOR	IRREGULAR ATTENDANCE	HABITUAL TRUANT	COURT REFERRALS	TOTALS
K	0	0	0	0	0	0	450
1	0	0	0	0	0	0	527
2	0	0	0	0	0	0	560
3	0	0	0	0	0	0	546
4	1	0	0	1	1	1	520
5	0	0	0	0	0	0	570
6	1	1	1	1	0	0	536
7	6	5	1	11	8	0	579
8	5	3	1	8	8	0	587
9							
10							
11							
12							
TOTALS	12	9	3	21	17	1	4875

**Please note: Student may be referred for more than one reason.*

SARB Report Form Instructions

Instructions for completing each column on the District/County SARB Annual Summary Report

- Column 1: Total number of students in each grade referred to SARB
- Column 2: Total number of males in each grade level referred to SARB
- Column 3: Total number of females in each grade level referred to SARB
- Column 4: Total number of students referred due to behavior problems
- Column 5: Total number of students referred due to irregular attendance
- Column 6: Total number of students referred due to habitual truancy
- Column 7: Total number of cases referred to court at each grade level
- Column 8: Total number of students enrolled at each grade level (California Basic Educational Data System)

Extended SARB Report Data
2013-2014 - ECESD
Enrollment (Month 3)

Grade School	S C H O O L S											TOTAL	
	1 De Anza	2 Desert Garden	3 Harding	4 Hedrick	5 M L K	6 Lincoln	7 McKinley	8 Sunflower	9 Washington	10 Kennedy	11 Wilson		Home School
TK	0	0	20	21	19	0	0	0	15	0	0	4	79
K	25	50	68	48	45	60	45	50	47	0	0	11	449
1	31	55	72	61	54	75	57	56	59	0	0	7	527
2	52	54	95	64	52	61	64	59	55	0	0	4	560
3	59	32	77	66	64	57	53	64	73	0	0	4	549
4	45	50	35	74	61	69	60	70	62	0	0	6	532
5	70	70	64	68	57	35	69	82	58	0	0	3	576
6	61	43	66	65	57	58	65	60	57	0	0	0	532
7	61	0	0	0	0	0	0	0	0	162	354	3	580
8	70	0	0	0	0	0	0	0	0	206	336	5	617
TOTAL	474	354	477	443	390	415	413	441	411	368	690	43	5001

Grade School	S C H O O L S - Chronic Absentees (absent 10% or more of totalschool days in the year)											TOTAL	
	1 De Anza	2 Desert Garden	3 Harding	4 Hedrick	5 M L K	6 Lincoln	7 McKinley	8 Sunflower	9 Washington	10 Kennedy	11 Wilson		Home School
TK	0	0	5	7	5	0	0	0	7	0	0	0	24
K	1	11	11	4	5	13	9	8	13	0	0	0	75
1	1	3	7	8	4	10	1	4	4	0	0	0	42
2	3	3	11	7	1	8	6	5	5	0	0	0	49
3	4	0	8	3	2	5	5	5	5	0	0	0	37
4	2	4	1	4	2	4	5	1	8	0	0	0	31
5	1	8	8	6	1	4	4	7	10	0	0	0	49
6	2	4	9	9	1	3	6	6	1	0	0	0	41
7	2	0	0	0	0	0	0	0	0	12	15	0	29
8	5	0	0	0	0	0	0	0	0	17	21	0	43
Total	21	33	60	48	21	47	36	36	53	29	36	0	420

SCHOOLS - SARB Letters # 1 - Referral to SART (first truancy notification)

Grade	1	2	3	4	5	6	7	8	9	10	11	TOTAL	
School	De Anza	Desert Garden	Harding	Hedrick	M L K	Lincoln	McKinley	Sunflower	Washington	Kennedy	Wilson	Home School	
TK	0	0	1	10	15	0	0	0	14	0	0	0	40
K	4	6	10	25	26	48	28	27	29	0	0	0	203
1	6	1	11	27	18	50	32	27	29	0	0	0	201
2	17	1	12	24	21	35	33	28	28	0	0	0	199
3	15	0	14	26	17	33	30	29	19	0	0	0	183
4	8	1	4	29	20	42	34	21	31	0	0	0	190
5	15	2	9	15	14	17	44	29	25	0	0	0	170
6	10	1	11	24	17	35	35	30	24	0	0	0	187
7	13	0	0	0	0	0	0	0	0	81	79	0	173
8	17	0	0	0	0	0	0	0	0	94	64	0	175
Total	105	12	72	180	148	260	236	191	199	175	143	0	1721

SCHOOLS - SARB Letters # 2 - Referral to SART (2nd. Truancy notification meeting)

Grade	1	2	3	4	5	6	7	8	9	10	11	TOTAL	
School	De Anza	Desert Garden	Harding	Hedrick	M L K	Lincoln	McKinley	Sunflower	Washington	Kennedy	Wilson	Home School	
TK	0	0	1	8	12	0	0	0	10	0	0	0	31
K	0	0	0	13	15	32	0	0	18	0	0	0	78
1	1	1	6	21	10	29	21	17	21	0	0	0	127
2	10	1	5	16	8	21	24	17	18	0	0	0	120
3	11	0	6	10	8	25	29	17	12	0	0	0	118
4	4	1	0	15	9	23	16	16	19	0	0	0	103
5	6	2	2	10	6	10	25	8	18	0	0	0	87
6	6	1	7	15	7	19	21	20	15	0	0	0	111
7	5	0	0	0	0	0	23	17	0	51	48	0	144
8	8	0	0	0	0	0	0	0	0	67	39	0	114
Total	51	6	27	108	75	159	159	112	131	118	87	0	1,033

SCHOOLS - SARB Letters # 3 - Referral to District SARB

Grade	1	2	3	4	5	6	7	8	9	10	11	TOTAL	
School	De Anza	Desert Garden	Harding	Hedrick	MLK	Lincoln	McKinley	Sunflower	Washington	Kennedy	Wilson	Home School	
K	0	0	0	0	0	0	0	0	0	0	0	0	
1	0	0	0	0	0	0	0	0	0	0	0	0	
2	0	0	0	0	0	0	0	0	0	0	0	0	
3	0	0	0	0	0	0	0	0	0	0	0	0	
4	0	1	0	0	0	0	0	0	0	0	0	1	
5	0	0	0	0	0	0	0	0	0	0	0	0	
6	0	0	1	0	0	0	0	0	0	0	0	1	
7	1	0	0	0	0	0	0	0	0	2	8	11	
8	0	0	0	0	0	0	0	0	0	2	6	8	
Total	1	1	1	0	0	0	0	0	0	4	14	0	21



Deser Garden
Monthly ADA Summary
 Reporting Periods: 01 - 05

Year: 2014-2015
 Report: ATD604

01 - 08/25/2014-09/19/2014		Days Taught: 19		Inst. Setting: KGN Over 180 Minute									
Grade	Days Taught	Carry Fwd	Days Taught	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Attd	ADA	Act %	LALD
KN	19	47	2	49	0	49	931	12	32	887	46.68	96.52%	0
Inst. Set Total		47	2	49	0	49	931	12	32	887	46.68	96.52%	0

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Desert Garden

Monthly ADA Summary

Reporting Periods: 01 - 05

Year: 2014-2015
Report: ATD604

01 - 08/25/2014-09/19/2014		Inst. Setting: Regular Education												
Grade	Days Taught	Days Taught	Carry Fwd	Gains	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Attd	ADA	Act %	LALD
01	19	19	41	6	47	0	47	893	31	18	844	44.42	97.91%	0
02	19	19	45	1	46	0	46	874	10	8	856	45.05	99.07%	0
03	19	19	47	2	49	1	48	931	30	25	876	46.11	97.23%	0
04	19	19	30	1	31	0	31	589	10	12	567	29.84	97.93%	0
05	19	19	35	0	35	0	35	665	0	14	651	34.26	97.89%	0
06	19	19	58	8	66	1	65	1254	60	27	1167	61.42	97.74%	0
Inst. Set Total			256	18	274	2	272	5206	141	104	4961	261.11	97.95%	0

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Deserit Garden
Monthly ADA Summary
 Reporting Periods: 01 - 05

Year: 2014-2015
 Report: ATD604

01 - 08/25/2014-09/19/2014		Inst. Setting: Special Day Class/SC											
Grade	Days Taught	Carry Fwd	Gains	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Attd	ADA	Act %	LALD
05	19	11	0	11	0	11	209	0	8	201	10.58	96.17%	0
06	19	5	0	5	0	5	95	0	3	92	4.84	96.84%	0
Inst. Set Total		16	0	16	0	16	304	0	11	293	15.42	96.38%	0

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Desert Garden
Monthly ADA Summary
 Reporting Periods: 01 - 05

Year: 2014-2015
 Report: ATD604

02 - 09/22/2014-10/17/2014		Inst. Setting: KGN Over 180 Minute												
Grade	Days Taught	Days Taught	Carry Fwd	Gains	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Attd	ADA	Act %	LALD
KN			49	0	49	1	48	980	8	30	942	47.10	96.91%	0
Inst. Set Total			49	0	49	1	48	980	8	30	942	47.10	96.91%	0

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Desert Garden
Monthly ADA Summary
Reporting Periods: 01 - 05

Year: 2014-2015
Report: ATD604

02 - 09/22/2014-10/17/2014		Inst. Setting: Regular Education												
Grade	Days Taught	Days Taught	Carry Fwd	Gains	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Attd	ADA	Act %	LALD
01	20	47	0	47	0	47	940	0	48	892	44.60	94.89%	0	
02	20	46	0	46	0	46	920	0	24	896	44.80	97.39%	0	
03	20	48	1	49	0	49	980	1	26	953	47.65	97.34%	0	
04	20	31	0	31	0	31	620	0	17	603	30.15	97.26%	0	
05	20	35	0	35	0	35	700	0	6	694	34.70	99.14%	0	
06	20	65	0	65	0	65	1300	0	43	1257	62.85	96.69%	0	
Inst. Set Total		272	1	273	0	273	5460	1	164	5295	264.75	97.00%	0	

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Desert Garden
Monthly ADA Summary
 Reporting Periods: 01 - 05

Year: 2014-2015
 Report: ATD604

02 - 09/22/2014-10/17/2014		Days Taught: 20		Inst. Setting: Special Day Class/SL										
Grade	Days Taught	Days Taught	Carry Fwd	Gains	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Attd	ADA	Act %	LALD
05	20	11	0	0	11	0	11	220	0	11	209	10.45	95.00%	0
06	20	5	0	0	5	0	5	100	0	1	99	4.95	99.00%	0
Inst. Set Total		16	0	0	16	0	16	320	0	12	308	15.40	96.25%	0

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Deser, Garden
Monthly ADA Summary
 Reporting Periods: 01 - 05

Year: 2014-2015
 Report: ATD604

03 - 10/20/2014-11/14/2014		Days Taught: 18		Inst. Setting: KGN Over 180 Minute									
Grade	Days Taught	Carry Fwd	Gains	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Attd	ADA	Act %	LALD
KN	18	48	1	49	0	49	882	6	42	834	46.33	95.21%	0
Inst. Set Total		48	1	49	0	49	882	6	42	834	46.33	95.21%	0

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Desert Garden
Monthly ADA Summary
 Reporting Periods: 01 - 05

Year: 2014-2015
 Report: ATD604

03 - 10/20/2014-11/14/2014		Days Taught: 18		Inst. Setting: Regular Education										
Grade	Days Taught	Days Taught	Carry Fwd	Gains	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Attd	ADA	Act %	LALD
01	18	18	47	0	47	0	47	846	0	32	814	45.22	96.22%	0
02	18	18	46	0	46	0	46	828	0	17	811	45.06	97.95%	0
03	18	18	49	0	49	0	49	882	0	29	853	47.39	96.71%	0
04	18	18	31	0	31	0	31	558	0	16	542	30.11	97.13%	0
05	18	18	35	0	35	0	35	630	0	11	619	34.39	98.25%	0
06	18	18	65	0	65	0	65	1170	0	25	1145	63.61	97.86%	0
Inst. Set Total			273	0	273	0	273	4914	0	130	4784	265.78	97.35%	0

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Deserit Garden
Monthly ADA Summary
Reporting Periods: 01 - 05

Year: 2014-2015
Report: ATD604

03 - 10/20/2014-11/14/2014		Days Taught: 18		Inst. Setting: Special Day Class/SC									
Grade	Days Taught	Carry Fwd	Gains	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Attd	ADA	Act %	LALD
05	18	11	0	11	0	11	198	0	9	189	10.50	95.45%	0
06	18	5	0	5	0	5	90	0	3	87	4.83	96.67%	0
Inst. Set Total		16	0	16	0	16	288	0	12	276	15.33	95.83%	0

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Desen Garden
Monthly ADA Summary
 Reporting Periods: 01 - 05

Year: 2014-2015
 Report: ATD604

04 - 11/17/2014-12/12/2014		Inst. Setting: KGN Over 180 Minute												
Grade	Days Taught	Days Taught	Carry		Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Att'd	ADA	Act %	LALD
			Fwd	Back										
KN	15	49	0	0	49	0	49	735	0	47	688	45.87	93.61%	0
Inst. Set Total		49	0	0	49	0	49	735	0	47	688	45.87	93.61%	0

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Desert Garden
Monthly ADA Summary
Reporting Periods: 01 - 05

Year: 2014-2015
Report: ATD604

04 - 11/17/2014-12/12/2014		Inst. Setting: Regular Education												
Grade	Days Taught	Days Taught	Carry Fwd	Gains	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Attd	ADA	Act %	LALD
01	15	47	0	47	0	47	705	0	34	671	44.73	95.18%	0	
02	15	46	2	48	0	48	720	4	20	696	46.40	97.21%	0	
03	15	49	1	50	0	50	750	6	13	731	48.73	98.25%	0	
04	15	31	1	32	0	32	480	8	27	445	29.67	94.28%	0	
05	15	35	0	35	0	35	525	0	17	508	33.87	96.76%	0	
06	15	65	2	67	0	67	1005	11	30	964	64.27	96.98%	0	
Inst. Set Total		273	6	279	0	279	4185	29	141	4015	267.67	96.61%	0	

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Deser. Garden
Monthly ADA Summary
 Reporting Periods: 01 - 05

Year: 2014-2015
 Report: ATD604

04 - 11/17/2014-12/12/2014		Inst. Setting: Special Day Class/SL											
Grade	Days Taught	Carry Fwd	Gains	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Attd	ADA	Act %	LALD
05	15	11	0	11	0	11	165	0	12	153	10.20	92.73%	0
06	15	5	0	5	0	5	75	0	11	64	4.27	85.33%	0
Inst. Set Total		16	0	16	0	16	240	0	23	217	14.47	90.42%	0

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Desert Garden
Monthly ADA Summary
 Reporting Periods: 01 - 05

Year: 2014-2015
 Report: ATD604

05 - 12/15/2014-01/09/2015		Days Taught: 10		Inst. Setting: KGN Over 180 Minute									
Grade	Days Taught	Carry Fwd	Gains	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Att'd	ADA	Act %	LALD
KN	10	49	0	49	0	49	490	0	0	490	49.00	100.00%	0
Inst. Set Total		49	0	49	0	49	490	0	0	490	49.00	100.00%	0

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Desert Garden
Monthly ADA Summary
 Reporting Periods: 01 - 05

Year: 2014-2015
 Report: ATD604

05 - 12/15/2014-01/09/2015		Days Taught: 10		Inst. Setting: Regular Education									
Grade	Days Taught	Carry Fwd	Gains	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Attd	ADA	Act %	LALD
01	10	47	0	47	0	47	470	0	0	470	47.00	100.00%	0
02	10	48	0	48	0	48	480	0	0	480	48.00	100.00%	0
03	10	50	0	50	0	50	500	0	0	500	50.00	100.00%	0
04	10	32	0	32	0	32	320	0	0	320	32.00	100.00%	0
05	10	35	0	35	0	35	350	0	0	350	35.00	100.00%	0
06	10	67	0	67	0	67	670	0	0	670	67.00	100.00%	0
Inst. Set Total		279	0	279	0	279	2790	0	0	2790	279.00	100.00%	0

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Desert Garden
Monthly ADA Summary
Reporting Periods: 01 - 05

Year: 2014-2015
Report: ATD604

05 - 12/15/2014-01/09/2015		Days Taught: 10		Inst. Setting: Special Day Class/SC									
Grade	Days Taught	Carry Fwd	Gains	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Attd	ADA	Act %	LALD
05	10	11	0	11	0	11	110	0	0	110	11.00	100.00%	0
06	10	5	0	5	0	5	50	0	0	50	5.00	100.00%	0
Inst. Set Total		16	0	16	0	16	160	0	0	160	16.00	100.00%	0

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Desert Garden
Monthly ADA Summary
 Reporting Periods: 01 - 05

Year: 2014-2015
 Report: ATD604

Grand Total		Days Taught: 72	Inst. Setting: KGN Over 180 Minute
Grade	Days Taught	Actual Attd	ADA
KN	72	3351	46.54
Inst. Set Total		3351	46.54
Grand Total		3351	46.54

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Desert Garden
Monthly ADA Summary
 Reporting Periods: 01 - 05

Year: 2014-2015
 Report: ATD604

Grade	Days Taught	Actual Attd	ADA
01	72	3221	44.74
02	72	3259	45.26
03	72	3413	47.40
04	72	2157	29.96
05	72	2472	34.33
06	72	4533	62.96
Inst. Set Total		19055	264.65

Grand Total Days Taught: 72 Inst. Setting: Regular Education

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____



Desert Garden
Monthly ADA Summary
 Reporting Periods: 01 - 05

Year: 2014-2015
 Report: ATD604

Grade	Days Taught	Inst. Setting: Special Day Class/SC	Actual Attd	ADA
05	72		752	10.44
06	72		342	4.75
Inst. Set Total			1094	15.19
Grand Total			20149	279.85

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____ Date _____

Analysis of Data- Needs Assessment

1. Science

In the area of Science, our students in the fifth grade had a small loss. They went from 53% proficient and advanced the previous year to 47% proficient in 2013. We will continue to administer the pre and post tests for each Science Unit and the teachers will continue to practice of Frontloading in Science to help the students to master the vocabulary and frames of Science.

Student Performance (Local Data)

1. ELA

This year we find that fifteen of our first graders are not really prepared for the challenges of first grade because they have not mastered their sound and letter associations. The Reading Coach is working intensively with these students daily. Last year, our students left kindergarten last year with none testing in the intensive category. These scores indicate that our kindergarten students received a solid foundation that prepared them for first grade. We just need to work with our students that came late or are new to us this year.

72% of our first grade students tested proficient in ELA and they are prepared for second grade. There are several that need some minor interventions and these students are pulled out daily to attend a session of Seeing Stars Lindamood Bell intervention. We also have a few Newcomers that do not speak any English. These students attend a one hour class daily designed to help them to quickly learn survival English so they can function adequately in the general education classroom as quickly as possible.

In second grade, 20% of our students scored in the intensive category by the end of the year in ELA. We will closely monitor their ELA since it is only a few points above 50% proficient. Second grade teachers will be having Student Study Team meetings for the students that are seriously struggling. Other students will be serviced by the RSP teachers in pull out programs every day. Some of our second grade students will have Seeing Stars and some will have Visualize and Verbalize. Our non-English speakers will attend the one hour Newcomer class daily.

Our third grade students are significantly higher in ELA than the previous year but still only 52% achieved proficiency, so we will continue to make this grade level an area of focus for the Reading Coach this year. She will pull out third grade students for help with reading fluency every day for 30 – 50 minutes. Students with serious learning problems will be referred to the Student Study Team and a plan will be developed with the parents.

54% of our fourth grade students tested proficient at the end of last year in English Language Arts. This is an increase of 13% from the previous year, but there is still a need for improvement. Several of our fourth grade students go to Ms. Barkalow for help with reading, even though they are not identified as learning disabled. Ms. Barkalow will continue to service both the identified students and those that need help with grade level materials.

In fifth grade, 71% of our students tested proficient and they are prepared for sixth grade in most instances. There are a few students that do not speak English because they are new to our country and they will be serviced in the Newcomers class for one hour each day. There are a number of these students that are identified as RSP and they will continue to receive services in a pull out setting for approximately one hour daily.

In sixth grade, the scores were slightly lower than the previous year. We have several students that are new to the United States and do not speak English and they will be attending the Newcomers Class. There are others that still need some intervention and they will be attending the pull out class for reading on a daily basis for one hour. These students are being serviced through the Corrective Reading program.

There is only one grade level that had over 20% of students that scored in the Intensive category and this was third grade. Since there are 26% of these students in the intensive category, we will closely monitor this group of students to ensure that they are making good progress this year and receiving interventions that are necessary to help them to succeed. This year the RSP teacher will pull her identified students for Lindamood Bell in first and second grade as well as some other students that are struggling in ELA. In third through sixth grade she will be using Corrective Reading as the intervention program for ELA. In mathematics, identified and struggling students will attend an hour of tutoring daily with the RSP teacher. The Instructional Assistant will also push in to primary classes to assist the teachers in the area of English Language Arts. We will continue to monitor our scores frequently during our faculty meetings.

2. Math

In our kindergarten classes, 87% of our students scored proficient or advanced by the end of the school year in mathematics. There are 7% of our students that were in the intensive band and they are mostly students that started the year late and did not have adequate time to become proficient. The intensive students that return to our school will receive intervention in first grade when the RSP instructional assistant pushes in daily to do small group instruction during mathematics.

In first grade, 84% of our students scored proficient or advanced and only 2% fell into the intensive category. This score is 5% higher than the previous year so the first grade teachers are doing an excellent job in preparing our students to go to second grade. As second graders, some of these students will receive intervention in math during math Universal Access and some will work with the Instructional Assistant for RSP who pushes in for math every day for 30 minutes. The morning math class is available for students that need additional help with specific math skills.

65% of our second grade students scored proficient or advanced on the math assessments. This is a 6% drop from the previous year so we will be monitoring the students that did not meet the benchmarks. In third grade, there is a pullout math class for the students that need additional help in mathematics. For students that are only slightly behind, the teacher will offer tutoring during Universal Access time. There is also a math class offered in the mornings in the computer lab for students that need help with specific math skills. The parents must approve their attendance in this program once the teacher recommends them.

In third grade 79% of our students tested proficient or advanced in mathematics. This is a 22% increase over the previous year so the higher scores are very significant. There were also no students that tested in the intensive category, so these students should be able to be successful in fourth grade mathematics. For new students, or students that begin falling behind there is a math class available through the RSP program, the teacher will offer additional instruction during Universal Access time and the morning math class is available in the computer lab on a daily basis.

Our fourth grade students last year had a very low proficiency average of 29%. 37% tested in the intensive range on our local tests, so we will need to monitor our fifth grade students closely during the 14-15 school year. This is a trend that we have seen in previous years. The fourth grade curriculum seems to be difficult

for our students and therefore, we have many of them that participate in the RSP mathematics class. The teacher also works with students during the Universal Access time and the morning mathematics class is available for students that do not have mastery of the concepts. The teacher works closely with the computer lab technician in order to ensure that students attending the morning math class are working on the skills they need to master.

In fifth grade our students were 88% proficient and no students tested in the intensive range. Our RSP identified students will attend the RSP math class as their IEPs indicate and any other students that are struggling are able to join the morning math class for additional help. The RSP math class does have a few of these students who are struggling, but for the most part, the students are able to do grade level math in sixth grade.

Our outgoing sixth grade students had 74% test proficient or advanced. This is a 5% increase from the previous year. None of the students at this grade level scored in the intensive range. These students should be very successful in junior high.

3. Parent Surveys

The parent surveys from the 2013-14 school year were very positive. One thing that parents indicated they would like is help with their children's homework and specifically in the area of mathematics. We will keep this in mind when we have our parent nights this year. We also now have a parent component available with our new math program. Parents are able to access math tutoring online. We would like to provide several trainings during the school year in this area to help parents. Parents also indicated that they would like a math skills Make-It-And-Take-It workshop. We will try to provide this at every grade level during this school year.

Student Performance (CELDT)

1. AMAO 1

Our students at Desert Garden had 46.4% making the required progress in meeting the growth objectives. The required percentage will continue to go up, so we need to focus on keeping our ELL students advancing in the CELDT bands.

2. AMAO 2

The percentage of our students that have less than five years in English instruction that attained English Proficiency was only 15.0%. For students with 5 years or more, only 18.4% were redesignated. The faculty will do data analysis of students that failed to meet proficiency and they will know them by name. Extra effort will be made to ensure that these students are engaged and have many opportunities to participate during class. We will also target these students for additional help during UA and will consider them to participate in after school tutoring as it is offered.

Demographic Data: (CDE data)

We have only three significant sub groups at Desert Garden School. These include our Hispanic students, our English Learner students and our Low Socioeconomic subgroup. We will continue to disaggregate our data in accordance with these three significant groups of students at our school. Our goal this year is to raise our attendance to 98%. We hope to do this by making phone calls to the homes of students that are absent immediately when we receive the attendance from the teacher. This will enable us to go and pick up students if they have remained at home due to a reason other than illness. Last year we had fifteen

suspensions during the school year. It is our goal to reduce this number by at least 10% per year. To date this year, there have been no suspensions at our school and the behavioral referrals from the teachers are minimal. We will continue to offer rewards such as Student of the Month and drawings for bicycles etc. to encourage both excellent attendance and behavior.

Teacher Survey Data:

The data from our teacher surveys was very positive. The only areas in which teachers expressed concern was in the category of being able to follow the pacing guides and to complete the activities in the allotted time frame. This is expected since we have implemented both a new mathematics program and a new English Language Arts program. We have had very limited funding for the past few years and this will likely continue in our state for some time. We will do our best to help our teachers to attend training that they feel will enable them to offer the best possible program to their students, especially as we begin the process of transitioning to the Common Core State Standards.

El Centro Elementary School District Teacher Survey 14-15

Please fill out the following survey to help assess the effectiveness of the school plan. Please use the following ratings:

SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; NS = Not Sure

Clear School Mission

- 1. The principal frequently communicates the school's vision and mission through his or her actions. _____*

High Expectations for Success

- 2. I believe that all students can attain mastery of core content. _____*
- 3. I feel I have been provided adequate support/training to help all students achieve mastery of core content. _____*
- 4. I feel that it is my responsibility to ensure that all students succeed. _____*

Instructional Leadership

- 5. The school principal has high expectations for the staff. _____*
- 6. I am pleased with the leadership provided by the principal. _____*
- 7. The principal provides ongoing feedback on classroom instruction to staff. _____*
- 8. Faculty meetings and staff development activities support my skills in teaching. _____*

Frequent Monitoring of Student Progress

- 9. I explain to each student how he/she is doing. _____*
- 10. I use Language Arts/Math assessments to guide my instruction. _____*
- 11. I review assessment results (OARS or other) on a monthly basis. _____*

Opportunity to Learn and Student Time on Task

- 12. I am able to follow Language Arts/Math/Science pacing guides and complete activities in the allotted time frame. _____*
- 13. Estimate the number of minutes used during the day for transitions, morning routines, reviewing homework, etc. _____ minutes*

Safe and Orderly Environment

14. *The school climate is warm and supportive of children.* _____

15. *Children feel safe at this school.* _____

16. *The school building and grounds are attractive and clean.* _____

17. *Discipline is consistent and fair at this school.* _____

18. *Teachers and administrators show respect toward students.* _____

Home/School Relations

19. *I make contact with at least 3 parents a week regarding their child's progress.* _____

20. *I keep parents informed about their child's progress.* _____

TEACHER SURVEY OF INSTRUCTIONAL NEEDS FOR 2014-2015

Question Number:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1.	8	6	0	0	1
2.	1	11	1	0	1
3.	2	10	2	0	0
4.	3	11	0	0	0
5.	11	3	0	0	0
6.	9	5	0	0	0
7.	10	4	0	0	0
8.	7	7	0	0	0
9.	6	8	0	0	0
10.	8	4	0	0	1
11.	5	9	0	0	0
12.	1	6	3	0	2
13.	10	3	0	0	0
14.	9	5	0	0	0
15.	10	4	0	0	0
16.	10	4	0	0	0
17.	3	11	0	0	0
18.	7	7	0	0	0
19.	6	5	2	0	1
20.	8	6	0	0	0

Organizational Culture Survey

1 = Almost always characteristic of our school / district

2 = Generally characteristic of our school / district

3 = Seldom characteristic of our school / district

4 = Not characteristic of our school / district

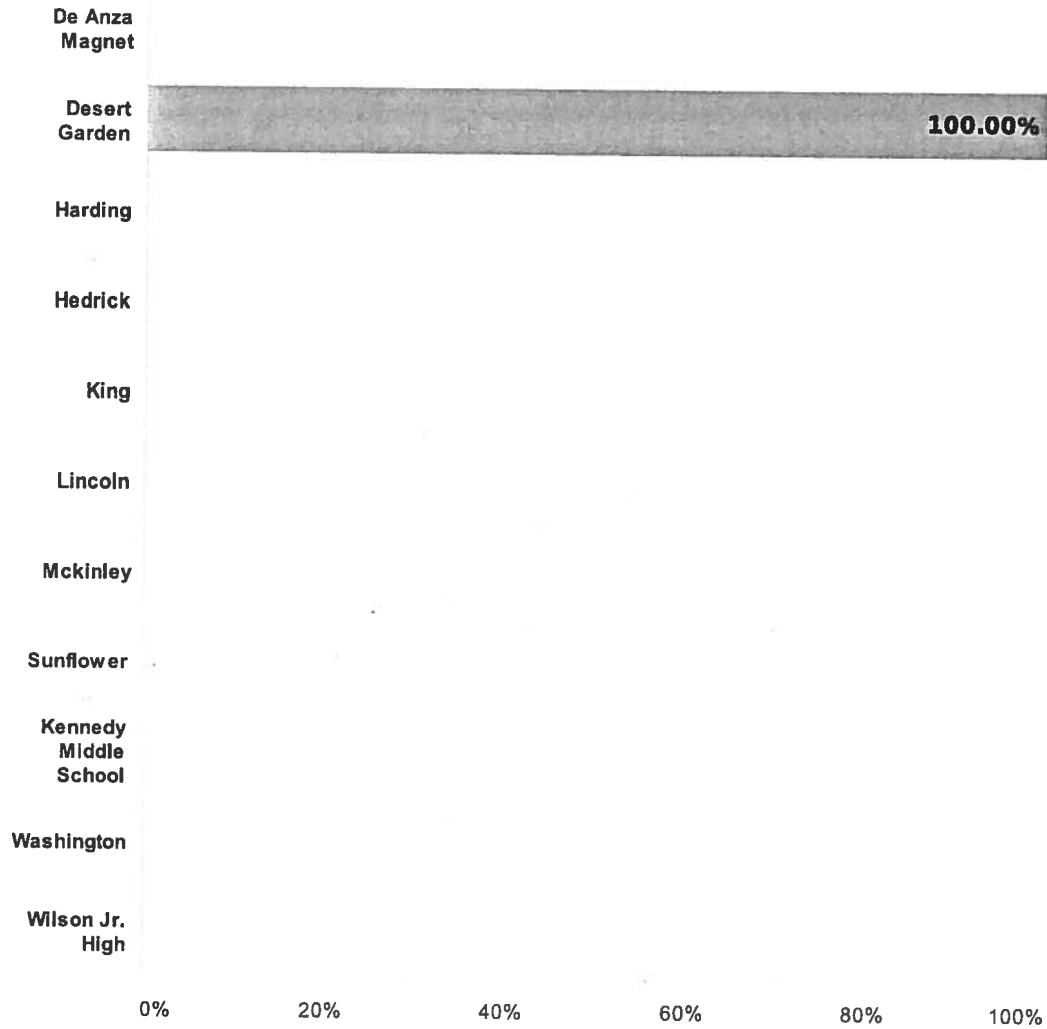
Norm / Value	School Rating
1. Teamwork Professional collaboration and teamwork on educational issues	1 11 2 3 3 4
2. Experimentation Interest in exploring new, not yet proven techniques	1 7 2 4 3 3 4
3. High Expectations and Equity A pervasive push for high performance for students and teachers while promoting equity, fairness and respect	1 12 2 2 3 4
4. Trust and Confidence A pervasive feeling that people will do what's right	1 8 2 7 3 1 4
5. Tangible Support Financial and material assistance that supports teaching/learning	1 5 2 6 3 2 4 1
6. Professional Growth The culture supports the professional growth of staff consistent with the effort to improve student learning in the student achievement goal area(s)	1 8 2 6 3 4
7. Appreciation and Recognition Acknowledgment of quality student/faculty work and effort	1 7 2 6 3 4

<p>8. Caring – Celebrating – Humor</p>	<p>1 12 2 1</p>
<p>9. Appreciation of Leadership Specifically, leadership provided by teachers, principals, and other professional staff</p>	<p>1 12 2 2 3 4</p>
<p>10. Clarity of Goals</p>	<p>1 12 2 2</p>
<p>11. Continuous Improvement The school culture values ongoing, coherent implementation and continuous improvement of the school's instructional system</p>	<p>1 11 2 1 3 4</p>
<p>12. Involvement of Stakeholders in Decision Making Those who will be affected by decisions are involved in making them</p>	<p>1 10 2 5 3 4</p>
<p>13. Traditions Rituals and events that celebrate and support core school values</p>	<p>1 10 2 3 3 4</p>
<p>14. Honest, Open Communication</p>	<p>1 11 2 3</p>
<p>15. Assessment and Accountability A schoolwide commitment to an accountability system utilizing multiple measures of student learning, regular assessment of progress, and use of assessment data to guide teaching and learning activities</p>	<p>1 10 2 4 3 4</p>

ECESD Parent Involvement Survey 2013-2014

Q1 My child attends:

Answered: 67 Skipped: 0



Answer Choices	Responses	Count
De Anza Magnet	0%	0
Desert Garden	100%	67
Harding	0%	0
Hedrick	0%	0
King	0%	0
Lincoln	0%	0
Mckinley	0%	0
Sunflower	0%	0
Kennedy Middle School	0%	0

ECESD Parent Involvement Survey 2013-2014

Washington

0%

0

Wilson Jr. High

0%

0

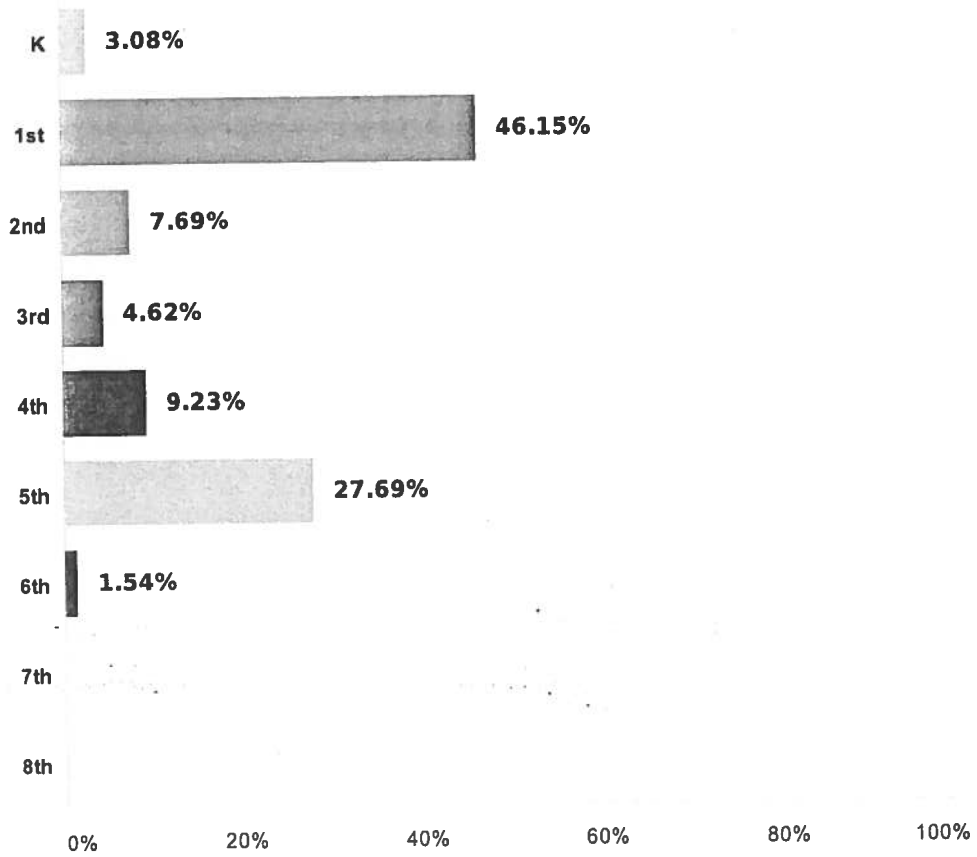
Total

67

ECESD Parent Involvement Survey 2013-2014

Q2 My child is in grade:

Answered: 65 Skipped: 2

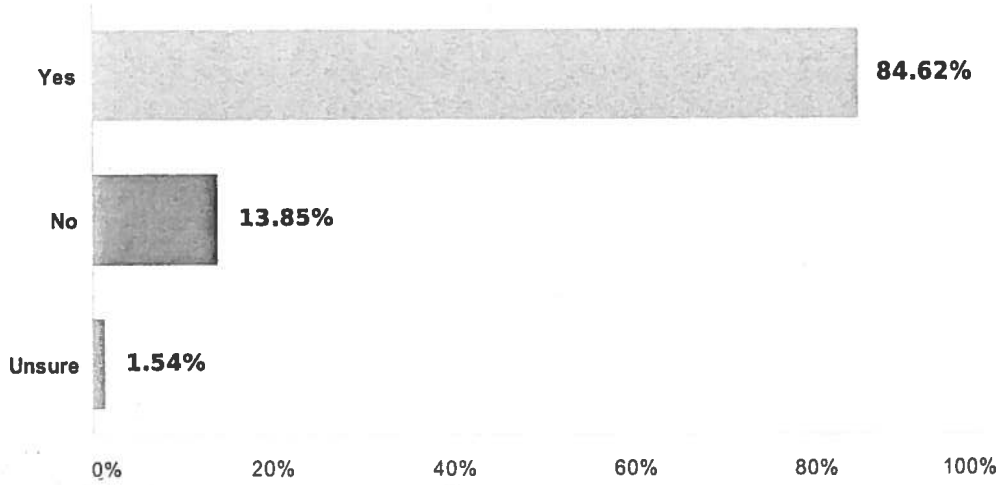


Answer Choices	Responses	
K	3.08%	2
1st	46.15%	30
2nd	7.69%	5
3rd	4.62%	3
4th	9.23%	6
5th	27.69%	18
6th	1.54%	1
7th	0%	0
8th	0%	0
Total Respondents: 65		

ECESD Parent Involvement Survey 2013-2014

Q3 Did you attend a meeting this school year where the goals and activities of your child's program were discussed with parents?

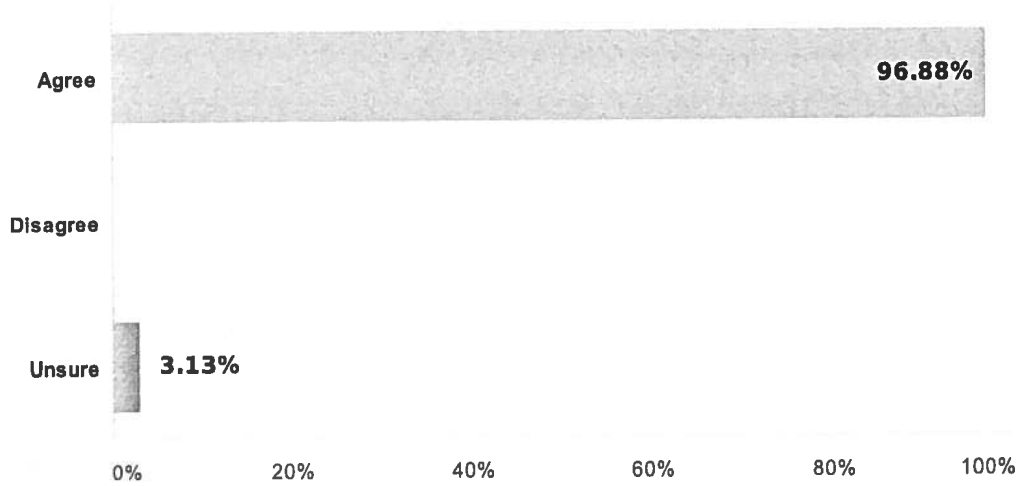
Answered: 65 Skipped: 2



Answer Choices	Responses	
Yes	84.62%	55
No	13.85%	9
Unsure	1.54%	1
Total		65

Q4 I have been provided with information about how I can help my child with his/her schoolwork.

Answered: 64 Skipped: 3

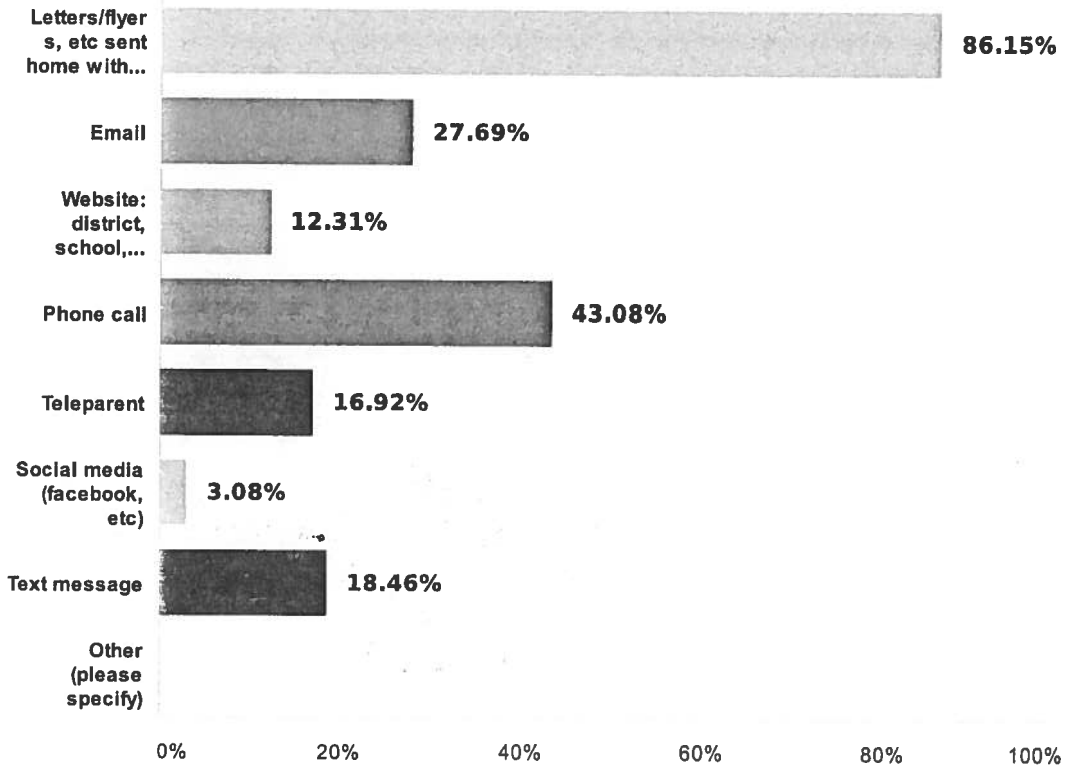


Answer Choices	Responses	
Agree	96.88%	62
Disagree	0%	0
Unsure	3.13%	2
Total		64

ECESD Parent Involvement Survey 2013-2014

Q5 I would prefer to receive information from my child's school through (check all that apply)

Answered: 65 Skipped: 2



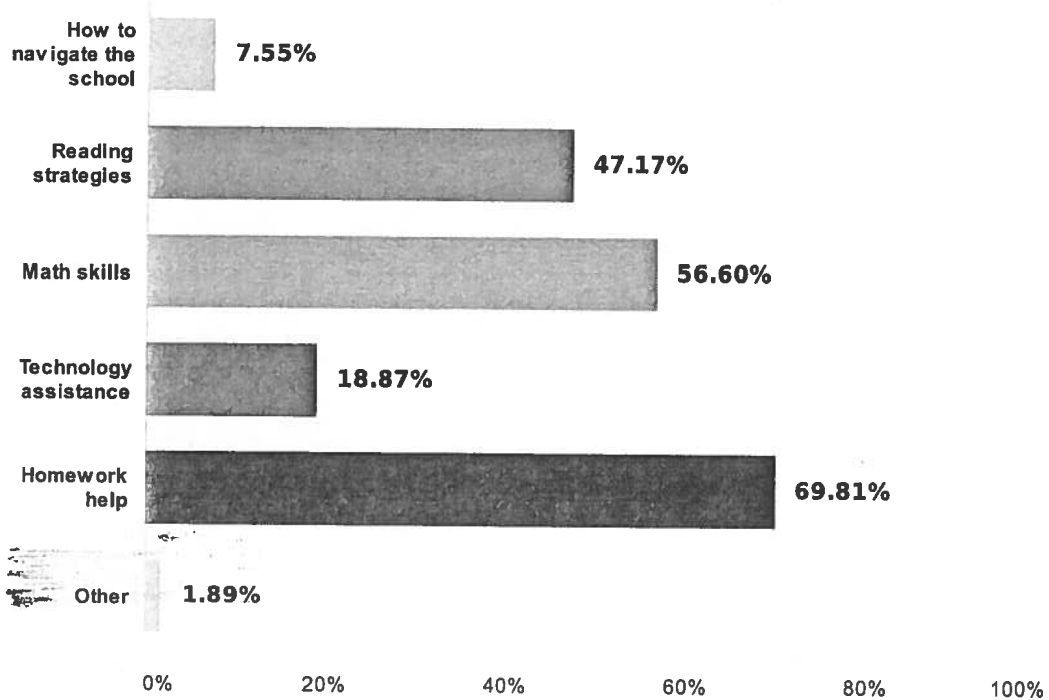
Answer Choices	Responses	
Letters/flyers, etc sent home with students	86.15%	56
Email	27.69%	18
Website: district, school, classroom, etc.	12.31%	8
Phone call	43.08%	28
Teleparent	16.92%	11
Social media (facebook, etc)	3.08%	2
Text message	18.46%	12
Other (please specify)	0%	0
Total Respondents: 65		

#	Other (please specify)	Date
	There are no responses.	

ECESD Parent Involvement Survey 2013-2014

Q6 I would like the school to provide the following information for parents: (please check all that apply)

Answered: 53 Skipped: 14

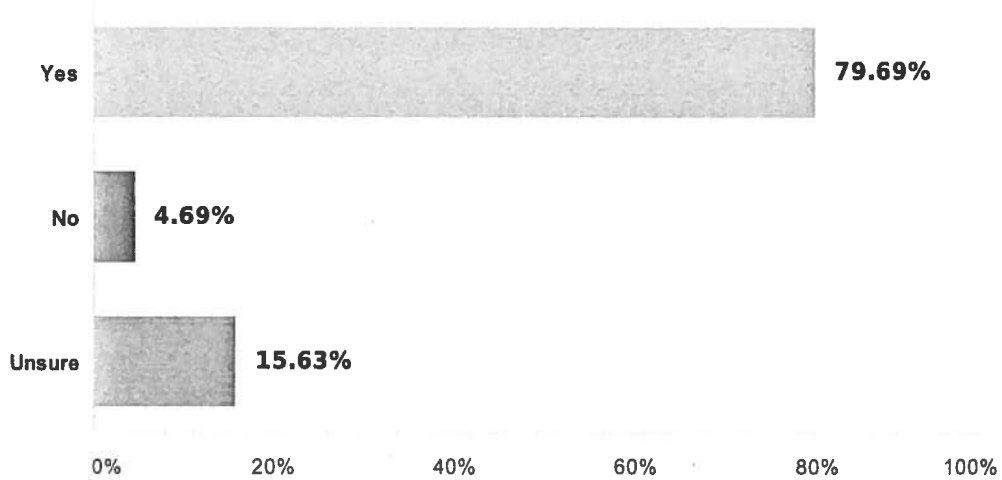


Answer Choices	Responses
How to navigate the school	7.55% 4
Reading strategies	47.17% 25
Math skills	56.60% 30
Technology assistance	18.87% 10
Homework help	69.81% 37
Other	1.89% 1
Total Respondents: 53	

ECESD Parent Involvement Survey 2013-2014

Q7 My child's school provides me with materials and/or trainings that assist me in working with my child at home.

Answered: 64 Skipped: 3



Answer Choices	Responses	
Yes	79.69%	51
No	4.69%	3
Unsure	15.63%	10
Total		64

#	Other (please specify)	Date
1	Sometimes.	11/22/2013 1:20 PM

ECESD Parent Involvement Survey 2013-2014

Q8 I have the following suggestions to increase parent involvement at school and home:

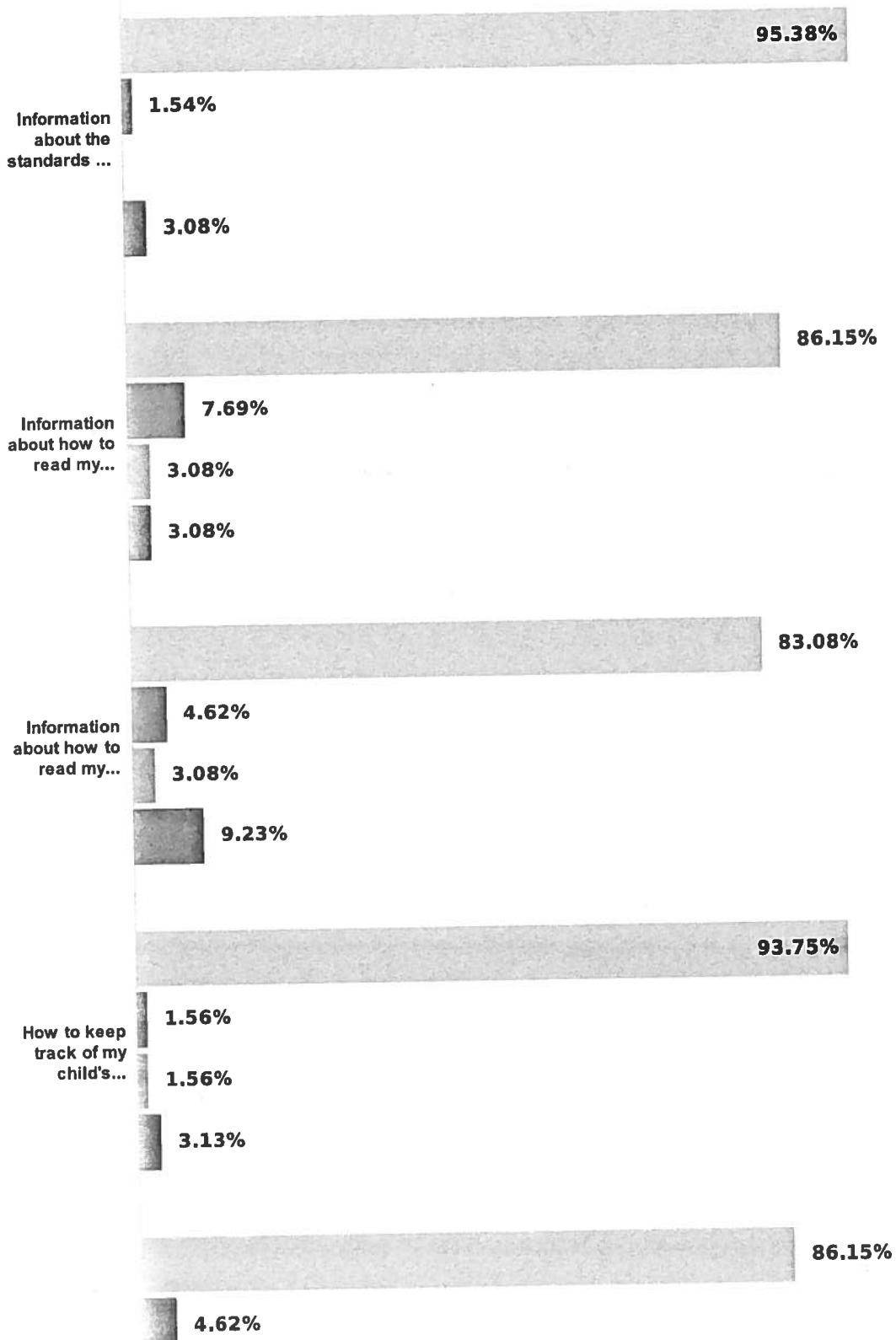
Answered: 5 Skipped: 62

#	Responses	Date
1	My husband and I work full time, hard to communicate with my child's teacher. I would like to interact more via internet. Would like to view my child's progress online, especially AR.	11/22/2013 1:15 PM
2	None, I think the parent involvement is done well at Desert Garden.	11/22/2013 12:58 PM
3	Have more parents meetings on how to help students advance.	11/22/2013 12:43 PM
4	I believe Desert Garden School makes a good effort to have parents involved in school.	11/22/2013 12:33 PM
5	Parent-teacher meetings.	11/22/2013 12:12 PM

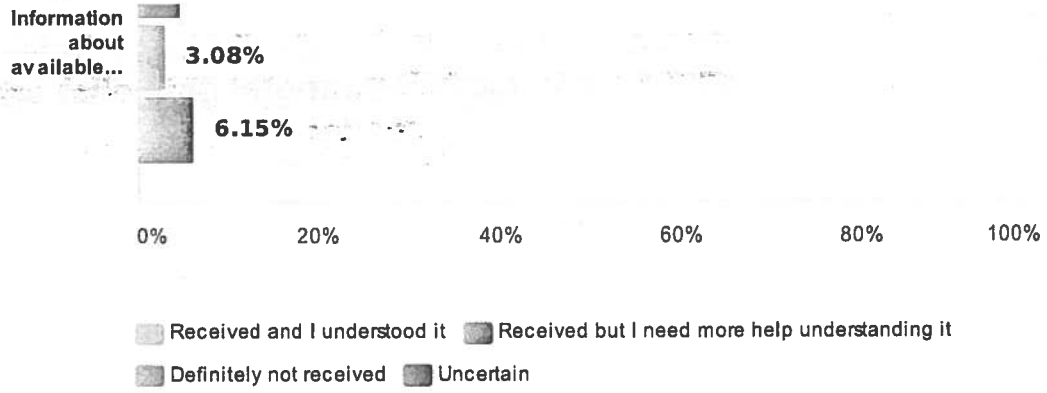
ECESD Parent Involvement Survey 2013-2014

Q9 Please indicate whether you received the following information from your child's school.

Answered: 65 Skipped: 2



ECESD Parent Involvement Survey 2013-2014

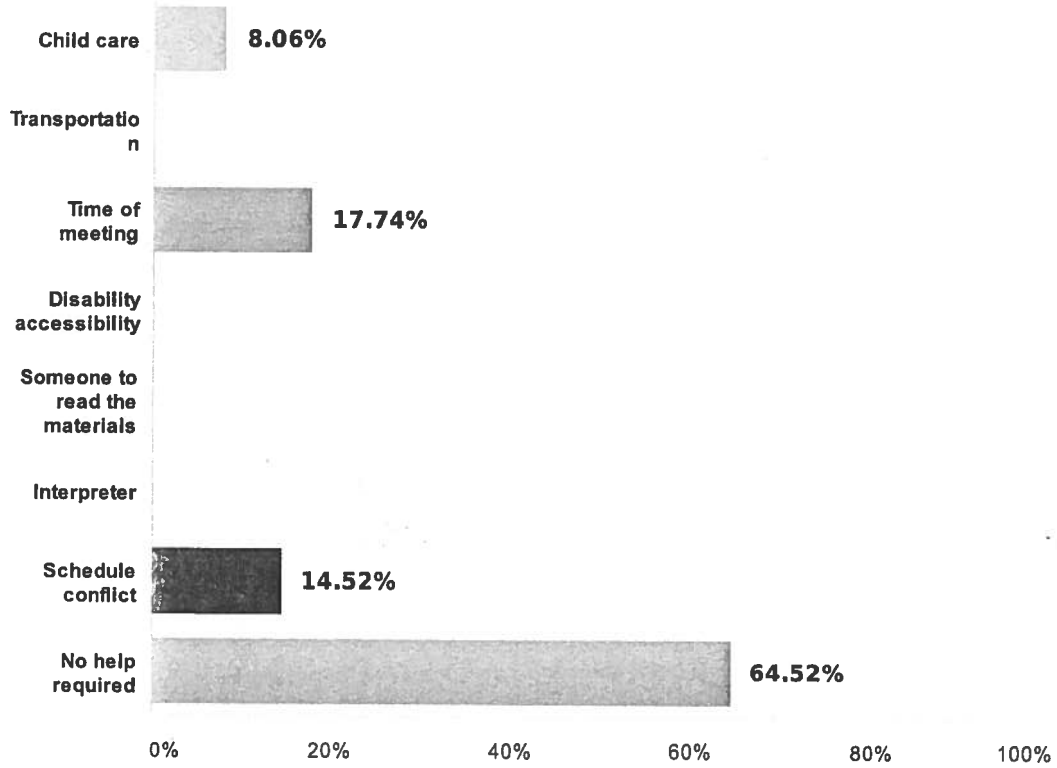


	Received and I understood it	Received but I need more help understanding it	Definitely not received	Uncertain	Total
Information about the standards and expectation for the grade level.	95.38% 62	1.54% 1	0% 0	3.08% 2	65
Information about how to read my child's state test scores	86.15% 56	7.69% 5	3.08% 2	3.08% 2	65
Information about how to read my school benchmark scores	83.08% 54	4.62% 3	3.08% 2	9.23% 6	65
How to keep track of my child's progress in school	93.75% 60	1.56% 1	1.56% 1	3.13% 2	64
Information about available interventions and enrichment at this school	86.15% 56	4.62% 3	3.08% 2	6.15% 4	65

ECESD Parent Involvement Survey 2013-2014

Q10 In order to attend parent-teacher meetings and trainings, I need help in the following areas:

Answered: 62 Skipped: 5

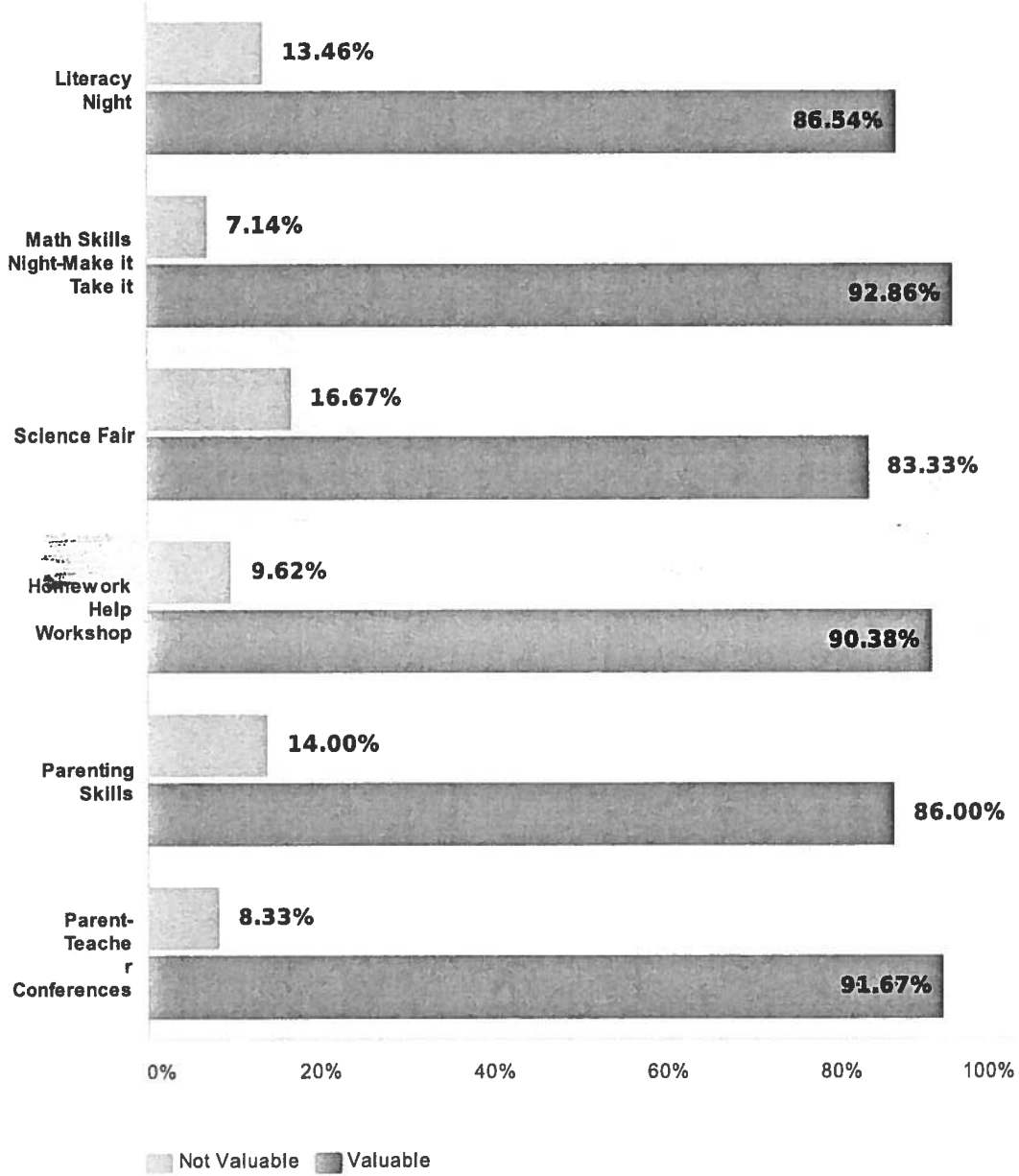


Answer Choices	Responses	Count
Child care	8.06%	5
Transportation	0%	0
Time of meeting	17.74%	11
Disability accessibility	0%	0
Someone to read the materials	0%	0
Interpreter	0%	0
Schedule conflict	14.52%	9
No help required	64.52%	40
Total Respondents: 62		

ECESD Parent Involvement Survey 2013-2014

Q11 These activities would be valuable in helping me be more effective when working with my child at home:

Answered: 63 Skipped: 4



	Not Valuable	Valuable	Total
Literacy Night	13.46% 7	86.54% 45	52
Math Skills Night-Make it Take it	7.14% 4	92.86% 52	56
Science Fair	16.67% 9	83.33% 45	54

ECESD Parent Involvement Survey 2013-2014

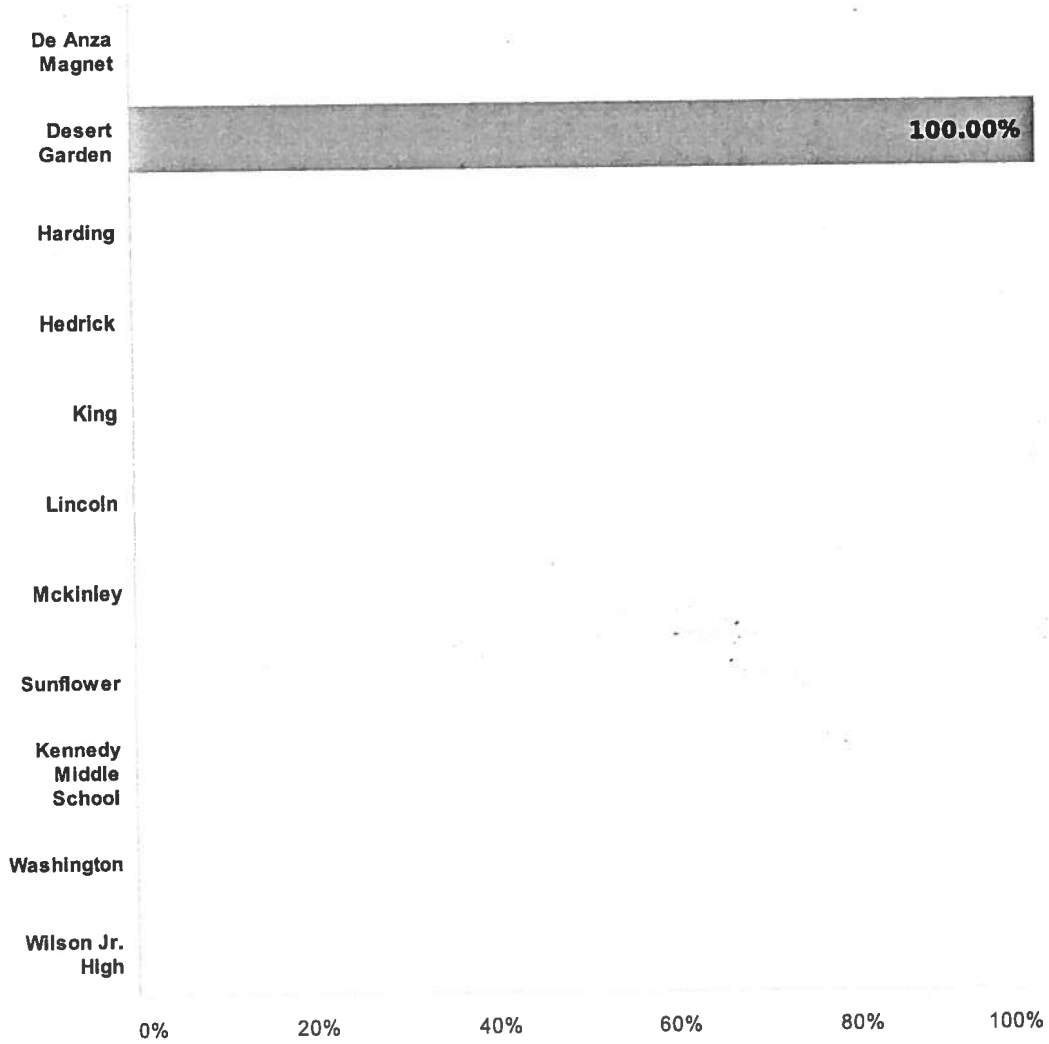
Homework Help Workshop	9.62% 5	90.38% 47	52
Parenting Skills	14.00% 7	86% 43	50
Parent-Teacher Conferences	8.33% 4	91.67% 44	48

#	Other (please specify)	Date
1	Tutoring	11/22/2013 1:15 PM
2	I did not understand this part.	11/22/2013 1:10 PM

ECESD Parent Involvement Survey Spanish 2013-2014

Q1 Mi hijo/a asiste a la escuela:

Answered: 30 Skipped: 0



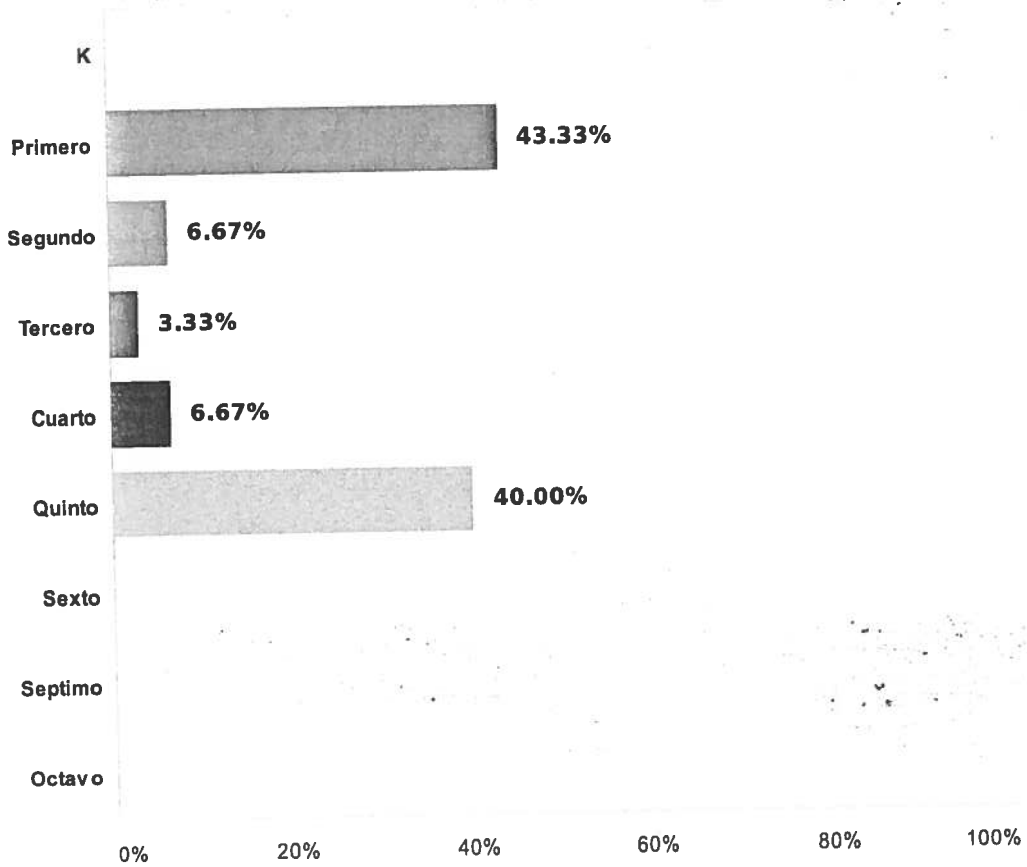
Answer Choices	Responses
De Anza Magnet	0% 0
Desert Garden	100% 30
Harding	0% 0
Hedrick	0% 0
King	0% 0
Lincoln	0% 0
Mckinley	0% 0
Sunflower	0% 0
Kennedy Middle School	0% 0

ECESD Parent Involvement Survey Spanish 2013-2014

Washington	0%	0
Wilson Jr. High	0%	0
Total		30

Q2 Mi hijo/hija esta en el grado:

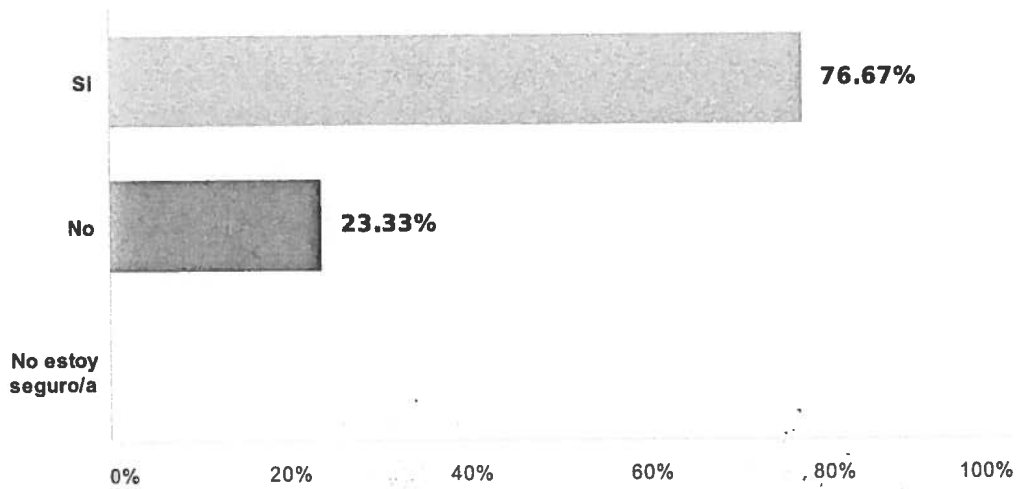
Answered: 30 Skipped: 0



Answer Choices	Responses	
K	0%	0
Primero	43.33%	13
Segundo	6.67%	2
Tercero	3.33%	1
Cuarto	6.67%	2
Quinto	40%	12
Sexto	0%	0
Septimo	0%	0
Octavo	0%	0
Total Respondents: 30		

Q3 ¿Asistió usted a una junta este año escolar donde las metas y actividades del programa de su hijo/a fueron explicados as con los padres?

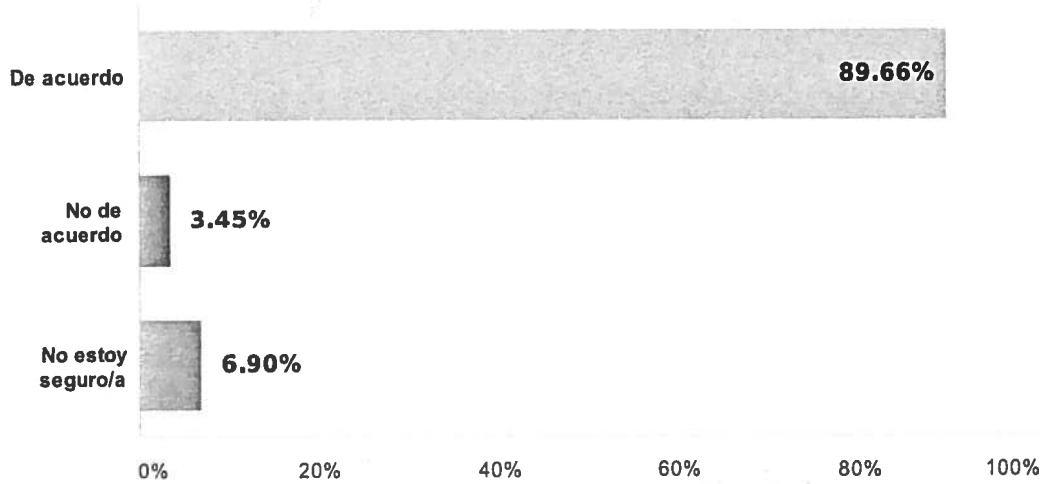
Answered: 30 Skipped: 0



Answer Choices	Responses	
Si	76.67%	23
No	23.33%	7
No estoy seguro/a	0%	0
Total		30

Q4 Me han proporcionado información acerca de como puedo ayudar a mi hijo/a con sus tareas.

Answered: 29 Skipped: 1

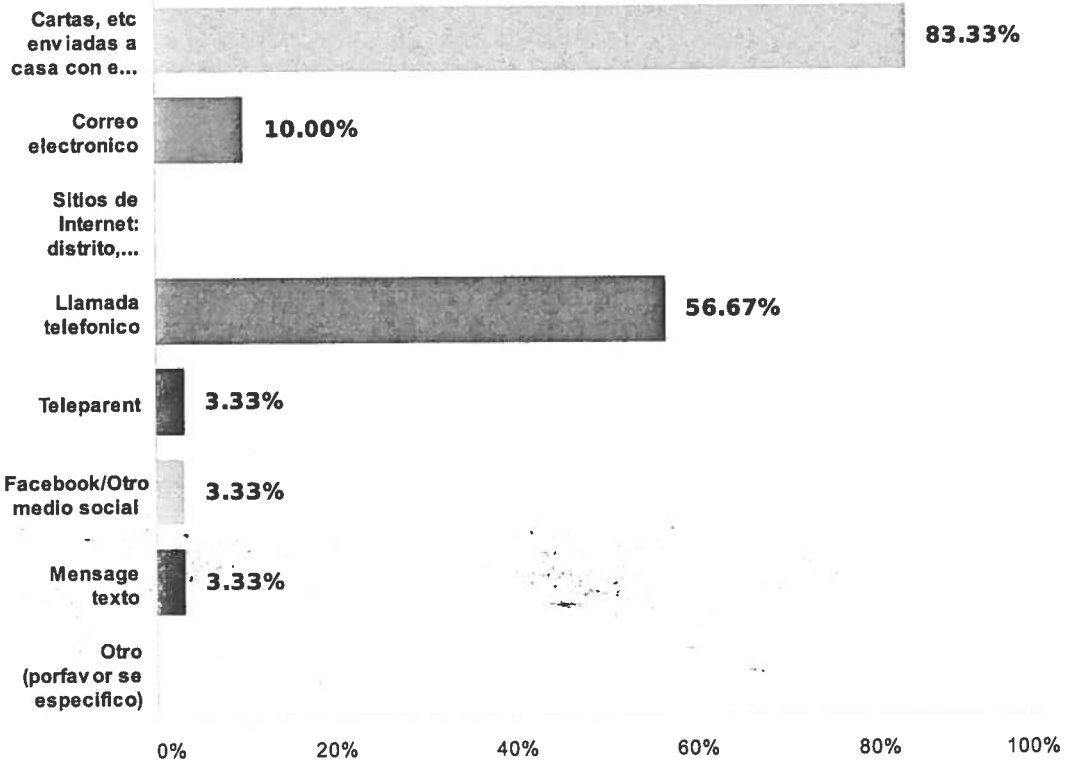


Answer Choices	Responses	
De acuerdo	89.66%	26
No de acuerdo	3.45%	1
No estoy seguro/a	6.90%	2
Total		29

ECESD Parent Involvement Survey Spanish 2013-2014

Q5 Usted prefiere recibir información de la escuela de mi hijo/a por medio de: (checha todo que se corresponda):

Answered: 30 Skipped: 0

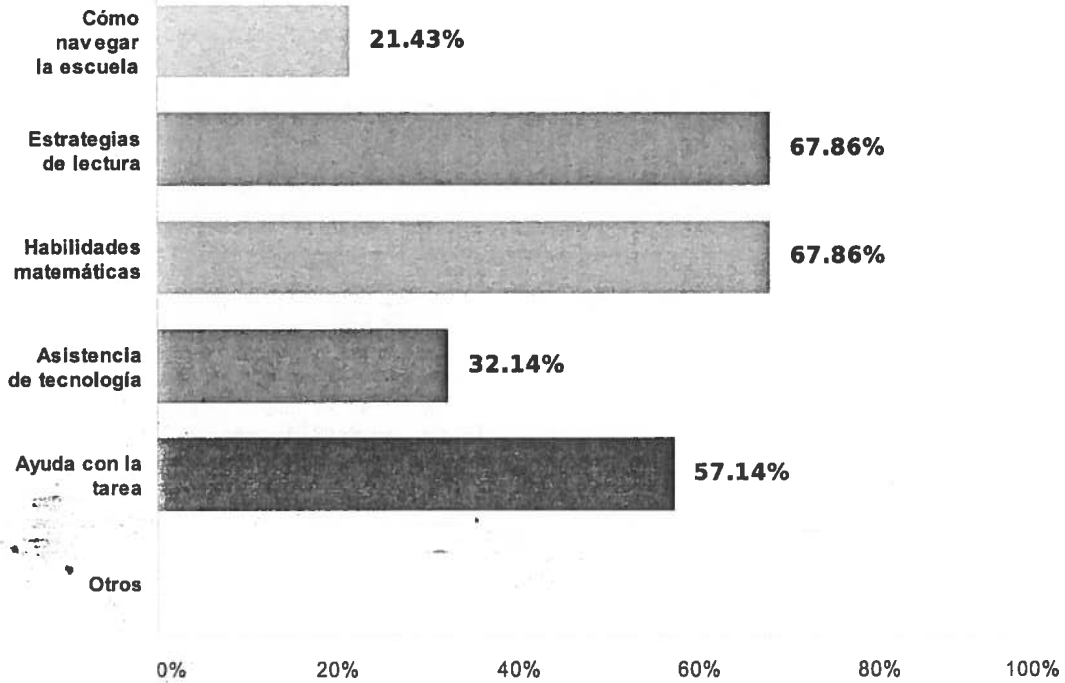


Answer Choices	Responses	
Cartas, etc enviadas a casa con el estudiante	83.33%	25
Correo electronico	10%	3
Sitios de Internet: distrito, escuela, salon etc	0%	0
Llamada telefonico	56.67%	17
Teleparent	3.33%	1
Facebook/Otro medio social	3.33%	1
Mensage texto	3.33%	1
Otro (porfavor se especifico)	0%	0
Total Respondents: 30		

#	Otro (porfavor se especifico)	Date
	There are no responses.	

Q6 Me gustaría que la escuela le proporcione la siguiente información para los padres: (marque todas las que correspondan)

Answered: 28 Skipped: 2

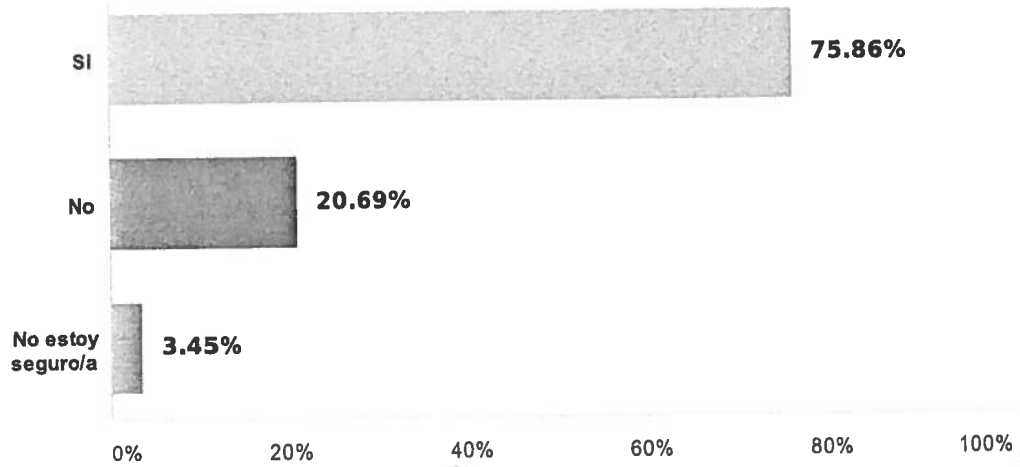


Answer Choices	Responses	Count
Cómo navegar la escuela	21.43%	6
Estrategias de lectura	67.86%	19
Habilidades matemáticas	67.86%	19
Asistencia de tecnología	32.14%	9
Ayuda con la tarea	57.14%	16
Otros	0%	0
Total Respondents: 28		

ECESD Parent Involvement Survey Spanish 2013-2014

Q7 La escuela de mi hijo/a me proporciona con materiales y/o entrenamientos que me ayudara trabajar con mi hijo/a en el hogar.

Answered: 29 Skipped: 1



Answer Choices	Responses	
Si	75.86%	22
No	20.69%	6
No estoy seguro/a	3.45%	1
Total		29

#	Other (please specify)	Date
	There are no responses.	

ECESD Parent Involvement Survey Spanish 2013-2014

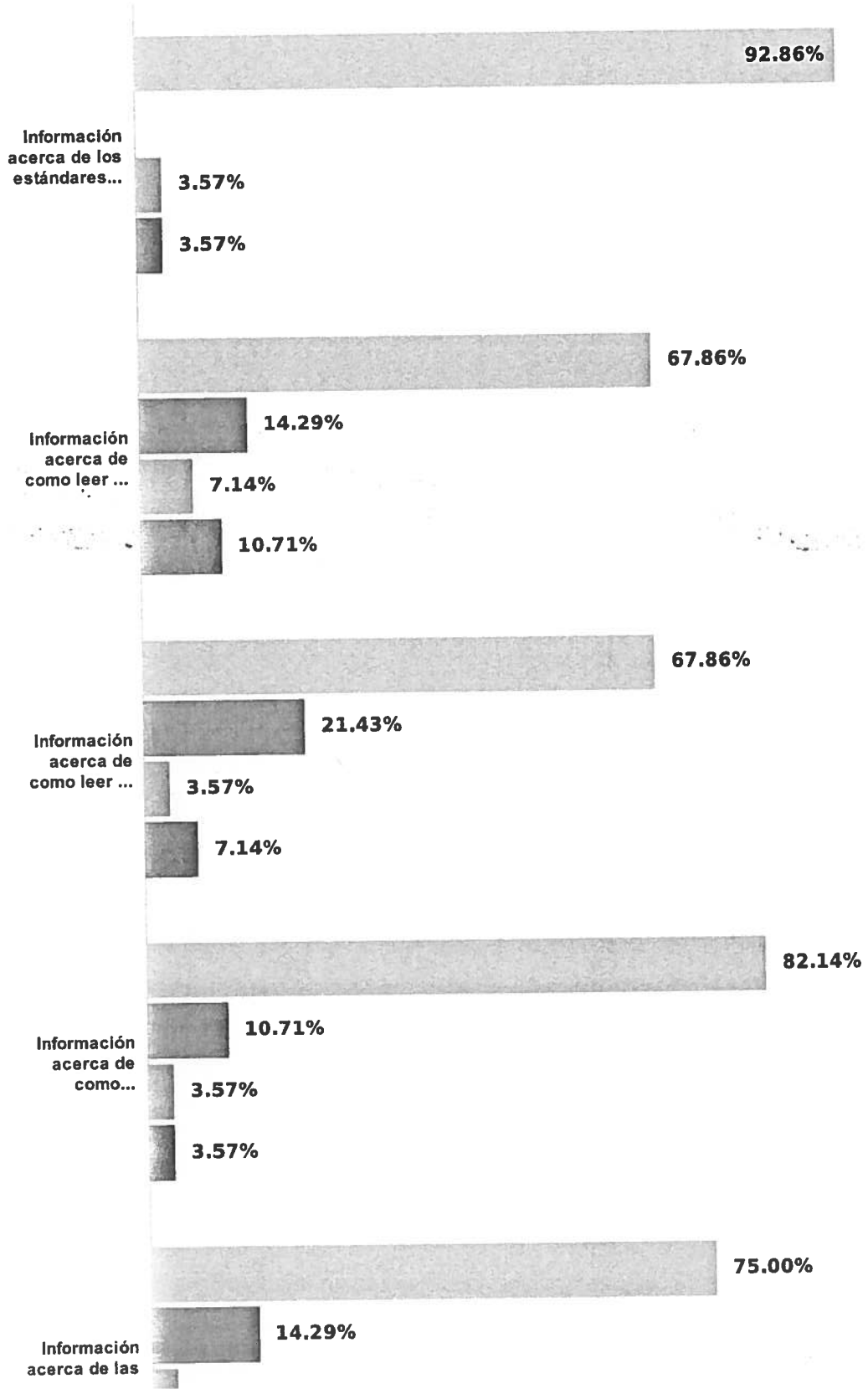
Q8 Yo tengo las siguientes sugerencias para aumentar la participación de los padres en la escuela y el hogar:

Answered: 4 Skipped: 26

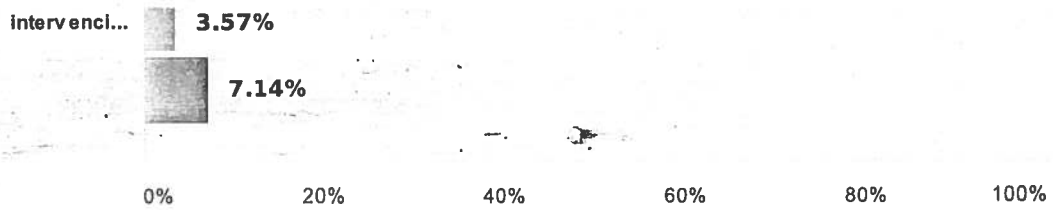
#	Responses	Date
1	Because I do not speak English, it's difficult to help my child with homework, I would have to pay a tutor to help her.	11/20/2013 3:23 PM
2	Send letters home to parents to ask for school participation.	11/20/2013 3:12 PM
3	For parents to sit by their child's side and get involved by asking them questions about their school work and homework.	11/20/2013 2:59 PM
4	More recreational activities for parents and their children.	11/20/2013 2:43 PM

Q9 Por favor indique si recibio la siguiente informacion por medio de la escuela:

Answered: 28 Skipped: 2



ECESD Parent Involvement Survey Spanish 2013-2014

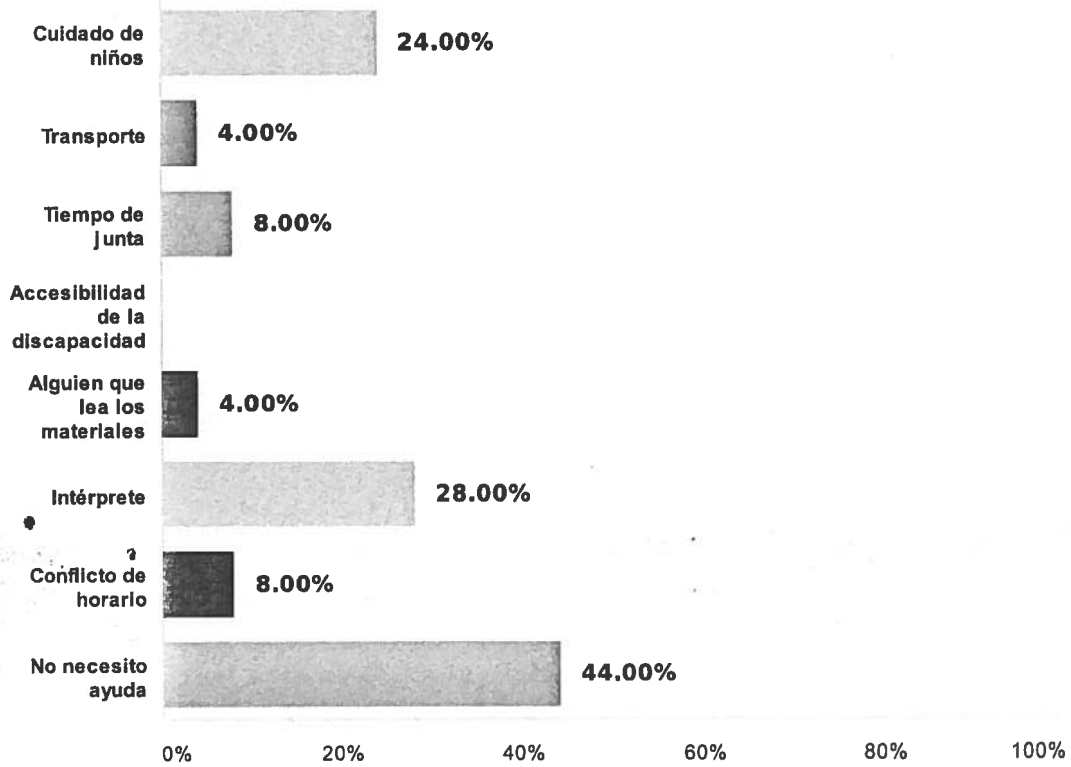


Recibida y entendida
 Recibida pero, necesito ayuda para entenderla
 Definitivamente no recibida
 No estoy seguro/a

	Recibida y entendida	Recibida pero, necesito ayuda para entenderla	Definitivamente no recibida	No estoy seguro/a	Total
Información acerca de los estándares y expectativas del nivel del grado.	92.86% 26	0% 0	3.57% 1	3.57% 1	28
Información acerca de como leer los resultados de los exámenes del estado de mi hijo/a	67.86% 19	14.29% 4	7.14% 2	10.71% 3	28
Información acerca de como leer los resultados de los exámenes de la escuela	67.86% 19	21.43% 6	3.57% 1	7.14% 2	28
Información acerca de como enterarme del progreso de mi hijo/a en la escuela.	82.14% 23	10.71% 3	3.57% 1	3.57% 1	28
Información acerca de las intervenciones y enriquecimientos disponibles en la escuela.	75% 21	14.29% 4	3.57% 1	7.14% 2	28

Q10 Para asistir a las juntas y entrenamientos de padres y maestros, yo necesito ayuda en las siguientes areas.

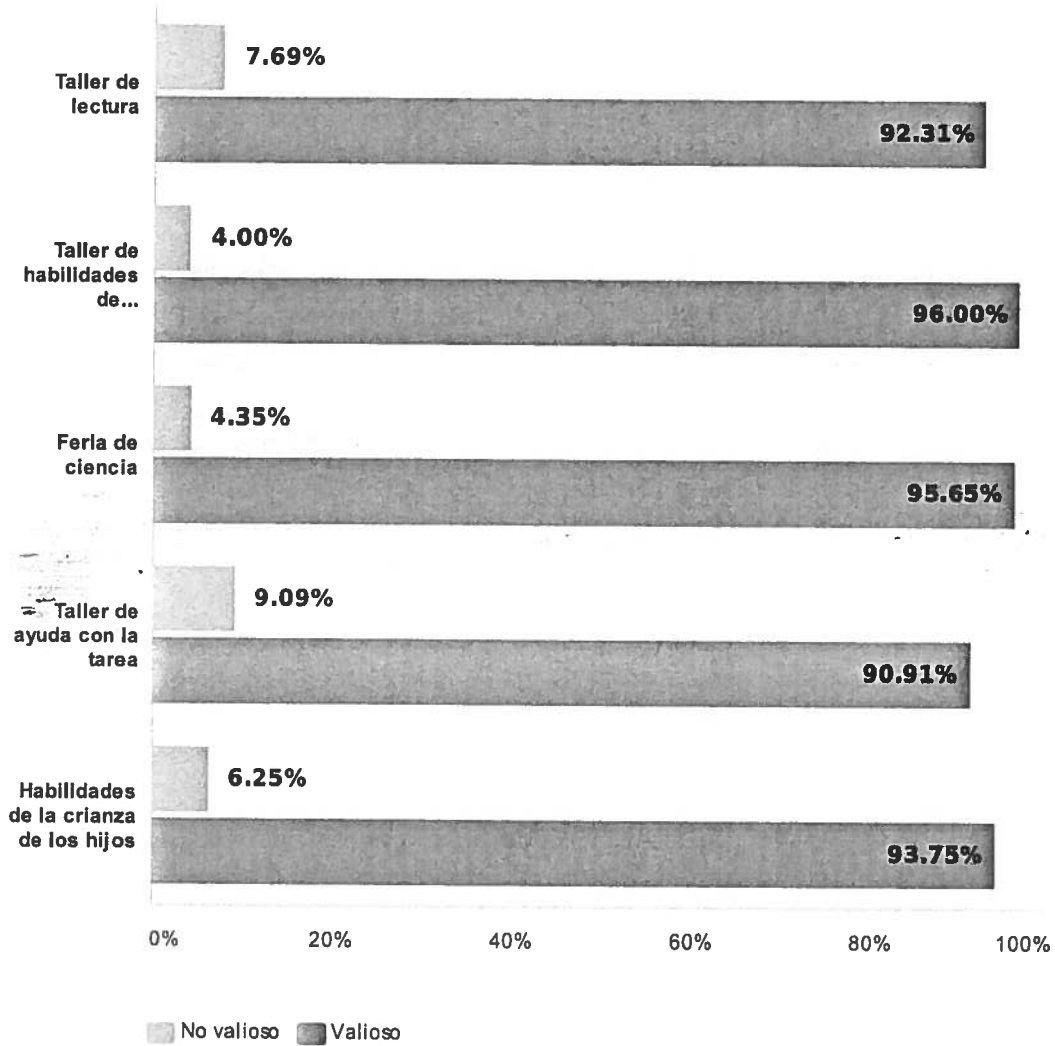
Answered: 25 Skipped: 5



Answer Choices	Responses	
Cuidado de niños	24%	6
Transporte	4%	1
Tiempo de junta	8%	2
Accesibilidad de la discapacidad	0%	0
Alguien que lea los materiales	4%	1
Intérprete	28.00%	7
Conflicto de horario	8%	2
No necesito ayuda	44%	11
Total Respondents: 25		

Q11 Estas actividades podrían ser útiles para ayudar a ser más efectivos cuando se trabaja con mi hijo/a en el hogar:

Answered: 28 Skipped: 2



	No valioso	Valioso	Total
Taller de lectura	7.69% 2	92.31% 24	26
Taller de habilidades de matemáticas	4% 1	96% 24	25
Feria de ciencia	4.35% 1	95.65% 22	23
Taller de ayuda con la tarea	9.09% 2	90.91% 20	22
Habilidades de la crianza de los hijos	6.25% 1	93.75% 15	16

Other (please specify) Date

ECESD Parent Involvement Survey Spanish 2013-2014

There are no responses.	
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This report was prepared for the school by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Safe and Healthy Kids Program Office. For contract information, contact:

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Recommended citation:

[District/COE Name]. *California Healthy Kids Survey, 2009-10: Main Report* San Francisco: WestEd Health and Human Development Program for the California Department of Education.

PREFACE

This report provides the detailed results for each question from this school's 2009-10 administration of the *California Healthy Kids Survey (CHKS)*, presented in tables organized by topic. In addition to this Main Report, the *CHKS Key Findings* provides a summary of selected results with graphic presentations and short discussions. To help in understanding and interpreting these results, review these findings along with the *Survey Content Guidebook*, (www.wested.org/chks/narratives) which discusses the significance of each question. Several other tools to help in data use are also available, as described below.

The results of this student survey should be compared to those obtained from school staff from the companion *California School Climate Survey (CSCS)*, which was administered at the same time. It is important to determine whether staff perceptions accurately reflect student behaviors and experiences. The Survey Content Guidebook provides a cross-walk between the two surveys' questions to facilitate this comparison. Combined, the CHKS and CSCS provide a comprehensive assessment of the school climate and the needs of students and staff to guide school improvement efforts. For additional information and resources, visit the survey websites: www.wested.org/chks and cscs.wested.org.

SURVEY PURPOSE

The CHKS and CSCS form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in: (1) preventing youth health-risk behaviors and other barriers to academic achievement; (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of youth behaviors and attitudes is essential to guide school improvement efforts and develop effective prevention, health, and youth development programs. Since fall 2003, biennial administration of the survey (along with the California School Climate Survey of staff), and the public posting of the results, have been required by CDE in compliance with the No Child Left Behind Act. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for both students and staff.

SURVEY CONTENT OVERVIEW

The CHKS consists of a required general set of questions. Districts may also add their own questions of local interest. The survey consists of a broad range of key questions identified by an expert advisory committee considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.¹ The primary focus of the survey is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

¹ The CHKS Guidebook to Survey Administration contains detailed information about the content of the survey.

School Related Content

To support school improvement efforts, the majority of questions on the survey assess school performance, engagement, climate, performance, and experiences. The survey provides self-report data on:

- school connectedness;
- the level of which students experience caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes; and
- perceived safety and frequency of, and reasons for, harassment and bullying at school.

These questions can be compared to staff perceptions on the California School Climate Survey.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey following detailed instructions provided by CDE designed to assure the protection of all student and parental rights to privacy and maintain confidentiality. Students were surveyed only with the *consent of parents or guardians*. Each student's participation was voluntary, anonymous, and confidential. Table 1.1 gives the target sample of students, and the final number and percent that completed the survey (the participation response rate).

THE REPORT

The tables in this Main CHKS Report provide the percentages responding to each question response option, organized by topic. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables include the percentages of youth who do not engage in each risk behavior. Percentages are rounded off to the nearest whole number.

AIDS TO UNDERSTANDING AND USING THE DATA

Several guides, workshops, and other aids are available to help you understand and use survey results. These are described and made available on the survey website. Three are particularly important.

- To help in understanding and interpreting these results, a *Survey Content Guidebook* provides a detailed explanation of each question and its significance (why it was asked) and the potential implications for programs of the results.
- The CHKS *Data Use and Dissemination Guidebook* describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops are offered as well.
- A *Workbook on Improving School Climate and Closing the Achievement Gap* provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy. A workshop accompanying this Workbook will be available in 2010.

ASSESSING THE DATA

Care must be taken to fully understand the survey, the context within which the data were collected, and the factors that can impact the quality, validity, and generalizability of the results, the changes obtained between administrations, or differences between your results and those from other districts or state norms. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Data Use and Dissemination Guidebook*.

Representativeness

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the school's student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Surveys

Many factors may account for changes in results from administration to administration besides real changes in behavior, attitudes, or experiences among students. The change could be due to differences over time in the characteristics or size of the sample of students who completed the survey, or changes in the questions themselves, or differences in the time period in which the survey was administered (e.g., some risk behaviors tend to increase with age, and be higher after holidays or even a social event).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven, decision-making process. The following describes actions you can take to analyze and use the results and provide additional information to support school- and program- improvement efforts.

Compare with Other Data Sources

CHKS results will be enriched if analyzed in the context of data from the California School Climate Survey and other sources, particularly in identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include number and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students and Staff

Discuss the results with both students and staff to explore their meaning in more depth and obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. As such, it helps improve their perceptions of the developmental supports and opportunities that the school offers and their school connectedness. Survey staff can provide information on conducting structured group "listening" discussions of the data with youth focused on obtaining their input on how to address the needs identified by the survey.

ACKNOWLEDGEMENTS

The CHKS was developed, and this report prepared for the school, by WestEd in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education (CDE) Safe and Healthy Kids Program Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at <http://www.wested.org/chks>.

Gregory Austin, Ph.D.
CHKS Director, WestEd

Tom Herman, Administrator
Safe and Healthy Kids Program Office, California Department of Education

Sample Characteristics

Note: Tables 3.1 through 5.3 include results by gender.

Table 1.1

Student Sample Characteristics

	Grade 5
Student Sample Size	
Target Sample	66
Final Sample (Number of Respondents)	16
Average Response Rate	24%

Table 2.1
Age of Sample

	Grade 5 Total %
7 years old, or younger than 7	
8 years old	
9 years old	
10 years old	
11 years old	
12 years old	
13 years old or older than 13	

Question ES 2, 4: How old are you? What grade are you in?

Table 2.2
Gender of Sample

	Grade 5 Total %
Female	
Male	

Question ES 3: Are you female or male?

Table 2.3
Number of Times Moved, Past Year

	Grade 5 Total %
0 times	56
1 time	38
2 times or more times	6

Question ES 5: During the past year, how many times have you moved (changed where you live)?

Table 2.4
Perceived Ability With School Work

	Grade 5 Total %
One of the best students	6
Better than most students	25
About the same as others	50
Don't do as well as most others	19

Question ES 16: How well do you do in your school work?

Alcohol and Other Drug (AOD) Use

Table 3.1

Ever Used Alcohol or Other Drugs, Lifetime

	Grade 5
	Total %
Alcohol, one or two sips	19
Alcohol, a full glass	6
Inhalants (to get high)	6
Marijuana *	6
<i>None of the above</i>	75
<i>Any of the above</i>	25

Questions ES 33-35: Have you ever drunk beer, wine, or other alcohol? Have you ever sniffed something through your nose to get "high?" Have you ever smoked any marijuana (pot, grass, weed)?

Table 3.2

Any Alcohol Use, Past Month

	Grade 5
	Total %
No	81
Yes, I drank one or two sips	19
Yes, I drank a full glass	0

Question ES 40: In the past month, did you drink any beer, wine or other alcohol?

*** = CDE-Recommended SDFSC/TUPE Performance Indicator**

Table 3.3***Any AOD Use Before/During School, Lifetime***

	Grade 5
	Total %
No	100
Yes	0

Question ES 36: Have you ever used alcohol or an illegal drug like marijuana before school or at school?

Table 3.4***Perception of Health Risk of Alcohol and Marijuana Use***

	Grade 5
	Total %
Alcohol	
No, not bad	7
Yes, a little bad	27
Yes, very bad	67
Marijuana	
No, not bad	0
Yes, a little bad	13
Yes, very bad	81
I don't know what marijuana is	6

Question ES 38-39: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?

Do you think using marijuana (pot, grass, weed) is bad for a person's health?

Tobacco Use

Table 4.1

Lifetime and Current Use of Cigarettes and Smokeless Tobacco

	Grade 5
	Total %
Ever smoked a cigarette *	6
Part of a cigarette, like one or two puffs	6
A whole cigarette	0
Smoked a cigarette in the past month	0
Ever chewed tobacco or snuff	0

Questions ES 31, 41, 32. Have you ever... In the past month, did you...

Table 4.2

Perception of Health Risk of Cigarette Smoking

	Grade 5		
			Total %
No, not bad	10	0	6
Yes, a little bad	10	17	13
Yes, very bad	80	83	81

Question ES 37: Do you think smoking cigarettes is bad for a person's health?

*** = CDE-Recommended SDFSC/TUPE Performance Indicator**

Violence and Safety

Table 5.1

Perceived Feeling Safe At or Outside of School

	Grade 5
	Total %
Do you feel safe at school?	
No, never	13
Yes, some of the time	13
Yes, most of the time	13
Yes, all of the time *	63
Do you feel safe outside of school?	
No, never	7
Yes, some of the time	7
Yes, most of the time	33
Yes, all of the time	53

Question ES 29, 30: Do you feel safe at school? Do you feel safe outside of school?

*** = To be used for the CDE-Recommended SDFSC/TUPE Performance Indicator
"The percentage of students that feel very safe at school"**

Table 5.2
Frequency of Being Harassed on School Property

	Grade 5 Total %
Been hit or pushed	
No, never	69
Yes, some of the time	25
Yes, most of the time	0
Yes, all of the time	6
Mean rumors spread about you	
No, never	56
Yes, some of the time	25
Yes, most of the time	6
Yes, all of the time	13

*Question ES 23, 24: Do other kids hit or push you at school when they are not just playing around?
Do other kids at school spread mean rumors or lies about you?*

Table 5.3
Frequency of Harassing on School Property, Past Year

	Grade 5 Total %
Have hit or pushed other kids	
0 times	44
1 time	44
2 times	6
3 or more times	6
Have spread mean rumors about other kids	
0 times	88
1 time	13
2 times	0
3 or more times	0

Question ES 21, 22: During the past year, how many times have you...hit or pushed other kids at school when you were not playing around? ..spread mean rumors or lies about other kids at school?

Table 5.4***Cyber Bullying***

	Grade 5 Total %
No, never	88
Yes, some of the time	13
Yes, most of the time	0
Yes, all of the time	0

Question ES 25: Do other kids at school spread mean rumors or lies about you on the internet (i.e. Facebook™, MySpace™, email, instant message)?

Table 5.5***Weapons (Gun or Knife) on School Property, Past Year***

	Grade 5 Total %
Brought weapon to school	
No	100
Yes	0
Saw another kid with a weapon at school	
No	87
Yes	13

Question ES 26-27: During the past year... did you ever bring a gun or knife to school? ...have you ever seen another kid with a gun or knife at school?

Table 5.6***Frequency of Being Home Without Adult Supervision***

	Grade 5 Total %
No, never	69
Yes, some of the time	25
Yes, most of the time	6
Yes, all of the time	0

Question ES 28: Are you home alone after school?

Table 5.7***Frequency of Seat Belt and Helmet Use***

	Grade 5 Total %
When you ride in a car do you wear a seat belt?	
No, never	0
Yes, some of the time	13
Yes, most of the time	25
Yes, all of the time	63
When you ride a bicycle do you wear a helmet?	
I do not ride a bicycle	13
No, never	38
Yes, some of the time	38
Yes, most of the time	0
Yes, all of the time	13

Question ES 7, 8: When you ride in a car do you wear a seat belt? When you ride a bicycle do you wear a helmet?

Physical Health

Table 6.1

Breakfast Consumption

	Grade 5 Total %
No	19
Yes	81

Question ES 6: Did you eat breakfast this morning?

Table 6.2

Exercise During Week

	Grade 5 Total %
0 days	0
1 day	0
2 days	6
3 days	19
4 days	19
5 days	31
6 or 7 days	25

Question ES 51: How many days each week do you exercise, dance, or play sports?

Table 6.3***Frequency of Daily Television Watching and Video Game Playing***

	Grade 5 Total %
None, I didn't watch TV yesterday	13
Less than 1 hour	25
About 1 hour	13
About 2 hours	38
3 or more hours	13

Question ES 54: Yesterday, how much time did you spend watching TV or playing video games?

Table 6.4***Body Image***

	Grade 5 Total %
Do you think you are...	
Too skinny	0
About right	73
Too fat	27
Are you doing anything to try to lose weight?	
No	38
Yes	63
Ever been teased about your body at school?	
No	80
Yes	20

Question ES 48-50: Do you think you are too skinny, about right, or too fat? Are you doing anything to try to lose weight? Have other kids at school ever teased you about what your body looks like?

Table 6.5

Students with Asthma

	Grade 5 Total %
No	87
Yes	13

Question ES 53: Has a parent or some other adult ever told you that you have asthma?

Table 6.6

Asthma Symptoms While Not Exercising

	Grade 5 Total %
No	88
Yes	13

Question ES 52: When not exercising, do you ever have trouble breathing (for example, shortness-of-breath, wheezing, or a sense of tightness in your chest)?

Table 7.1

Summary of Resilience-promoting Protective Factors, School Connectedness, and Internal Strengths (High, Moderate, and Low Scale Scores)

Percent of students scoring High, Moderate, and Low (%)	Grade 5		
	H	M	L
Protective Factors (Developmental Supports)			
<i>School Environment</i>	60	40	0
Caring Relationships: Adults in School *	63	38	0
High Expectations: Adults in School *	63	38	0
Meaningful Participation *	7	73	20
<i>Home Environment</i>	81	19	0
Caring Relationships: Adults in Home	69	31	0
High Expectations: Adults in Home	88	13	0
Meaningful Participation	6	88	6
<i>Peer Environment</i>			
High Expectations: Pro-social peers	44	56	0
School Connectedness*	56	38	6
Internal Strengths			
Empathy	38	56	6
Problem Solving	31	69	0
Goals and Aspirations	81	19	0

*** = CDE-Recommended SDFSC/TUPE Performance Indicator**

Table A7.2***School Connectedness Scale Questions***

	Grade 5 Total %
I feel close to people in this school	
No, never	19
Yes, some of the time	13
Yes, most of the time	38
Yes, all of the time	31
I am happy to be at this school	
No, never	6
Yes, some of the time	19
Yes, most of the time	31
Yes, all of the time	44
I feel like I am part of this school	
No, never	0
Yes, some of the time	13
Yes, most of the time	31
Yes, all of the time	56
The teachers at this school treat students fairly	
No, never	0
Yes, some of the time	25
Yes, most of the time	19
Yes, all of the time	56
I feel safe in my school	
No, never	13
Yes, some of the time	13
Yes, most of the time	13
Yes, all of the time	63

Questions E9-12,29: Do you feel close to people at school?, Are you happy to be at this school?, Do you feel like you are part of this school?, Do teachers treat students fairly at school?, Do you feel safe at school?

Table A7.3***School Protective Factors (Developmental Supports)***

At my school, there is a teacher or some other adult...	Grade 5 Total %
who really cares about me (Caring Relationships)	
No, never	0
Yes, some of the time	19
Yes, most of the time	19
Yes, all of the time	63
who listens when I have something to say (Caring Relationships)	
No, never	0
Yes, some of the time	13
Yes, most of the time	38
Yes, all of the time	50
who tells me when I do a good job (High Expectations)	
No, never	13
Yes, some of the time	19
Yes, most of the time	19
Yes, all of the time	50
who believes that I can do a good job (High Expectations)	
No, never	0
Yes, some of the time	6
Yes, most of the time	0
Yes, all of the time	94

Questions E14-15, 17-18; Do the teacher and other grown-ups at school care about you?, Do the teachers and other grown-ups at school tell you when you do a good job?, Do the teachers and other grown-ups at school listen when you have something to say?, Do the teachers and other grown-ups at school believe that you can do a good job?

Table A7.3 - Continued

School Protective Factors (Developmental Supports)

	Grade 5 Total %
I help make class rules or choose things to do (Opportunities for Meaningful Participation)	
No, never	33
Yes, some of the time	47
Yes, most of the time	20
Yes, all of the time	0
I do things to be helpful at school (Opportunities for Meaningful Participation)	
No, never	0
Yes, some of the time	40
Yes, most of the time	47
Yes, all of the time	13

Question E13, 19: Do you help make class rules or choose things to do at school?, Do you do things to be helpful at school?

Table A7.4***Internal Strengths***

	Grade 5 Total %
I try to understand how other people feel (Empathy)	
No, never	6
Yes, some of the time	38
Yes, most of the time	31
Yes, all of the time	25
I feel bad when someone gets their feelings hurt (Empathy)	
No, never	7
Yes, some of the time	40
Yes, most of the time	20
Yes, all of the time	33
I know where to go for help with a problem (Problem Solving)	
No, never	0
Yes, some of the time	0
Yes, most of the time	19
Yes, all of the time	81
I try to work out problems by talking or writing (Problem Solving)	
No, never	44
Yes, some of the time	19
Yes, most of the time	25
Yes, all of the time	13

Question E42--45: Do you try to understand how other people feel?, Do you feel bad when someone gets their feelings hurt?, Do you know where to go for help?, Do you try to work out your problems by talking or writing about them?

Table A7.4 - Continued

Internal Assets

	Grade 5 Total %
I try to do my best (Goals and Aspirations)	
No, never	0
Yes, some of the time	6
Yes, most of the time	19
Yes, all of the time	75
I have goals and plans for the future (Goals and Aspirations)	
No	13
Yes	88
I plan to go to college or some other school after high school? (Goals and Aspirations)	
No	0
Yes	100

Question E46-47, 20: Do you try to do your best?, Do you have goals and plans for the future?, Do you plan to go to college or some other school after high school?

Table A7.5***Home Protective Factors (Developmental Supports)***

At home, there is a parent or some other adult...	Grade 5 Total %
who cares about my schoolwork (Caring Relationships)	
No, never	13
Yes, some of the time	0
Yes, most of the time	20
Yes, all of the time	67
who listens when I have something to say (Caring Relationships)	
No, never	0
Yes, some of the time	0
Yes, most of the time	31
Yes, all of the time	69
who believes that I can do a good job (High Expectations)	
No, never	0
Yes, some of the time	13
Yes, most of the time	0
Yes, all of the time	88
who wants me to do my best (High Expectations)	
No, never	0
Yes, some of the time	6
Yes, most of the time	13
Yes, all of the time	81

Questions E57-60: Does a parent or some other grown up at home care about your schoolwork? Does a parent or some other grown-up at home want you to do your best?, Does a parent or some other grown-up at home listen when you have something to say?

Table A7.5 - Continued**Home Protective Factors (Developmental Supports)**

	Grade 5 Total %
I help at home (Opportunities for Meaningful Participation)	
No, never	0
Yes, some of the time	19
Yes, most of the time	44
Yes, all of the time	38
I get to make rules or choose things to do at home (Opportunities for Meaningful Participation)	
No, never	38
Yes, some of the time	50
Yes, most of the time	6
Yes, all of the time	6

Question E61- 62: Do you help at home?, Do you get to make rules or choose things to do at home?

Table A7.6**Peer Protective Factors (Developmental Supports)**

	Grade 5 Total %
My best friends get into trouble (High Expectations)	
No, never	31
Yes, some of the time	50
Yes, most of the time	0
Yes, all of the time	19
My best friends try to do the right thing (High Expectations)	
No, never	0
Yes, some of the time	13
Yes, most of the time	50
Yes, all of the time	38

Questions E55-56: Do your best friends get into trouble?, Do your best friends try to do the right thing?

Table 8.1
SDFSCA/TUPE Performance Indicators Recommended by CDE

Performance Indicator	5th Grade %
Tobacco Use	
The Percentage of students that have ever used cigarettes*	6%
Drug Use	
The percentage of students that have ever used marijuana**	6%
Safe Schools and Violence	
The percentage of students that feel very safe at school***	63%
School Protective Factors	
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school	63%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school	63%
The percentage of students that report high levels of opportunities for meaningful participation at their school	7%
The percentage of students that report high levels of personal school connectedness	56%

*Includes students who smoked part of a cigarette and those who smoked a whole cigarette.

**Excludes students who answered "I don't know what marijuana is"

***Elementary students are asked how often they feel safe at school rather than how safe they felt, as in the secondary survey. This table reports those students who responded, "Yes, all of the time."

**El Centro Elementary School District
Office of Educational Services**

**Safe and Drug Free Schools and Communities and Tobacco Use Prevention Education
Annual Report**

TO: Principals

FROM: Olga Criman, Support Services Coordinator

RE: Annual Report for Alcohol, Tobacco, Other Drugs, and Violence Programs – Health and Safety Code Section 104450

As we work towards compliance in the areas of Safe and Drug Free and Tobacco Use Prevention, documentation of your current efforts are necessary. Please complete the following form and include it in your Safe School Plan (Tab 3).

CPM Compliance Item

II-S&DATE4 The LEA has, or the schools to be served have, a **consolidated plan for keeping schools safe and drug-free. This plan shall include:**

- Appropriate and effective school discipline policies that prohibit disorderly conduct, illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs
- Security procedures at school and to and from school
- Prevention activities designed to create and maintain safe, disciplined, and drug-free environments
- A crisis management plan for responding to violent or traumatic incidences on school grounds
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators

How to Achieve Compliance

- The LEA provides age-appropriate, developmentally based education programs for all students, preschool through grade twelve, on the prevention of drug, alcohol, and tobacco use and of violence.
- A minimum of six hours of instruction at grade level is recommended.
- Students may receive instruction through alternatives to curriculum in the classroom, for example, peer education, dramatic presentations, and presentations by outside speakers at assemblies.
- The LEA provides other intervention services as needed: counseling, conflict resolution, character education, community service activities, referral to agencies, policies and procedures to ensure student safety

El Centro Elementary School District
Office of Educational Services

Safe and Drug Free Schools and Communities and Tobacco Use Prevention Education
Annual Report 2014-15

School: **Desert Garden**

List Dominant resource used for
Classroom –Based Instruction
(Do not list stand-alone resources such as
videos, games, or simulations.)

Second Step Classroom Lessons for Fourth
through Sixth grade students

Tobacco Use Prevention Education Program
for Fourth through Sixth grade students

District resources available: Telesis,
Second Steps, Sheriff Drug Awareness
Program, other

Identify the predominant non-classroom-
based prevention resources and activities in
use this year.

- Club Live
- X Red Ribbon Week
After school prevention clubs
Dramatic prevention-focused student
presentation
- X Prevention-focus assemblies and
speakers (bullying)
Early Mental Health Initiative (PIP)
- X Prevention and intervention counseling:
individual or group
- X Character education programs (4th grade
STAR)
School Safety Teams
Parent meeting, training session, or class
focused on prevention or intervention
Great American Smokeout/Smokescream

Other: _____

EL CENTRO ELEMENTARY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT

BULLETIN No. 58-1
Revised: September 10, 2001

SUBJECT: MANDATORY SCHOOL CRIME REPORTING PROCEDURES

- I. BACKGROUND**
- II. REPORTING REQUIREMENTS**
- III. REPORTING PROCEDURES**
- IV. EXHIBITS**

I. BACKGROUND

- A. In 1994, the California Legislature and the Governor agreed to suspend the School Crime Reporting Program statewide for one year and directed the CDE to revise reporting procedures. Statewide data collection procedures were reinstalled on July 1, 1995 with the Safe School Assessment Program.

II. REPORTING REQUIREMENTS

- A. Penal Code Section 628 et. seq. established legal requirements for reporting school crime.
- B. Data from the California Safe Schools Assessment will provide an important part of planning and implementing safe school strategies.
- C. Data from the California Safe Schools Assessment will document trends statewide in school safety and reflect positive steps taken by local schools to prevent or reduce crime on school campuses.

III. REPORTING PROCEDURES

- A. School principals/designees are required to follow the procedures outlines in the **CSSA School Crime and Incident Reporting Manual (2001 Edition)**, and use the CSSA School Crime Reporting form. The procedures are summarized as follows:
 - 1. Immediately after a reportable incident occurs on a school campus, the principal/designee should record the appropriate information on a CSSA School Crime and Incident Reporting form.
 - a. The CSSA School Crime and Incident Reporting form is a 3-part carbonless form (Exhibit # 1).

- b. The top two copies should be immediately sent to the Pupil Services and Attendance Office. The third copy is to be retained for school records.
2. Completing the CSSA School Crime Reporting form.
- Print or type the school name, district and CDS code.
 - Mark the box for the appropriate school level.
 - a. DATE: Record the date of the incident in arabic numerals.
 - b. TIME: Mark appropriate box.
 - c. LOCALE: Mark the locale that best describes the location where the crime took place.
 - d. DESCRIPTION: Select the crime category appropriate to the incident (mark only ONE). If crime category is not listed, do not report it.
 - e. COST: In the case of property crimes, estimate the gross Dollar loss resulting from the crime committed against school property. Complete this section only if the dollar loss is \$100 or greater for arson, vandalism, or graffiti. For theft, complete this section if the loss is \$50 or greater.
 - f. WEAPON: Be sure to mark if a weapon was involved. If yes, check appropriate weapon.
 - g. SUSPECT (S): Complete this section for all crimes. If the suspect(s) is/are unknown, mark the appropriate box. If there are more than four suspects, complete the suspect information on additional forms and cross reference the incident numbers from both forms.
 - h. VICTIM INFORMATION: Complete this section for all crimes against persons, including those reported as an Other Hate Crime/Incident. If more than two victims, complete the victim information on additional forms as needed and staple all forms to the same incident together.

BULLETIN NO. 58-1
Revised: August 21, 2000

Office of the Superintendent

3. Attach a copy of the suspension notice (Exhibit # 2) to the Crime Report (only 48900 subdivisions that are reportable) and send to the Pupil Services and Attendance Office along with the School/Program Site Monthly Transmittal Form (Exhibit # 7)
5. Send the CSSA – Distric/COE Suspension Data Request Form (Exhibit # 3) (requested twice a year) to the Pupil Services and Attendance Office to verify match between Crime Reports and suspensions under 48900 codes.

Reporting Tips:

- a. Classify and report attempts to commit a specific crime as though the crime was actually committed. Attempted homicide is to be reported as assault with a deadly weapon.
- b. If multiple crimes are committed in the same incident, by the same person(s), classify the crime by most serious offense (Exhibit # 5: CSSA Suggested Hierarchy Guide of Reportable Offenses of School Crime). The exception is arson in conjunction with another crime. If this occurs report both the arson and the other crime.
- b. Do not report sexual harassment or sexual exposure (suspension should be under 48900.2)
- c. "Touching" or grabbing the private areas of another person is a sexual battery/assault and should be reported to CSSA as a Sexual Offense (suspension should be under 48900(n)).
- d. "Battery" is reportable if: 1) There is an aggressor (suspect), who 2) intended to cause physical harm, to 3) another person (victim) who did not hit the aggressor.
- e. Verify that the suspension notice for each crime report matches the 48900 subdivisions that are reportable. (Exhibit # 4 Education Code 48900 as it Relates to CSSA Reportable Offenses)

IV. EXHIBITS

- A. Exhibit # 1 - CSSA School Crime and Incident Reporting form.
- B. Exhibit # 2 - Suspension Notice.
- C. Exhibit # 3 - CSSA-District/COE Suspension Data Request Form.
- D. Exhibit # 4 - CSSA Education Code 48900 as it Relates to CSSA Reportable Offenses
- E. Exhibit # 5 - CSSA Suggested Hierarchy Guide of Reportable Offenses of School Crime.
- F. Exhibit # 6 - CSSA Quick Reference Guide.
- G. Exhibit # 7 - CSSA School/Program Site Monthly Transmittal Form.

For assistance, please call Celina Gonzalez, Pupil Services and Attendance Office at 353-2860 Ext. 20.

APPROVED:  MICHAEL KLENTSCHY, Superintendent

DISTRIBUTION: Management Team and School Secretaries



California Safe Schools Assessment School Crime and Incident Reporting Form

1059028

EXHIBIT # 1
=====

School Name _____

School Level:

District Name _____

- Elementary District Program
- Middle/Jr. High County Program
- High

C.D.S. Code -

(C.D.S. Codes are available in the California Public Schools Directory)

A. DATE	/ / mo. day year the incident occurred	B. TIME	<input type="checkbox"/> School hours <input type="checkbox"/> Non-school hours	C. LOCATION	<input type="checkbox"/> On campus <input type="checkbox"/> Off campus/school-sponsored event <input type="checkbox"/> On school bus <input type="checkbox"/> Directly to and from school
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D. DESCRIPTION Select ONE from the following list:

Drug and Alcohol Offenses: (also complete Section G) <input type="checkbox"/> Use of Alcohol/Drugs <input type="checkbox"/> Possession of Alcohol <input type="checkbox"/> Possession of Drugs <input type="checkbox"/> Possession of Paraphernalia <input type="checkbox"/> Possession of Alcohol/Drugs for Sale <input type="checkbox"/> Sale and/or Furnishing of Alcohol/Drugs	Crimes Against Persons: (also complete Sections F, G & H) <input type="checkbox"/> Assault with a Deadly Weapon <input type="checkbox"/> Battery <input type="checkbox"/> Homicide <input type="checkbox"/> Robbery/Extortion <input type="checkbox"/> Sex Offense(s)	Property Crimes: (also complete Sections E & G) <input type="checkbox"/> Arson(\$100 or more) <input type="checkbox"/> Burglary (any \$ amount) <input type="checkbox"/> Graffiti (\$100 or more) <input type="checkbox"/> Theft (\$50 or more) <input type="checkbox"/> Vandalism (\$100 or more)	Other: (also complete Section G) <input type="checkbox"/> Bomb Threat <input type="checkbox"/> Destructive/Explosive Devices <input type="checkbox"/> Loitering/Trespassing <input type="checkbox"/> Possession of Weapon(s) (also complete Sections F & G) <input type="checkbox"/> Other Hate Crime/Incident* (also complete Sections F & G and if applicable, H) <small>*Check this box if the crime/incident is NOT included on the previous list of 20 crimes, e.g., simple assault, mutual combat, or bigoted slurs.</small>
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Was the above hate motivated? Yes No
 If yes, indicate the primary motivation (Select ONE).
 Disability Gender Nationality Race Religion Sexual Orientation

E. COST Complete the following for all Property Crimes.
 The dollar loss was incurred by:
 my district/COE \$ _____ (estimate the loss to the nearest dollar)
 other/personal

F. WEAPON For Possession of a Weapon indicate the type of weapon involved. For Crimes Against Persons, including those reported as an Other Hate Crime/Incident, either check the type of weapon or "No weapon."
 No Weapon
 Firearm Knife Other Type of Weapon

G. SUSPECT INFORMATION Complete this section for all crimes/incidents. If more than four suspects, please complete this information on additional forms and staple all forms related to the same incident together.

<input type="checkbox"/> Suspect(s) unknown	
<u>Suspect #1</u> <input type="checkbox"/> Male <input type="checkbox"/> Female The Suspect is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Non-student	<u>Suspect #2</u> <input type="checkbox"/> Male <input type="checkbox"/> Female The Suspect is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Non-student
<u>Suspect #3</u> <input type="checkbox"/> Male <input type="checkbox"/> Female The Suspect is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Non-student	<u>Suspect #4</u> <input type="checkbox"/> Male <input type="checkbox"/> Female The Suspect is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Non-student

H. VICTIM INFORMATION Complete this section for all Crimes Against Persons including those recorded under Other Hate Crime/Incident. If more than two victims, please complete this information on additional forms and staple all forms related to the same incident together.

<u>Victim #1</u> <input type="checkbox"/> Male <input type="checkbox"/> Female The Victim is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Certificated employee <input type="checkbox"/> Classified employee <input type="checkbox"/> Other	<u>Victim #2</u> <input type="checkbox"/> Male <input type="checkbox"/> Female The Victim is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Certificated employee <input type="checkbox"/> Classified employee <input type="checkbox"/> Other
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I. CERT. I certify that the information contained in this report is true and correct to the best of my knowledge.

_____ Signature of Site Administrator or Designee	_____ Print or Type Name	() _____ Telephone Number
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EL CENTRO SCHOOL DISTRICT
SUSPENSION NOTICE

Total Suspensions _____
Total Days _____

Special Education _____
Parent Notification: Telephone _____
Letter _____
Conference _____

TO: _____ DATE: _____

FROM: _____ Signature _____
Principal or Person Delegated by Principal

Pursuant to my authority under provisions of Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48915 and El Centro School District Board Policy, I regret to inform you that it is necessary to suspend _____ from _____ for _____ days beginning _____ at _____ o'clock. It has been demonstrated to me by a preponderance of evidence that this pupil has violated Section _____ of the Education Code*:

SPECIFIC ACT WAS

These conditions are in effect during the suspension (EC 48908)

- The student is to be under parental supervision.
- The student is not to be on or about any school campus for any reason.
- The student may not participate in any school activity regardless of location or time.

- _____ We have made an appointment for you to see me on _____ at _____ a.m./p.m. State law requires you to respond to this request without delay. (EC 48911(f)).
- _____ Your suspended pupil is expected to be back in school on _____ at _____ o'clock.
- _____ We are recommending that your pupil be expelled. You will receive a letter from the Superintendent giving time and place for hearing.

(* Please read notice on back)

AVISO DE SUSPENSION

Conforme a mi autoridad bajo las estipulaciones del Código Educacional Secciones 48900, 48900.2, 48900.3, 48900.4, 48915 y los Reglamentos de la Mesa Directiva del Distrito Escolar de El Centro siento informarle que es necesario suspender a _____ de _____ por _____ días empezando el _____ a las _____ en punto. Se ha demostrado por la preponderancia de evidencia que este/a alumno/a: ha violado la Sección _____ del Código de Educación.

EL ACTO ESPECIFICO FUE

Sus condiciones estarán en efecto durante la suspensión (EC 48908)

- El alumno/a deberá estar bajo la supervisión de los padres.
- El alumno/a no deberá de entrar al patio de cualquier escuela por ninguna razón.
- El alumno/a no deberá de participar en ninguna actividad escolar sin considerar el lugar a horario.

- _____ Le hemos puesto una cita para el día _____ a las _____ a.m./p.m. La Ley Estatal requiere que usted conteste a esta petición sin demora. (EC 49011(f)).
- _____ Se espera que su hijo/a suspendido regrese a la escuela el _____ día a las _____ en punto.
- _____ Estamos recomendando que su hijo/a sea expulsado. Usted recibirá una carta del Superintendente dando la hora y el lugar de la audiencia.

(* Por favor lea el aviso al reverso de este documento)

California Education Code Violations
EC 48900

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Possessed, sold or otherwise furnished firearms, knives, explosives or dangerous objects of no reasonable use to the pupil or at a school activity off school grounds.
- c. Unlawfully possessed, used, sold or otherwise furnished or was under the influence of controlled substance (as defined in Section 11007 of the Health & Safety Code), alcoholic beverage or intoxicant of any kind.
- d. Offered to sell a controlled substance but delivered a fake.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school or private property.
- g. Stolen or attempted to steal school or private property.
- h. Possessed or used tobacco on school premises.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully offered, arranged, or negotiated to sell drug paraphernalia as defined in Section 11364 of the Health and Safety Code.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers or administrators.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm.
- n. Committed or attempted sexual assault/battery
- o. harassed, threatened or intimidated a pupil who is a witness.
- EC 48900.2 (Grades 4-8 inclusive)
Committed sexual harassment as defined by EC 212.5
- 48900.3 (Grades 4-8 inclusive)
Committed hate violence (EC 33032.5)
- EC 48900.4 (Grades 4-8 inclusive)
Harassment, threats or intimidation
- EC 48915
Violations 48900 (a),(b),(c),(d) and (n) requires the Superintendent to recommend a student's expulsion.

Evidence

Such evidence as, when weighed with that opposed to it, has more convincing force and the greater probability of truth - the kind of evidence upon which reasonable are accustomed to rely in the conduct of serious

NOTICE

Either you or both you and the student named herein has right to appeal this suspension to the Superintendent of El Centro School District, 1256 Broadway, El Centro, 92243 (telephone 352-5712). The Superintendent, upon your request, may hold a meeting with you, the suspended pupil and the principal. You may have a representative of your choosing to represent you and the pupil at the meeting; however, if the representative is to be counsel, you must notify the Superintendent so that legal counsel of the school district is also present at the meeting. You have the right to inspect the pupil's school records as provided in Education Code Section 49060.

Violaciones del Código de Educativo de California
EC 48900

- a. Causó, intentó causar o amenazó con causar lesiones físicas a otra persona.
- b. Poseía, vendió o de otra manera proporcionó armas de fuego, cuchillos, explosivos u otros objetos peligrosos de uso no razonable para el estudiante o a una actividad de la escuela o fuera de la zona escolar.
- c. Poseía ilegalmente, usó, vendió o de otra manera proporcionó o estaba bajo la influencia de sustancias controladas (como se ha definido en la Sección 11007 del Código de Salud y Seguridad), bebidas alcohólicas o intoxicantes de cualquier clase.
- d. Ofreció vender una sustancia controlada pero entregó una falsa.
- e. Cometió o intentó cometer robo o extorsión.
- f. Causó o intentó causar daños a la propiedad escolar o propiedad privada.
- g. Robo o intentó robar propiedad de la escuela o privada.
- h. Poseía o usó tabaco en los terrenos de la escuela.
- i. Cometió un acto obsceno o usó constantemente palabras profanas o vulgares.
- j. Ilegalmente ofreció arregló o negoció la venta de parafarmacia de drogas como está definido en la Sección 11364 del Código de Salud y Seguridad.
- k. Interrumpió las actividades escolares o de otra manera desafió intencionalmente la autoridad de supervisores, maestros, y administradores.
- l. Recibió propiedad escolar o privada con conocimiento de que era robada.
- m. En posesión de una arma de fuego de imitación.
- n. Cometer o intentar hostigamiento sexual/agresión.
- o. Hostigar, intentar o intimidar a un alumno que es testigo.
- EC 48900.2 (inclusiva grados del 4 al 8)
Cometió hostigamiento sexual como está definido en EC 212.5
- EC 48900.3 (inclusiva grados del 4 al 8)
Cometió violencia con odio
- EC 48900.4 (inclusiva grados del 4 al 8)
Hostigamiento, amenaza o intimidación
- EC 48915 Las violaciones 48900 (a),(b),(c),(d) y (n) requieren la recomendación del superintendente para la expulsión de un alumno.

Evidencia

Evidencia como la que al ser balanceada con la evidencia opuesta, tiene mas fuerza de convencimiento y la mayor posibilidad de ser verdadera - la clase de evidencia en la que people las personas razonables están acostumbradas al confiar en los asuntos serios.

NOTICIA

Cualquiera de ustedes o ambos y el estudiante nombrado aquí tiene el derecho de apelar esta suspensión al Superintendente del Distrito Escolar de El Centro, 1256 Broadway, El Centro, CA 92243 (teléfono: 352-5712). El superintendente de haber recibido su petición podrá tener una junta con usted, el alumno suspendido y el director. Ustedes pueden escoger a un representante para que los represente a ustedes y al alumno durante la conferencia; sin embargo, si el representante va a ser un consejero legal, ustedes deben de notificárselo al superintendente para que el consejero legal del distrito escolar también esté presente en la conferencia. Ustedes tienen el derecho de inspeccionar los archivos escolares del alumno como

California Safe Schools Assessment
District/COE Suspension Data Request Form
(For the Period of _____ to _____)

School: _____ CDS Code: _____

Instructions: In the table below please supply the total number of suspensions in your school for the following violations of Education Code Section 48900.

- Include data for suspensions that occurred from _____ to _____
- Do not report the number of days a suspension last. For example, a student suspended for three days is reported as one suspension, not three suspensions.
- Report multiple suspensions for the same student. For example, if a student is suspended early in the year, then suspended later for a different incident, report it as two suspensions.
- If a single student suspension is made for more than one reason, report it under the most serious violation
- If two or more students are suspended for the same incident, report each suspension.

Please return the completed form to the Pupil Services and Attendance Office by _____.

Education Code Section 48900 Sub-divisions.	Total # of Suspensions	Total # of Crime Reports	Total # of suspensions resulting in alternative discipline
<p>* (a)(1) Caused, attempted to caused, or threatened to cause physical injury to another to another person; or</p> <p>(a)(2) Willfully used force or violence upon the person of another, except in self-defense.</p> <p>(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object...</p> <p>(c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2... of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.</p> <p>(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2... of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.</p> <p>(e) Committed or attempted to commit robbery or extortion.</p> <p>(f) Caused or attempted to cause damage to school property or private property.</p> <p>(g) Stolen or attempted to steal school property or private property.</p>			

* Not reportable to CSSA . (No need for crime report)

Education Code Section 48900 Subdivisions	Total # of Suspensions	Total # of Crime Reports	Total # of suspensions resulting in alternative discipline
<p>* (h) Possessed or used tobacco on school premises.</p> <p>* (i) Committed an obscene act or engaged in habitual profanity or vulgarity.</p> <p>(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in section 11014.5 of the Health and Safety Code.</p> <p>* (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers or administrators.</p> <p>* (l) Knowingly received stolen school property or private property.</p> <p>* (m) Possessed an imitation firearm.</p> <p>(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.</p> <p>* (o) Harassed, threatened or intimidated a pupil who is a witness.</p>			

* Not reportable to CSSA . (No need for crime report)

Education Code §48900 as it Relates to CSSA Reportable Offenses

Education Code §48900 Subsections CSSA cannot advise which Education Code Subdivisions administrators cite when suspending students. The following guide is only reliable if the Subdivisions cited are consistent with the legislative intent of the Education Code.	Report to CSSA?		Comments
	Yes*	No	
(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.	✓		This code section is used to suspend or recommend the expulsion of students for incidents such as mutual combat or verbal/written threats which are not reported to CSSA.
(a)(2) Willfully used force or violence upon the person of another, except in self defense.	✓		Students suspended or recommended for expulsion under this subsection have committed a reportable Battery, an Assault with a Deadly Weapon or a Homicide.
(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designer of the principal		✓	Report as Possession of a Weapon the possession of all firearms; knives which have a fixed or locking blade; folding knives which have a blade longer than 2.5 inches; and all other dangerous objects which by design are considered a weapon. The possession destructive/explosive devices which meet CSSA guidelines are reported as Destructive/Explosive Device.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.	✓		All incidents are reportable to CSSA as either the use, possession, sale and/or furnishing, or possession for sale of alcohol/drugs.
(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.	✓		All incidents involving the sale and/or furnishing of any substance/liquid that is represented as a controlled substance, intoxicant, or alcoholic beverage is reported as the sale and/or furnishing of alcohol/drugs.
(e) Committed or attempted to commit robbery or extortion.	✓		All incidents are reported to CSSA as robbery/extortion.
(f) Caused or attempted to cause damage to school property or private property.		✓	Only those incidents resulting in damage of \$100 or more are reported to CSSA as arson, vandalism or graffiti, whichever is applicable.
(g) Stole or attempted to steal school property or private property.		✓	Only those incidents resulting in an economic loss of \$50 or more are reported to CSSA as theft. If a building was either broken into, or entered into with the clear intent to steal either district or private property, the incident is reported as a burglary regardless of the dollar loss.
(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.		✓	
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.		✓	

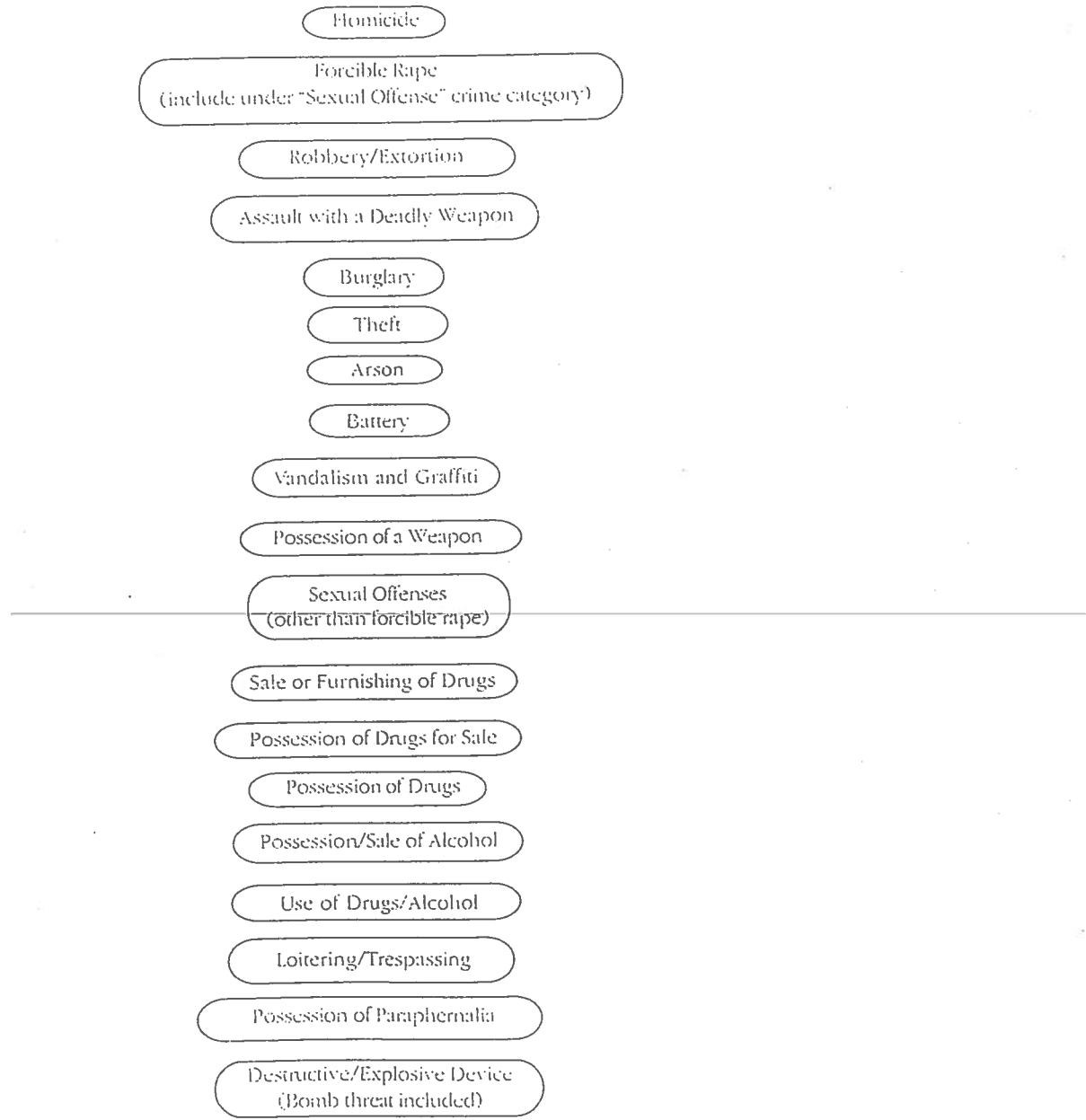
* Note: In all cases, reportable incidents must meet CSSA requirements for time of day and locale.

Education Code §48900 Subsections CSSA cannot advise which Education Code Subdivisions administrators cite when suspending students. The following guide is only reliable if the Subdivisions cited are consistent with the legislative intent of the Education Code	Report to CSSA?		Comments
	Yes*	No	
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.		✓	The only incidents reported to CSSA are the incidents involving Possession of Paraphernalia.
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.	✓		
(l) Knowingly received stolen school property or private property.	✓		
(m) Possessed an imitation firearm. As used in this section "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.	✓		The possession of an imitation firearm is not reported. However, should the imitation firearm be used during the course of another crime such as an assault with a deadly weapon, robbery/extortion, or sex offense it would be considered a weapon. Check the box "other weapon" when indicating the type of weapon involved.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.	✓		Report all incidents of "touch" which are sexual in nature as a Sex Offense
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.	✓		
2 A pupil may be suspended from school or recommended for expulsion if the superintendent or other principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.		✓	Report all incidents of "touch" which are sexual in nature as a Sex Offense. Do not report incidents to CSSA which are verbal or visual only.
3 A pupil in any of grades 4 - 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, threatened to cause, or participated in, an act of hate violence as defined in subdivision (c) of Section 33032.5.	✓		Report all hate motivated incidents and crimes to CSSA regardless of grade level. CSSA is a K-12 program.
7 (a) A pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both. (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.		✓	Bomb threats are the only threats reportable to CSSA. All remaining verbal or written threats are not reportable.



California Safe School Assessment Suggested Hierarchy of Reportable Offenses of School Crime

To be used as a GUIDE only; this Hierarchy is not mandated.



Note: Hate crimes are not separate, distinct crimes, but rather the motivation behind a crime. For that reason, they are not listed separately on the Hierarchy.

Hate motivated incidents are not considered crimes and therefore are also not included in the above Hierarchy.

In cases where more than one offense is committed during a single incident, this Hierarchy may be used as a tool to determine which offense is reported on the CSSA Incident Reporting Form. This is not a mandated reporting hierarchy. Unusual situations may arise that are not covered in the hierarchy guide. In classifying these unusual situations, the nature of the crime should be considered along with the guidelines provided. If assistance is needed phone a CSSA technical assistant at 800-273-6363. Your district may elect to make their own hierarchy for ease in determining which crime is reported when multiple crimes occur in one incident.

QUICK REFERENCE GUIDE

Crime	Definition	Legal References
Arson	The willful and malicious setting fire to or burning any structure or property. Arson does not include one burning his or her own property, unless there is injury to another person or another person's property. For purposes of the CSSA, Arson is reported only if the economic loss is \$100 or more.	Penal Code, sections 451, 452.
Assault with a deadly weapon	The use of a firearm, deadly weapon, or instrument other than a firearm or by any means of force likely to produce great bodily injury. <i>Reporting tip: Great bodily injury is defined as loss of consciousness, concussions, bone fractures, loss or impairment of any organ, a wound requiring extensive suturing, and serious disfigurement.</i>	Penal Code, sections 244.5, 245, 245.5, 417.4.
Battery	The willful and unlawful use of force or violence upon the person of another. <i>Reporting tip: There are three primary elements that must be present for a Battery to be reportable to CSSA (1) there must be an aggressor (suspect), who (2) intended to cause physical harm, to (3) an innocent person (victim).</i>	Penal Code, sections 242, 243.2.
Burglary	Any entry with the intent to commit a theft (even petty theft) or any felony, even though force may not have been used to gain entry.	Penal Code, Section 459.
Destructive/Explosive Devices	Destructive devices means any projectile containing any explosive or incendiary material or any chemical substance, bomb, lacsimile bomb, grenade, explosive missile or similar device or any launching device; weapon of a caliber greater than 0.60 caliber which fires fixed ammunition or any ammunition other than a shotgun; rocket, rocket propelled projectile or similar device of diameter greater than 0.60 inches or launching device; breakable container which contains a flammable liquid with a flashpoint of 150 degrees Fahrenheit or less and has a wick or similar device capable of being ignited; and, any sealed device containing dry ice (CO 2) or other chemically reactive substances. Explosive devices means any substance, or combination of substances, the primary common purpose of which is detonation or rapid combustion. Explosives include, but are not limited to: dynamite, nitroglycerin, black powder, propellant explosives, detonation primers, blasting caps or commercial boosters; substances determined to be class A and class B explosives by the United States Department of Transportation; nitro carbo nitrate substances (blasting agent) as classified by the United States Department of Transportation; any material designated as an explosive by the State Fire Marshal; and, certain class C explosives designated by the United States Department of Transportation. Included in this category also are written or verbal threats to use destructive/explosive devices. <i>Reporting tip: Devices such as snappers or poppers, firecrackers, and fireworks shall not be reported.</i>	Penal Code, sections 148.1, 12301(a). Health and Safety Code, Section 12000.
Drug and Alcohol Offenses	Drug and alcohol offenses mean the possession, use, sale or furnishing of any drug, alcohol, or intoxicating substance, as well as drug paraphernalia, that is prohibited by law. Crimes to be reported for the purposes of the Safe Schools Assessment Program under Drug and Alcohol Offenses include: Use of Alcohol/Drugs, Possession of Alcohol, Possession of Drugs, Possession of Paraphernalia, Possession for Sale of Drugs/Alcohol, Sale and/or Furnishing of Drugs /Alcohol.	Penal Code, sections 308(b), 380, 381, 647(f). Health and Safety Code, sections 11014.5, 11018, 11054-11058, 11351, 11357, 11359, 11360, 11364, 11364.7, 11550, 11680, 11681. Business and Professional Code, Section 25603.

QUICK REFERENCE GUIDE (cont.)

Crime	Definition	Legal References
Graffiti	Graffiti means any form of unauthorized painting, writing, or inscription on another's property, regardless of the content or nature of the material used in the commission of the act. Reporting for the purposes of the Safe Schools Assessment Program shall be limited to incidents of graffiti that result in an economic loss of \$100 or more.	Penal Code, Section 640.5.
Hate crime	Hate crime means an act or attempted act against the person or property of another individual or institution which in any way manifest evidence of hostility toward the victim because of his or her actual or perceived race, religion, disability, gender, nationality, or sexual orientation. This includes, but is not limited to, threatening telephone calls or hate mail (including any sent by e-mail, internet or other form of electronic communication), physical assault, vandalism, cross burning, destruction of religious symbols, or fire bombings.	Penal Code, Sections 422.6-422.76, 628.1.
Hate motivated incident	Hate motivated incident means an act or attempted act which constitutes an expression of hostility (including any sent by e-mail, internet or other form of electronic communication), against a person or property or institution because of the victim's real or perceived race, religion, disability, gender, nationality, or sexual orientation. This may include using bigoted insults, taunts, or slurs, distributing or posting hate group literature or posters, defacing, removing, or destroying posted materials or announcements, posting or circulating demeaning jokes or leaflets.	Penal Code, Section 628.1.
Homicide	The unlawful killing of a person by another person.	Penal Code, sections 187, 192.
Loitering/Trespassing	Loitering is to delay, to linger, or to idle about any school or public place without lawful business for being present. Trespassing refers to the entry on school grounds during school hours without registering with the site or program administrator, as required by law, and remaining after being asked to leave, or returning to the school grounds within thirty days of being asked to leave. Parents are an exception to this rule. Parents may return after seven days of being asked to leave.	Penal Code, sections 626.7-626.9
Possession of Weapon	The unauthorized possession of dangerous weapons, which include, but are not limited to, firearms, knives and other weapons.	Penal Code, sections 244.5, 417, 653(g), 12020, 12220, 12403.7(d), 12403.8.
Robbery/Extortion	Robbery means the taking of property in possession of another, from his or her person or immediate presence, and against his or her will, accompanied by force or fear. Extortion means a threat to take or the taking of property from another person with their consent. The extortion was induced by a threat of force or wrongful use of fear. Extortion may occur over a period of time.	Penal Code, sections 71, 211, 212, 518, 519.
Sex Offenses	Sex offenses mean sexual battery, rape, statutory rape, sodomy, lewd and lascivious conduct with children, oral copulation, and child molestation	Penal Code, sections 243.4, 261, 261.5, 286, 288, 288a, 647.6.
Theft	Theft (larceny) is the taking, leading, driving, or carrying away of property (including motor vehicles) belonging to another with the intent to deprive the rightful owner of its use. For purposes of the CSSA program, incidents of Theft should be reported for theft of property which has a value of \$50 or more.	Penal Code, sections 484, 487, 488.
Vandalism	The malicious defacing, damaging, or destroying of property to school, student, or employee property. Reporting for purposes of the CSSA program shall be limited to incidents of Vandalism that result in an economic loss of \$100 or more.	Penal Code, Section 594.

(Revised 7/1/01)

California Safe Schools Assessment

School/Program Site Monthly Transmittal Form

For School/Program Site use when transmitting incident forms to their district office. Forms should be transmitted to the district office on a monthly basis. NOTE: This form should be completed and forwarded to the district/COE even if you have no school crime to report. Simply enter zero in the "total number of crimes" box.

This form is for District use only. DO NOT transmit to the Butte County Office of Education.

DIRECTIONS:

1. Review each completed incident form for accuracy; make corrections as needed.
2. Separate the white and pink (top two copies) from the gold copy of completed incident forms.
3. Check the box corresponding to the reporting month for which forms are enclosed.
4. Record the total number of crimes being reported and the total number of incident forms sent with this transmittal. If the number of crimes do not correspond to the number of forms then provide a brief explanation. For example, "The number of forms is greater than the number of crimes reported because one additional form was used to record additional suspects for an incident."
5. Bundle the white and pink copies with the School/Program site transmittal form and ship to your district/COE office.

SCHOOL NAME _____

REPORTING MONTH:

- JAN FEB MAR APR MAY JUN
 JUL AUG SEP OCT NOV DEC

Total number of crimes this period	
Total number of forms enclosed	

If the above numbers do not correspond please explain. _____

Name of Principal or designee (please print)

Phone Number w/area code

Signature of Principal or designee

Date

EL CENTRO SCHOOL DISTRICT
Office of the Superintendent

BULLETIN NO. 18-1
July 1, 1994

SUBJECT: CHILD ABUSE

- I. Purpose
- II. Child Abuse Reporting Requirements, PC 11166(b)
- III. Access to Records and Confidentiality
- IV. Reporting Procedures
- V. Responsibilities of District Employees
- VI. Ordering Forms
- VII. Attachments

I. PURPOSE

The purpose of this bulletin is to bring together California Code references, district policies, and procedures relating to child abuse. It is designed for ease of reference and immediate availability.

The El Centro School District Board of Trustees and staff recognize that students have greater opportunities to benefit from instruction when they are safe and secure and can trust adults. It is the responsibility of all staff to increase children's opportunities for learning by protecting them from child abuse, by collaborating with other persons mandated to report child abuse, and by cooperating with public agencies responsible for protecting children and aiding families in trouble.

II. CHILD ABUSE REPORT REQUIREMENTS, P.C. 11166(b)

California Penal Code Section 11166(b) mandates the reporting to designated authorities of cases of suspected child abuse and reads as follows:

"... any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to the child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident".

It is the policy of the El Centro School District that all employees shall comply with the law's reporting procedures. The penal code obligation to report child abuse applies to certificated employees. This law also applies to instructional aides, teacher's aides, teacher's assistants, and classified employees who have been trained in the duties imposed by this law. These employees are considered to be mandated reporters.

Legal Responsibility - Penal Code Section 11166

- A. Any child care custodian, medical practitioner, non-medical practitioner, or employee of a child protective agency who has knowledge or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall (1) report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practicably possible by telephone and shall (2) prepare and send a written report within 36 hours of receiving the information concerning the incident. For the purposes of this article, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training experience, to suspect child abuse."
- B. Any child care custodian, medical practitioner or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- C. When two or more persons who are required to report are present and jointly have knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by such selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so, shall thereafter make such report.

- D. The reporting duties with regards to child abuse are individual and no supervisor or administrator may impede or inhibit the reporting duties and no person making such report shall be subject to any sanction for making the report. However, internal procedures to facilitate reporting and apprise supervisors and administrators of reports may be established provided that they are not inconsistent with the child abuse reporting laws.
- E. When a minor has been taken into custody as a victim of suspected child abuse, the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parent or guardian. The peace officer shall take immediate steps to notify the parent or guardian, or responsible relative of the minor that the minor is in custody and the place where he or she is being held. If the officer has a reasonable belief that the minor would be endangered by a disclosure of the place where the minor is being held, or that the disclosure would cause the custody of the minor to be disturbed, the officer may refuse to disclose the place where the minor is being held for a period not to exceed 24 hours (effective January 1, 1985).
- F. Also effective January 1, 1985, a principal or other school official shall release a minor pupil to a Children's Services Worker upon request for the purpose of removing the minor from the school premises. The Children's Services Worker must provide identification upon request.

III. ACCESS TO RECORDS AND CONFIDENTIALITY

- A. School districts may release information from pupil records without written parental consent or judicial order in connection with an emergency. Student records information may be given to appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other person. Factors to be taken into account in determining whether information from a pupil record is to be disclosed:
1. The seriousness of the threat to the health or safety of the student or other individuals,
 2. The need for the information to meet the emergency,

3. Whether the parties to whom the information is disclosed are in a position to deal with the emergency, and
4. The extent to which time is of the essence in dealing with the emergency.

C. Confidentiality

Reports of suspected child abuse and information contained therein may be disclosed only to the following:

1. Persons or agencies to whom disclosure of the identity of the reporting party is permitted under Section P.C. 11167.
 - a. Between child protective agencies.
 - b. To counsel representing a child protective agency.
 - c. To the district attorney in a criminal prosecution or in an action initiated under the Welfare and Institutions Code Section 602.
 - d. To counsel appointed pursuant to the Welfare and Institutions Code Section 318.
 - e. To the county counsel or district attorney in an action initiated under Civil Code Section 232 (termination of parental rights) or Welfare and Institutions Code Section 300 (dependent children).
 - f. By court order.
2. Persons or agencies to whom disclosure of information is permitted under subdivision (b) of Section P.C. 11170.
3. Persons or agencies to whom investigations of child abuse are coordinated under the regulations promulgated under Section 11174.
4. Multidisciplinary personnel teams as defined in subdivision (d) of Section 18951 of the Welfare and Institutions Code.

- 5. Persons and agencies responsible for the licensing of facilities which care for children, as specified in Section P.C. 11165.7.
- 6. The State Department of Social Services, as specified in paragraph (3) of subdivision (b) on Section P.C. 11170.

Any violation of the confidentiality of child abuse reports shall be a misdemeanor punishable by up to six months in jail or by a fine of five hundred dollars (\$500) or by both. (P.C. Section 11167.5).

IV. REPORTING PROCEDURES

When a suspected child abuse report is to be made, the individual who observed or has knowledge of the abuse makes the report in two parts:

- 1. Telephone report
- 2. Written report

NOTE: Agency representatives (law enforcement officers, social workers, etc.) are not to direct a mandated reporter not to report his or her suspicions.

A. Telephone Report

- 1. The person who reports shall have all pertinent information available for child protective agency (see Attachment A). The person reporting shall give:

- _____ his or her own name
- _____ the child's name
- _____ the child's home address and telephone number
- _____ the child's date of birth
- _____ parents or guardian
- _____ names of siblings
- _____ prior reports
- _____ special needs
- _____ home language
- _____ description of injury
- _____ what led the person to suspect child abuse
- _____ the present location of the child
- _____ location where suspected abuse occurred

2. The person reporting shall
 - a. Document the date and time the call is made.
 - b. Record contact person's name, title, position, ID number.
 - c. Record response or directive of contact person.
 - d. Notify the contact person of the time the child is dismissed from school.
 - e. Inquire as to agency's plan regarding immediate action.
 3. The law enforcement officer or social worker determines the course of action to be taken. The agency official may inform the person reporting of one or more of the following:
 - _____ home visit/investigation
 - _____ dispatched an officer or social worker to the school/scene
 - _____ there will be no follow-up investigation in which case the school/district can proceed administratively
- Agency representatives once on the school site have the following authority and/or responsibilities:
- a. May interview the child.
 - b. Must afford the child the option of being interviewed in private or selecting any adult member of the school staff to sit in on interview.
 - c. Have authority to take child into protective custody (law enforcement only).
 - d. May contact family regarding temporary custody/or location of child.
4. Following the telephone report, the person reporting shall within 36 hours complete and mail :
 - a. The Suspected Child Abuse Report (Form SS 8572) to the same agency to which the telephone report was made (see Attachment B).

5. In the event the school site administrator makes the report or is apprised that a report was made, he or a designee shall:
 - a. Notify the Superintendent's Office that a report has been made.

NOTE: The agency representative should be provided with the address and telephone number of the child's parent(s) or guardian(s). The person who reports or a person of authority at the school site should obtain the agency representative's name, telephone number, and identification number in order to provide to the parent should they request any information or not be informed that their child was placed in protective custody.

In cases where a district employee is alleged to be the perpetrator, the site administrator is to call the Associate Superintendent, Administration/Personnel Services immediately.

6. In situations where abuse is suspected by a staff member but reported by appropriate school personnel, the appropriate school personnel will document the report with an entry on the child's health card.

B. Written Report

Suspected Abuse Report, Form SS 8572, must be completed within 36 hours of receiving information concerning the abuse incident and be sent with all attached copies (except the yellow copy) to the agency which received the telephone report. This report is separate from, and in addition to any report completed by law enforcement. The contents of the Suspected Child Abuse Report must remain confidential.

1. Completion of Suspected Child Abuse Report Form (SS 8572)

In addition to the directions provided on the back of Form SS 8572, those reporting are to note the following:

- a. Identifying information must be provided in full.

- b. Statements concerning observations of the child's injuries or conditions should be factual and objective.
- c. Statements of personal judgement concerning the child or the alleged perpetrator should be avoided.
- d. When the child describes how the injuries or the situation occurred, the description should be reported as nearly verbatim as space allows. Quotation marks should be used when appropriate.
- e. Reporting information is confidential; however, mandated reporters may not report anonymously. Reports may be handwritten, printed, or typed. Only those individuals directly involved in the specific case are to complete the report and be privy to information regarding the report or its content.

2. Distribution of Completed Forms (SS 8572)

- a. White Copy - Law Enforcement (Attachment A)
Pink Copy & Department of Children's
Blue Copy - Services (Attachment A)
Yellow Copy - (in an envelope marked
"CONFIDENTIAL") -
Superintendent

V. RESPONSIBILITIES OF DISTRICT EMPLOYEES

A. School site administrators are directed to:

1. Discuss in depth the content of this bulletin with all employees at the beginning of the school year as well as with all new employees at the time of their assignment.
2. Instruct that any suspected child abuse and/or neglect be reported to the appropriate investigative agency.

VI. ORDERING FORMS

Forms identified in this bulletin may be obtained from the Office of the Superintendent.

VII. ATTACHMENTS

- A. Local agencies involved in child abuse/neglect
- B. Suspected Child Abuse Report - Form 8572

For assistance, please call Michael Klentschy, Superintendent, at 352-5712.

APPROVED: MICHAEL KLENTSCHY, Superintendent

DISTRIBUTION: Management Team and School Secretaries

- SAMPLE -

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Reporting Party
Pursuant to Penal Code Section 11166

A. CASE IDENTIFICATION	TO BE COMPLETED BY INVESTIGATING CPA
	VICTIM NAME: _____
	REPORT NO./CASE NAME: _____
DATE OF REPORT: _____	

B. REPORTING PARTY	NAME/TITLE									
	ADDRESS									
C. REPORT SENT TO	PHONE ()	DATE OF REPORT	SIGNATURE OF REPORTING PARTY							
	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION									
D. INVOLVED PARTIES	AGENCY	ADDRESS								
	OFFICIAL CONTACTED	PHONE ()	DATE/TIME							
SIBLINGS	NAME (LAST, FIRST, MIDDLE)		ADDRESS	BIRTHDATE	SEX	RACE				
	PRESENT LOCATION OF CHILD		PHONE ()							
PARENTS	1. NAME	BIRTHDATE	SEX	RACE	NAME	BIRTHDATE	SEX	RACE		
	2. _____	_____	_____	_____	_____	_____	_____	_____		
VICTIM	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE	SEX	RACE	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE	SEX	RACE
	ADDRESS		ADDRESS							
E. INCIDENT INFORMATION	HOME PHONE ()	BUSINESS PHONE ()	HOME PHONE ()	BUSINESS PHONE ()						
	IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX. <input type="checkbox"/>									
1. DATE/TIME OF INCIDENT		PLACE OF INCIDENT		(CHECK ONE)		<input type="checkbox"/> OCCURRED		<input type="checkbox"/> OBSERVED		
IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:										
<input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION										
2. TYPE OF ABUSE: (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL ASSAULT <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER										
TYPE DESCRIPTION:										
4. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED:										
5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD:										

SS 8572 (REV. 7/87)

INSTRUCTIONS AND DISTRIBUTION ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). A CPA is required under Penal Code section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation has been conducted and (2) the incident is not unfounded.

SAMPLE REPORTING FORM

**DESERT GARDEN
SCHOOL**

**EMERGENCY
PLAN**

2014 - 2015

**DESERT GARDEN SCHOOL
DISASTER EARTHQUAKE AND LOCK DOWN PROCEDURES**

OFFICE
School Secretary

COMMAND POST
Principal

The command post will be set up just west of the swings between the two concrete areas in the field.

ASSISTANTS-MESSENGERS
– Barkalow –

SPECIAL TEAM

First Aid
1. Carlos Carlon
2. Helen Navarro

Utilities and Fire
1. Rogelio Garcia
2. Manual Perez

STUDENT CONTROL

Teachers will all remain in their rooms to supervise students. The following employees will check classrooms:

1. Ms. Carter: Wings 1 and 2 and the restrooms in those wings
2. Mrs. Navarro: Kindergarten, wing 3 and the adult restroom
3. Mr. Garcia: Wing 4 classrooms and restrooms, electrical shut off
4. Mr. Carlon: Portables, MPR and the MPR restroom.

If any of these people are absent they will be covered by the principal (for Ms. Carter), the RSP Instructional Assistant (for Mr. Carlon) the SDC Instructional Assistant (for Mrs. Navarro) and the reading coach (for Mr. R. Garcia.)

EVALUATION AND COMMUNICATION: The employees above will evaluate structural conditions and possible hazards and report their findings to the command post.

Messages will include the following:

1. All is well
2. Injuries
3. Structural damage
4. Request for assistance
5. Smoke, fire or any immediate danger

- Chain of command:
1. Principal
 2. Mrs. Abatti
 3. Mrs. Jordan
 4. Ms. Barkalow

All certificated and classified personnel not assigned to a specific responsibility will report to the command post and will serve as needed.

Mr. Carlon will have the responsibility of transporting the first aid kit to the command post. Mrs. Navarro and Mr. Carlon are assigned to the first aid station.

Mr. Garcia and Mr. Perez will turn off all electricity. Water will be turned off only in the event of a significant water line break. They are to complete these tasks and report to the command center. Mr. Garcia and Mr. Perez will also know of the location of all fire extinguishers and will be able to direct people to them if necessary. They will transport the emergency can to the first aid station.

EARTHQUAKE PROCEDURES

The signal to alert you to a disaster drill shall be an announcement over the PA system or when the ground begins to shake. Stay in the duck & cover position until you are told differently. Do not evacuate routinely – only evacuate if there is immediate danger to you.

This plan is designed primarily to be implemented in the event of an earthquake, but the basic plan will be implemented in the event of any type of emergency situation that affects the entire school.

The first order for a disaster is to duck & cover if in a building or to drop to the ground if you are outside.

If students are outside and no one is in charge immediately, remind them that they must:

Move away from buildings

Move away from overhead wires

Move away from trees

Move away from metal fences

DO NOT RUN

Sit on the ground

After the shaking stops, find a teacher or an adult for instructions.

Teachers: Please remind your students that in the event of an earthquake while they are en route to school or home, they should continue to their destination.

EVACUATION

TEACHERS:

Evacuate your students if you are ordered to do so or if there is obvious structural damage and obvious danger.

- A. If there is a fire in your classroom, call the office so the fire bell can be activated.
- B. Determine that the danger outside is less than that inside.
- C. Evacuate room, following pre-planned route.
- D. Take emergency clipboard and be certain to clear the room.
- E. Close the door behind you but do not lock it.
- F. Take roll upon arrival at the holding area
- G. Have students sit down. Keep them calm and keep them together.
- H. Wait for the appropriate signal to return to classes. Take roll again.

PUPILS:

- A. Remain in the room in the duck and cover position until ordered by the teacher to evacuate.
- B. Stay in line during evacuation and stay together.
- C. Report to the teacher if there is an injured student.
- D. Don't run
- E. Stay away from metal fences and other wires.
- F. If there are no adults conscious in your classroom, remain in the duck & cover position and wait for instructions. If there is a fire or immediate danger in your room, evacuate calmly and have a student report to an adult.

OFFICE:

- A. In case of evacuation of the office, the secretary will report to the command post and bring the following items:
 1. Class Lists
 2. Attendance Records
 3. Enrollment Cards

LOCK DOWN

In the event of a dangerous intruder on campus the office will instruct you over the PA system to "Lock Down". This will entail the following:

TEACHERS:

- A. Tell your students to duck and cover.
- B. Lock your door with your key from the inside of the classroom.
- C. Close the blinds.
- D. Turn off the lights.
- E. Have students face away from the windows and if possible, put furniture between students and the windows.
- F. Remain quiet and in the duck and cover position until you are informed that the Lock Down is over.
- G. Make note of any students that are not in your classroom at the time of the lock down and be ready to report their absence.
- H. In the event that a lock down occurs during lunch or recess, please proceed to the nearest area that will lock and take as many students as possible with you. Students on the playground should be taken to the restrooms in Wing 2 and 4. Students in the cafeteria will be locked inside until the danger has passed.

PUPILS:

- A. Remain calm
- B. Listen to the adults for instructions
- C. Do not talk
- D. Be as quiet as possible.
- E. If you are on the playground go to the closest room that can lock.
- F. If you are in the restroom, close the door and stay there until instructed to open the door by an official (school, police, fire etc.)
- G. If you are in the library, computer lab or cafeteria, stay there and duck and cover until further notice.

OFFICE:

- A. Announce the lock down over the PA.
- B. Appraise the situation and call law enforcement.
- C. Stay in duck and cover position until help arrives.
- D. Inform all personnel when it is safe to resume the regular schedule and unlock the doors.

We will be evaluating our drills as a staff and making procedural changes, as appropriate.

EL CENTRO ELEMENTARY SCHOOL DISTRICT

EL CENTRO, CALIFORNIA

MONTHLY FIRE DRILL REPORT

Name of School Desert Garden

Date of drill 12/19/14

Time of drill Start Time 9:46 Ending Time 9:49

Amount of time needed to vacate buildings 3 min

Was vacating multipurpose room/auditorium part of this drill? YES / NO

Alarm Station used Office

Did all equipment function properly? YES / NO
(If the answer if "NO" please explain in "Comments" area)

Were instructions given in the event of an earthquake? YES / NO
(If the answer if "NO" please explain in "Comments" area)

Comments _____

Signed: *John Brundenberg*

Distribution:

Original to Facilities Director
Copy to El Centro Fire

EL CENTRO ELEMENTARY SCHOOL DISTRICT

EL CENTRO, CALIFORNIA

MONTHLY FIRE DRILL REPORT

Name of School Desert Garden

Date of drill 11-19-14

Time of drill 1:10

Amount of time needed to vacate buildings 4 minutes

Was vacating multipurpose room/auditorium part of this drill? YES / NO

Alarm Station used Office

Did all equipment function properly? YES / NO
(If the answer if "NO" please explain in "Comments" area)

Were instructions given in the event of an earthquake? YES / NO
(If the answer if "NO" please explain in "Comments" area)

Comments _____

Signed: *Timothy Dunderberg*

Distribution:

Original to Facilities Director
Copy to El Centro Fire

EL CENTRO ELEMENTARY SCHOOL DISTRICT

EL CENTRO, CALIFORNIA

MONTHLY FIRE DRILL REPORT

Name of School Desert Garden

Date of drill 10/16/14

Time of drill Start Time 10:16 Ending Time 10:23

Amount of time needed to vacate buildings 7 min

Was vacating multipurpose room/auditorium part of this drill? YES / NO

Alarm Station used Office

Did all equipment function properly? YES / NO
(If the answer if "NO" please explain in "Comments" area)

Were instructions given in the event of an earthquake? YES / NO
(If the answer if "NO" please explain in "Comments" area)

Comments Earthquake Drill start time 10:16 Ending time 10:20

Fire Drill start time 10:20 Ending time 10:23

Signed: *[Signature]*

Distribution:

Original to Facilities Director
Copy to El Centro Fire

EL CENTRO ELEMENTARY SCHOOL DISTRICT

EL CENTRO, CALIFORNIA

MONTHLY FIRE DRILL REPORT

Name of School Desert Garden

Date of drill 9-23-14

Time of drill 7:55

Amount of time needed to vacate buildings 3 minutes

Was vacating multipurpose room/auditorium part of this drill? YES NO

Alarm Station used Room P-1

Did all equipment function properly? YES NO
(If the answer if "NO" please explain in "Comments" area)

Were instructions given in the event of an earthquake? YES NO
(If the answer if "NO" please explain in "Comments" area)

Comments This was an unscheduled fire drill. Maintenance caused too much dust in Room P-1 and it set off the alarm. We called the alarm company but since we had not requested to go on test mode, the fire department had to come. The drill was uneventful.

Signed: Wendy Bardenbley

Distribution:

Original to Facilities Director
Copy to El Centro Fire

EL CENTRO ELEMENTARY SCHOOL DISTRICT

EL CENTRO, CALIFORNIA

MONTHLY FIRE DRILL REPORT

Name of School Desert Garden

Date of drill 8/28/14

Time of drill Start Time 8:45 Ending Time 8:47

Amount of time needed to vacate buildings 2 min

Was vacating multipurpose room/auditorium part of this drill? YES / NO

Alarm Station used Office

Did all equipment function properly? YES / NO
(If the answer is "NO" please explain in "Comments" area)

Were instructions given in the event of an earthquake? YES / NO
(If the answer is "NO" please explain in "Comments" area)

Comments The outside speakers are
very low volume and difficult to
hear.

Signed: Kathy Brandenburg

Distribution:

Original to Facilities Director
Copy to El Centro Fire

District Name	El Centro Elementary School District	Phone	(760) 352-5712	School Name	Desert Garden Elementary	Phone	(760) 352-2051
Street Address	1256 Broadway			Street Address	1900 South Sixth Street		
City Zip Code	El Centro, CA 92243			City Zip Code	El Centro, CA 92243		

Emergency Contact and Inventory Form

Instructions: Please file annually by October 15th with your local Police and Fire Departments and with Imperial County Office of Emergency Services & Imperial County Office of Education
 1078 Dogwood Road
 Heber, CA 92249 Phone: (760) 482-2420
 Fax: (760) 482-2407 attn: Rosa Hernandez

1398 Sperber Road
 El Centro, CA 92243 Phone: (760) 312-6133
 (760) 312-6137 attn: Denise Smith

For assistance contact Vanessa Alvarez at (760)312-6151
Revised By: K. Brandenberg
Date: August 4, 2014

Emergency Phone Numbers:

	Name	Phone	Organization	Phone
Principal	Kathy Brandenberg	(760) 554-2980	Imperial Irrigation District	(760) 339-9493
Director – MOT	Kim Dessert	(760) 996-4381	Southern CA Gas	1-800-427-2200
Maintenance Supervisor	Doug Hisel	(760) 535-5340	Sewer Authority	(760) 554-5296
Emergency Cellular	On Call Staff	(760) 996-5423	Water Company	(760) 554-5320
Transportation Supervisor	Martin Barajas	(760) 996-0415	Nearest Hospital	(760) 339-7254
Master Key (1) Custodian	Rogelio Garcia	(760) 693-9022	Fire Station	911
Master Key (2) Custodian	Manual Perez	(760) 355-9187	Police/Sheriff Dep.	911

Evacuation Sites

Designate as a Primary, Secondary or Alternate Site	Location	# of students/adults	Electric	Location	Contact	Phone
Primary	Playing fields-west side area	400	Gas	See Map	Maintenance Supervisor	(760) 535-5340
Secondary	North side of campus (Kinder)		Water	See Map	Maintenance Supervisor	(760) 535-5340
Alternate	3 classrooms on east side of campus		Telephones	See Map	Maintenance Supervisor	(760) 535-5340
			Any On site Hazardous Materials	Gas used for lawn equipment stored in sea container	Maintenance Supervisor	(760) 535-5340

Shut Offs and Switches

Incident Command Team (responsible for directing and documenting on site emergency activities)

Incident Commander <small>Directs on site emergency operations</small>	Kathy Brandenberg, Principal	Agency Liaison <small>Coordinates w/ outside agencies</small>	Asst. Supt., Business Services, Kristy Curry
Backup Incident Commander	Pat Abatti or Karen Jordan	Backup Agency Liaison	Director – MOT, Kimberly Dessert
Public Information Officer	Supt., John LeDoux	Safety Coordinator <small>Ensures emergency activities are conducted safely</small>	Director – MOT, Kimberly Dessert (760) 996-4381
Backup Public Information Officer	Asst. Supt. – Renato Montano	Backup Safety Coordinator	

Incident Command Team Meeting Locations (Indicate locations where the Incident Command Team will convene during an emergency)

Primary	Secondary
West side playing fields	Multipurpose Room

Safe Schools Plan

District Name	El Centro Elementary School District	Phone	(760) 352-5712	School Name	Desert Garden Elementary	Phone	(760) 352-2051
Street Address	1256 Broadway			Street Address	1900 South Sixth Street		
City Zip Code	El Centro, CA 92243			City Zip Code	El Centro, CA 92243		

Team Assignments & Meeting Locations (Fill in Team Leaders, Alternates and Members. Indicate locations where team will convene during an emergency)

Search & Rescue Team 1	Search & Rescue Team 2	Search & Rescue Team 3	Search & Rescue Team 4
<p>search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms.</p> <p>Meeting Location (inside): Room 4</p> <p>Meeting Location (outside): In front of office, cafeteria</p>	<p>search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms.</p> <p>Meeting Location (inside): Room 2</p> <p>Meeting Location (outside): In front of wing 2</p>	<p>search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms.</p> <p>Meeting Location (inside): Room 12</p> <p>Meeting Location (outside): In front of kinder, library</p>	<p>search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms.</p> <p>Meeting Location (inside): Room 16</p> <p>Meeting Location (outside): In front of wing 4</p>
<p>Security / Utilities Team Ensure security of the school site and short-term repairs</p> <ul style="list-style-type: none"> • Fire Suppression / HazMat Team Extinguish fires & evaluate chemical spills • Supply / Equipment Team Ensure adequate supplies & equipment are available <p>Meeting Location (inside):</p> <p>Meeting Location (outside): West side of campus, playing field</p>	<p>Crisis-Psychological First Aid Team Provides psychological counseling for students/staff</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> ICOE <p>Meeting Location (inside): Resource Room</p> <p>Meeting Location (outside): Cafeteria or west side of campus</p>	<p>Request / Reunion Gate Teams Process request(s) for student pick-up. Reunites parents or guardians at Reunion Gate</p> <p>Meeting Location (inside): Main Office</p> <p>Meeting Location (outside): West side of campus gates</p>	<p>Reunion Gate Teams (encourage a separate reunion gate be staffed if school enrollment exceeds 800)</p> <p>Meeting Location (inside):</p> <p>Meeting Location (outside):</p>
<p>Documentation</p>	<p>Communication</p>	<p>Chair Person</p>	<p>Chair Person</p>
<p>Facilities Manager</p>	<p>School Safety Planning Committee Chair</p>	<p>Chair Person</p>	<p>Chair Person</p>

Safe Schools Plan

District Name	El Centro Elementary School District	Phone	(760) 352-5712	School Name	Desert Garden Elementary	Phone	(760) 352-2051
Street Address	1256 Broadway			Street Address	1900 South Sixth Street		
City Zip Code	El Centro, CA 92243			City Zip Code	El Centro, CA 92243		

Plan for Loss of Utilities (Indicate specific plan for establishing alternative water, electricity, natural gas supply, and alternative methods of communication)

Water: (Plan should include alternative water source for drinking water, fire suppression, food service & toilet)

Drinking Water	N/A
Food Service	Pre-packaged & canned food available
Fire Suppression	Each classroom has a fire extinguisher and designated areas also have fire extinguisher accessible.
Toilet	Emergency toilet is stored in office (cum room) with Emergency Container
Electricity: (Plan should provide alternative electrical source for ventilation & emergency lighting)	
Battery Lights	N/A
Ventilation	N/A
Generator (hours/days of power, what is powered; and fuel source)	N/A
Natural Gas	N/A
Food Service	See Above
Other	
Communication:	
Cell Phone	All Administrator have cell phones
Radio (type+frequency)	District radio for all sites and their administrators.

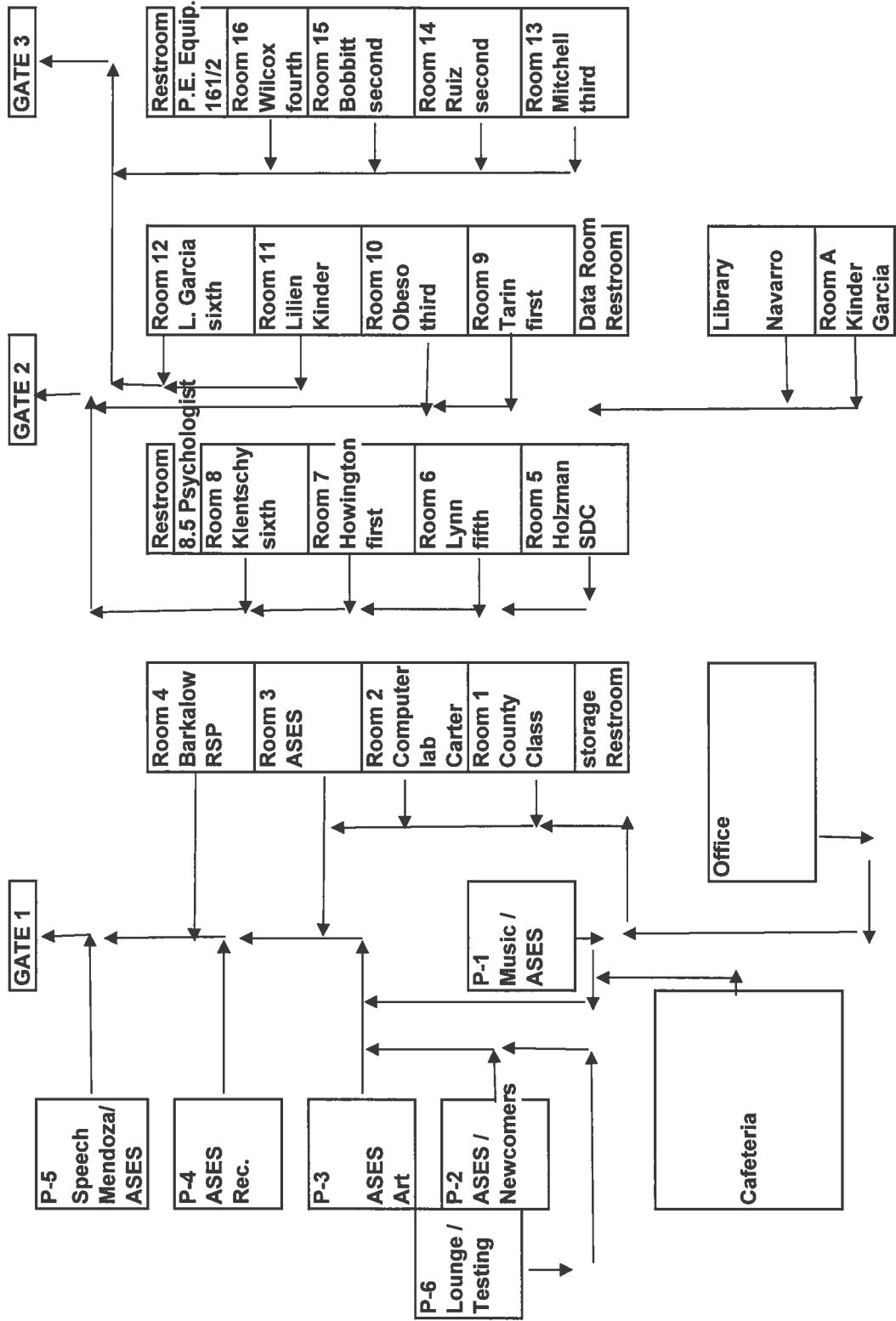
Emergency Resources Inventory (Initial call out is made to the Authorization Contact from the Emergency Operations Center at the county or city. After initial call out, direct contact with Facilities, Staff, and Equipment Secondary Contacts may be made.)

AUTHORIZATION CONTACT NAME	Phone	location
(1) Kimberly Dessert, Director – MOT	(760) 996-4381	Central Warehouse
(2) Kristy Curry		District Office
Facilities-secondary contact name	Kathy Brandenburg	phone 352-2051
Capacity-# of people	N/A	# of sq ft N/A
Capacity-# of people	345	# of sq ft N/A
Total #	25	# of showers N/A
Gym-Multipurpose Room		# of restrooms 11
Cafeteria		Type of Food Prep Full Kitchen (warmers, stove, ovens, fridge, freezer)
Classrooms		
Other		
Staff- secondary contact name	Kristy Curry	phone (760) 352-5712 ext. 17
location		District Office
School Psychologists	# 5	
School Nurses	# 5	
Certificates for CPR	# 15 @ MOT-Transportation	
Certificates for EMT or Paramedics	#	
Bus Drivers	# 12	
Other		
Equipment- secondary contact name	Martin Barajas	phone 353-9200 Ext. 14
location		Central Warehouse
Buses, capacity, radios	# of buses 12	capacity Hand held District Radios
radio frequency: no	X	yes
frequency		
Earthmoving equipment	Type 3	
Other emergency equip	4 Food Service Trucks & 10 maintenance trucks.	

Safe Schools Plan

District Name	El Centro Elementary School District	Phone	(760) 352-5712	School Name	Desert Garden Elementary	Phone	(760) 352-2051
Street Address	1256 Broadway			Street Address	1900 South Sixth Street		
City Zip Code	El Centro, CA 92243			City Zip Code	El Centro, CA 92243		

DESERT GARDEN SCHOOL



Ingress and Egress for students being dropped off by parents.

DESERT GARDEN SCHOOL INGRESS AND EGRESS

GATE 1

P-5
Mendoza
Speech

P-4
ASES

P-3
ASES
Art

P-2
ELD
ASES Rec.

P-6
Lounge

P-1
Band and
Orchestra
ASES

Ingress and Egress for students riding bicycles

Cafeteria

Office

pedestrian ingress and egress

GATE 2

Restroom
8 1/2
Room 8
Klentschy
sixth

Room 7
Howington
first

Room 6
Lynn
fifth

Room 5
Holzman
SDC

Room 12
Garcia
fourth

Room 11
Lilien
Kinder

Room 10
Obeso
fifth

Room 9
Tarin
first

Abatti Rdg. Coach
Restroom

GATE 3

Restroom
storage
Room 16
Wilcox
fourth

Room 15
Bobbitt
second

Room 14
Ruiz
second

Room 13
Mitchell
third

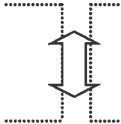
Library
Navarro

Room A
Kinder

Garcia

pedestrian ingress and egress

ingress and egress for students riding the bus



**EL CENTRO SCHOOL DISTRICT
Office of the Superintendent**

BULLETIN NO. 14-4
July 1, 1994

SUBJECT: SENATE BILL 1275

- I. Background
- II. Major Provisions
- III. Compliance Procedures
- IV. Summary of Education Code

I. BACKGROUND

Senate Bill 1275 is designed to improve the juvenile justice system in several critical areas. Senate Bill 1275 has enacted several valuable new laws which will improve our juvenile justice system in dealing with at-risk youth. It codifies an approach consistently advocated by school and probation officials as to the most effective philosophy to rehabilitate our youth. The legislature passed the bill and the governor signed it into law. It became operative January 1, 1990.

The law establishes responsibilities and opportunities for schools. For example, minors who are convicted in juvenile court of the less serious crimes are frequently placed by the judge on a status referred to as Home on Probation (HOP). When the judge places a minor Home on Probation, several conditions are imposed for the minor during his term of probation. The conditions often include a requirement of school attendance. SB 1275 makes this condition mandatory unless the court states its reasons why. In unusual cases, it should not be imposed.

II. MAJOR PROVISIONS

The ability of probation officers to monitor the school attendance of minors on HOP is greatly enhanced with this new law. This was accomplished in part by an amendment to the law protecting the confidentiality of juvenile court records which will facilitate improved communication among each of the agencies working in the juvenile justice system. The court will notify the Superintendent of Schools/designee if one of the district' pupils is placed on HOP with a school attendance condition. This information will be "expeditiously transmitted" by the Superintendent to the principal of the minor's school or to one person designated by the principal.

The state legislature was concerned that the record of the student's juvenile case not become public knowledge throughout the school. Thus, SB 1275 includes a provision precluding the disclosure of this information to anyone else at the school unless permitted by another law (such as the laws authorizing disclosure of certain information to teachers about potentially violent students). The only purpose of this particular amendment to the confidentiality laws is to assist with the enforcement of attendance laws for students on probation).

For those students placed HOP, SB 1275 requires school officials to report unexcused absences within ten days to the juvenile court, with a copy sent to the Probation Department. SB 1275 now authorizes deputy district attorneys, after consulting the probation officers, to file a "probation violation" with the judge, based on the minor's failure to attend school. As a result of this bill, there will be a much stronger partnership among the District Attorney, Probation Department, school, and the court to insure that minors placed on HOP orders attend school or be held accountable for ignoring the conditions of probation imposed by the court.

III. COMPLIANCE PROCEDURES

The law requires school officials to notify the local law enforcement departments of any student found in violation of the following laws: possession or sale of narcotics; possession of a firearm; possession of a dirk, dagger, knife with a blade over 3.5 inches, razor with an unguarded blade, folding knife with a locking blade; possession of a laser or stun gun.

The laws protecting the confidentiality of school records were also amended in this bill to permit access by District Attorneys who need the school's records for the enforcement of truancy laws. A court order is not required.

IV. Summary of Education Code Provisions

Educ. 48267: Senate Bill 1725 amended this section to require that if a minor is placed Home on Probation (HOP) with a condition that he/she attend school, the juvenile court must provide to the Superintendent of the school district notification of this attendance condition. The Superintendent must then expeditiously send this information to the minor's current principal or the principal's designee. If the minor

is truant from school for one day without a valid excuse, the school principal/designee must report this to the juvenile court and the pupil's probation officer within 10 days of the absence.

Educ. 48902: This provision requires school principals to notify local law enforcement about students possessing drugs or weapons on campus.

Educ. 49076: Senate Bill 1275 amended the laws providing confidentiality of school records to allow prosecutors access to these records without obtaining a court order for truancy mediation programs, parents charged with violating the Compulsory Education Law, criminal investigations, or violations of conditions of probation.

For assistance, please call Michael Klentschy, Superintendent, at 352-5712.

APPROVED: MICHAEL  KLENTSCHY, Superintendent

DISTRIBUTION: Management Team and School Secretaries

EL CENTRO SCHOOL DISTRICT
Office of the Superintendent

BULLETIN NO. 22-2
Revised August 2, 1997

SUBJECT: STUDENT SUSPENSION

- I. Background
- II. General Information
- III. Policy and Procedures Related to School Personnel
- IV. Parent Conference
- V. Alternative Education Placements
- VI. Appeal Procedures
- VII. Suspension Records
- VIII. Exhibits

I. BACKGROUND

The purpose of this bulletin is to inform District personnel of the suspension policy and procedures. These procedures are authorized by Educational Code Sections 48900-48915 and District policy, and apply to all students and schools within the District.

II. GENERAL INFORMATION

- A. The principal of each school shall take steps to ensure that all rules pertaining to the discipline of students are communicated to staff and continuing students at the beginning of each school year, and to all new students at the time of their enrollment in the school.
- B. Suspension is one method that may be employed to assist in developing acceptable student conduct. Prior to suspension, other alternatives that take into consideration the needs of the student shall be considered. Alternatives to suspension must be used for any student who is truant, tardy, or otherwise absent from assigned school activities.
- C. Suspension means removal of a student, for adjustment purposes, for ongoing instruction. A student may be suspended from one class or all classes and still remain in school during the period of suspension if he/she is appropriately supervised.

- D. It is the responsibility of school-site personnel to develop procedures to follow-up on students who do not return to school after the period of suspension.

III. POLICY AND PROCEDURES RELATED TO SCHOOL PERSONNEL

A. Legal Provisions

Education Code Section 48900, 48900.2, 48900.3, and 48900.4 summarized below, permits the Superintendent or the principal of the school in which the student is enrolled to recommend a student's suspension if it is determined that the student has:

1. Threatened, attempted, or caused physical injury to another person.
2. Possessed, sold, or furnished any firearm, knife, explosive, or other dangerous object.
3. Possessed, used, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
4. Offered, furnished, or sold any substitute substance represented as a controlled substance of intoxicant of any kind.
5. Committed robbery or extortion.
6. Caused or attempted to cause damage to school or private property.
7. Stolen or attempted to steal school or private property.
8. Possessed or used tobacco.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed, offered, furnished, or sold any drug paraphernalia.
11. Disrupted school activities or willfully defied the authority of school personnel.
12. Knowingly received stolen school property or private property.

13. Possessed an imitation firearm.
14. Witness harassment or intimidation.
15. Committing or attempting to commit sexual assault or battery.

For students in grades 4-8, the following three infractions are also grounds for suspension:

16. Ed Code 48900.2 - Sexual Harassment
In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the Superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

Note: Ed Code 212.5 - Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, a request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

(a) Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.

(b) Submission to or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.

(c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.

(d) Submission to, or rejection of, the conduct by the individual is used as the basis of any decision

affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

17. Hate violence (E.C. 48900.3).

18. Harassment, threats or intimidation (E.C. 48900.4).

B. No student shall be recommended for suspension for any of the above acts unless such acts are related to school activity or attendance. These acts may occur at any time, including, but not limited to, while on school grounds; while going to or coming from school, during the lunch period, whether on or off campus; during, while going to; or while coming from a school-sponsored activity.

C. Suspension of Special Education Students

1. The suspension of a special education student for more than ten cumulative days during a school year may constitute a change of placement. Upon the tenth cumulative day of suspension of a special education student, the principal shall:
 - a. Notify the Coordinator, Special Education/Pupil Personnel that a review of the student's needs, progress and placement is in order for the purpose of determining whether the suspension may constitute a significant change of placement.
 - b. Schedule an IEP meeting, to include appropriate site and District personnel.
2. A special education student shall not be suspended for more than 5 consecutive school days (see Section D, Part 4 of this bulletin).
3. Special education procedures in C1-2 and E.C. 48915.5 are not required to be followed for special education students who commit or attempt to commit sexual assault or sexual battery unless federal law so requires.
4. E.C. Section 48915.6 (HR 3268) modifies the IDEA and allows placement in an alternative educational setting for 45 days for (1) carrying any weapon; (2) possession, use, sale or solicitation of sale of drugs; and (3) committing assault and battery.

D. Suspension from School

1. Suspension from school shall be preceded by an informal conference, conducted by the principal or designee, with the student. The only exception is noted in D3, below.

At the suspension conference, the student shall be informed of the reason(s) for the disciplinary action. The student shall be given an opportunity to present facts and evidence in his/her defense. The student should be encouraged to make a written statement concerning the charge(s). The statement should be signed by the student and dated.

2. The "principal's designee" should be another administrator. If there is no other administrator at the school, the principal may designate another certificated person. Only one person may serve as the primary designee for the school year. A second certificated person may be designated by the principal to act in place of the principal and the primary designee when both are absent from the school site. The names of the primary and secondary designees must be on file in the principal's office.
3. The principal or designee may suspend a student without affording the student an opportunity for a conference only if the principal or designee determines that an emergency situation exists. The term "emergency situation" means a situation determined by the principal or designee to constitute a clear and present danger to the lives, safety, or health of students or school personnel.

If a student is suspended without a conference, both the parent and the student shall be notified of the student's right to a subsequent conference and of the student's right to return to school for such purpose. The conference shall be held within two school days unless the student waives this right or is physically unable to attend for any reason, in which case the conference shall be held as soon as the student is able to attend.

4. A student may not be suspended for more than five consecutive school days without the approval of the Superintendent, or designee. If expulsion is recommended, the suspension can be extended by the

Superintendent, or designee (see Bulletin 22-4 - Student Expulsion). The total number of days for which a student may be suspended from school may not exceed 20 school days in any school year unless enrolled in the district opportunity where the limit is increased to 30 days.

5. Any student charged by the District Attorney with committing any of the offenses contained in E.C. Section 48900 or Welfare and Institution Code Sections 17-19 may be suspended while charges are pending even if the offense did not occur within the jurisdiction of the District. The students shall be referred to the County Community School Program. Expulsion may also be recommended, even if the Court does not incarcerate the student.

E. Suspension from Class

1. A teacher may suspend a student from the teacher's class for any of the acts enumerated in E.C. Section 48900 or 48900.2-48900.4 for the day of the act and the following school day. The teacher shall immediately report the suspension to the principal or designee and send the student to the principal or designee for appropriate action. The teacher shall provide the principal with a written statement of the reasons for the suspension.
2. As soon as possible, but not later than the day of the suspension, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. A school administrator may attend the conference if he chooses to do so, and shall attend the conference if the teacher or the parent or guardian so requests.
3. The student shall not be returned to the class from which he/she was suspended during the period of suspension without the concurrence of the teacher who effected the suspension and the principal.
4. A student suspended from a class shall not be placed in another regular class during the period of suspension. If the student is assigned to more than one class per day, the student may attend the classes from which he/she is not suspended.

5. A teacher may require the completion of tests and assignments missed during the period of suspension.
6. E.C. 48900.1 Parents or Guardians - Classroom Attendance.

A teacher who has suspended a pupil for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or willfully defying the authority of supervisors, teachers, administrators, school officials, or other school personnel engaging in the performance of their duties, may require that the parent or guardian of the pupil attend a portion of a school day with the pupil in the pupil's classroom. The attendance of the parent or guardian shall be limited to the class from which the pupil was suspended. The attendance requirements shall apply only to a parent or guardian who is actually living with the pupil.

If a teacher elects to impose this procedure, the principal shall send a written notice to the parent or guardian stating that attendance is pursuant to law (E.C. 48900.1). The notice shall specify that the parent's or guardian's attendance shall be on the day on which the pupil is scheduled to return to class, or within five (5) school days thereafter.

The written notice to attend shall also state that the parent or guardian is required to inform the principal of any factor(s) that may prevent compliance with the notice. The parent or guardian shall inform the principal of such factor(s) within two (2) school days of receipt of the notice to attend. The principal shall determine whether the stated factor(s) is/are valid, and shall inform the parent or guardian whether attendance is excused.

A parent or guardian who has received a written notice shall attend class as specified in the notice, unless attendance has been excused pursuant to this section. The principal shall contact parents or guardians who do not respond to the request to attend school or who do not inform the principal of the factor(s) preventing compliance. The principal shall inform such parents or guardians that attendance is required pursuant to law (E.C. 48900.1).

Parents or guardians who attend school pursuant to this section shall meet with the principal or principal's designee after completing the classroom visitation and before leaving the school site.

No parent or guardian shall be required to attend school pursuant to this section more than four times per school year.

F. Notice of Suspension from School

At the time of suspension, a school employee shall make a reasonable effort to contact the student's parent/guardian in person or by telephone. Written notice of the suspension shall be mailed to the parent/guardian within one school day. All efforts of District personnel to contact the parent/guardian should be recorded in the student's file (see Attachment A).

G. Releasing Student from School

1. An elementary or middle/junior high school student who is suspended shall not be released from school before the end of the student's school day unless the student's parent/guardian or an adult authorized to act for the parent/guardian comes to the school for the student, or a certificated school employee delivers the student to the parent/guardian or to an adult authorized to act for the parent/guardian.

IV. PARENT CONFERENCE

- A. No penalties may be imposed on a student for the failure of the student's parent/guardian to attend a conference with school officials. The student's return to school at the end of any suspension period shall not be contingent upon attendance by the student's parent/guardian at such a conference.
- B. The parent conference shall, whenever practicable, be in the primary language of the parent/guardian. The principal or designee should assist in attempts to provide an interpreter.

V. ALTERNATIVES TO SUSPENSIONS

- A. Alternative school programs, in lieu of suspension, have kept students with disciplinary problems within the school setting where supportive services are available to help seek solutions.
- B. Alternative educational experiences also provide for fulfillment of the requirement that "other means of correction" (EC 48900.5) precede suspension, or a finding "that other means of correction have repeatedly failed to bring about proper conduct". These conditions are to be met before expulsion is recommended except under special circumstances.
- C. Alternative educational experiences are often referred to as "in-school or in-house suspension". In fact, such a program is not considered a suspension for ADA purposes. It is also not considered in the 20 day school year limit for students.
- D. Well planned alternative educational programs must include provisions for the following:
 1. Objectives for the modification of unacceptable behavior through interrelated instructional and counseling components that keep the pupil in school in a continuing learning experience.
 2. Procedures for assignment to Isolated Learning Center or Elementary Alternative Education Program.
 - a. Students may be assigned alternative educational experiences not to exceed five (5) consecutive school days.

If a student is absent during any one of the days of assignment, the student must bring a signed note from his/her parent/guardian stating the reason for the absence. The principal/designee may require the student to make-up the days missed.

- b. Due process procedures for students assigned to alternative educational experiences are the same as for students suspended from school (see Section III D, Suspension from School).
- c. There will be an Alternative Educational Experience Contract outlining specific requirements and expectations for students (see Exhibit B for sample).

- d. Special Education students may be assigned as long as the individualized education plan (IEP) continues to be implemented during such placement.
- e. Students assigned to this program shall be provided educational learning packets, materials and activities, when homework, classroom assignments, books, and/or materials have not been provided by the regular program teacher(s).
- f. All activities of students assigned to this program including lunch and the use of lavatory facilities shall be provided for and supervised.
- g. The principal shall be accountable to maintain an official roster of enrollment and attendance of all students assigned to this program. The roster will denote daily attendance for ADA accounting purposes. The roster shall be kept on file in the school office for four years, for audit purposes.

VI. APPEAL PROCEDURES

- A. Parents/guardians are to be advised by the principal or designee of the appeal procedure when there is disagreement with the circumstances which brought about the suspension or with the act of suspension itself.
- B. The sequence of appeal is as follows:
 1. The Principal - Level I
 2. The Associate Superintendent Administration/
Personnel Services - Level II
 3. The Superintendent - Level III
- C. Each appeal conference shall be arranged within three school days following the request. However, during the period of appeal, the suspension remains in effect for the length of time designated.
- D. The results of the appeal may include, but are not limited to:

1. Sustaining of the suspension in all respects.
 2. Modification of any penalties imposed, and or
 3. Expungement of the suspension from the student's record.
- E. At each level of appeal, a decision shall be made within two school days of the meeting, and the parents shall be notified in writing. At the parent's request, copies of any decisions shall be included in the student's file.

VII. SUSPENSION RECORDS

- A. Form 15424 is to be used for all suspensions. One copy is to be mailed to the parents, one copy is to be given to the student, one copy is to be sent to the Superintendent's Office and one copy is to be retained in the student's cum file.
- B. A cumulative record of student suspensions must be maintained for each student. The cum folder is the district designated location.

VII. EXHIBITS

- A. Record of Suspension, Form 15424
- B. Alternative Education Placement

For assistance, please call Michael Klentschy, Superintendent, at 352-5712.

APPROVED: MICHAEL KLENTSCHY, Superintendent

DISTRIBUTION: Management Team and School Secretaries

Total Suspensions _____

Total Days _____

EL CENTRO SCHOOL DISTRICT SUSPENSION NOTICE

Special Education _____

Parent Notification: Telephone

Letter

Conference

TO: _____

DATE: _____

FROM: _____

Principal or Person Delegated by Principal

Signature

Pursuant to my authority under provisions of Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48915 and El Centro School District Board Policy, I regret to inform you that it is necessary to suspend _____ from _____ for _____ days beginning _____ at _____ o'clock. It has been demonstrated to me by a preponderance of evidence that this pupil has violated Section _____ of the Education Code*:

SPECIFIC ACT WAS

These conditions are in effect during the suspension (EC 48908)

- The student is to be under parental supervision.
- The student is not to be on or about any school campus for any reason.
- The student may not participate in any school activity regardless of location or time.

_____ We have made an appointment for you to see me on _____ at _____ a.m./p.m. State law requires you to respond to this request without delay. (EC 48911(f)).

_____ Your suspended pupil is expected to be back in school on _____ at _____ o'clock. _____ We are recommending that your pupil be expelled. You will receive a letter from the Superintendent giving time and place for hearing.

(* Please read notice on back)

AVISO DE SUSPENSION

Conforme a mi autoridad bajo las estipulaciones del Código Educacional Secciones 48900, 48900.2, 48900.3, 48900.4, 48915 y los Reglamentos de la Mesa Directiva del Distrito Escolar de El Centro siento informarle que es necesario suspender a _____ de _____ por _____ días empezando el _____ a las _____ en punto. Se ha demostrado por la preponderancia de evidencia que este/a alumno/a: ha violado la Sección _____ del Código de Educación.

EL ACTO ESPECIFICO FUE

Sus condiciones estarán en efecto durante la suspensión (EC 48908)

- El alumno/a deberá estar bajo la supervisión de los padres.
- El alumno/a no deberá de entrar al patio de cualquier escuela por ninguna razón.
- El alumno/a no deberá de participar en ninguna actividad escolar sin considerar el lugar a horario.

_____ Le hemos puesto una cita para el día _____ a las _____ a.m./p.m. La Ley Estatal requiere que usted conteste a esta petición sin demora. (EC 49011(f)).

_____ Se espera que su hijo/a suspendido regrese a la escuela el _____ día a las _____ en punto.

_____ Estamos recomendando que su hijo/a sea expulsado. Usted recibirá una carta del Superintendente dando la hora y el lugar de la audiencia.

(* Por favor lea el aviso al reverso de este documento)

EL CENTRO SCHOOL DISTRICT
DISTRITO ESCOLAR DE EL CENTRO

School/Escuela _____

ALTERNATIVE EDUCATION PLACEMENT CONTRACT
CONTRATO DE COLOCACION EN EDUCACION ALTERNATIVA

DATE/FECHA: _____

STUDENT'S NAME _____ DOB _____ GR _____ EC _____
Student: Instead of being suspended from school, you have been placed in an alternative education contract for _____ day(s) on the following date(s) _____. Please follow the instructions and rules below:

1. Instead of attending your regular classes on the date(s) listed above, you are to report to the Isolated Learning Center room _____, at _____ A.M. _____ 19 _____. Your schedule will be from _____ A.M. until _____ P.M. You will be in the Isolated Learning Center room all day. Your restroom and lunch breaks will be supervised.
2. You are required to bring paper, pen or pencil, books and materials with you to the Isolated Learning Center room. YOU WILL BE REQUIRED TO DO SCHOOL WORK WHILE YOU ARE IN AN ALTERNATIVE EDUCATION CONTRACT.
3. You will be required to work quietly and continuously.
4. You will be required to complete and turn in all work assigned.
5. IF YOU ARE ABSENT WHILE ASSIGNED TO THE ISOLATED LEARNING CENTER, your parent must telephone the Principal's Office at (619) _____ - _____ to let the principal know that you will be absent. When you return to school, YOU ARE REQUIRED TO BRING A NOTE EXPLAINING YOUR ABSENCE; and, TO MAKE UP THE ALTERNATIVE EDUCATION CONTRACT DAY(S) missed.
6. When you complete your contract day(s), you will be allowed to resume attending your regular classes.

NOMBRE DEL ALUMNO _____ FECHA de NACIMIENTO _____ GRADO _____ EC _____
Aviso: En lugar de ser suspendido, haz sido colocado en un Contrato de Educación Alternativa por _____ día(s) en las siguientes fecha(s) _____. Por favor sigue las siguientes instrucciones y reglas:

1. En lugar de asistir a tus clases regulares en la(s) fecha(s) anotadas abajo, debes reportarte al Centro de Aprendizaje Aislado salón # _____ a las _____ a.m. el _____ de 19 _____. Tu horario será de las _____ a.m. hasta las _____ p.m. Tendrás que permanecer en el Centro de Aprendizaje Aislado todo el día. Salidas al baño y a la hora del almuerzo serán supervisadas.
2. Se requiere que traigas papel, pluma o lápiz, libros y materiales al salón del Centro de Aprendizaje Aislado. SERA REQUERIDO QUE HAGAS EL TRABAJO ESCOLAR MIENTRAS QUE ESTES EN EL CONTRATO DE EDUCACION ALTERNATIVA.
3. Se requiere que trabajes calladamente y continuamente.
4. Se requiere que completes y entregues todo el trabajo asignado.
5. SI ESTAS AUSENTE MIENTRAS ESTAS ASIGNADO AL CENTRO DE APRENDIZAJE AISLADO, tus padres tendrán que llamar por teléfono a la Oficina del Director/a al (619) _____ - _____ para avisarle al director que estaras ausente. Al regresar a la escuela, SE REQUIERE UNA NOTA EXPLICANDO TU AUSENCIA; y TENDRAS QUE REPONER LOS DIAS PERDIDOS DEL CONTRATO DE EDUCACION ALTERNATIVA.
6. Cuando completes el/los día/s del contrato, se te permitirá regresar a tus clases regulares.

Students Signature/Firma del Alumno _____

Parent's Signature/Firma de los Padres/Tutores _____

Signature of Designee/Firma de Persona Designada _____

Decisiones y Descubrimientos del Jurado Administrativo

NOMBRE DEL ALUMNO: _____

ESCUELA DE ASISTENCIA: _____

___ Solicitud de expulsión es negada. _____ regresará a la Escuela _____.

___ El Jurado Administrativo encontró que la evidencia presentada por la escuela es verdadera y que _____ si violó las pólizas del distrito y las regulaciones del Código de Educación de California. El comportamiento específico incluye la posesión ilegal de una sustancia controlada (_____) enumerada en el Capítulo 2 de la División 10 del Código de seguridad y Salud. La comisión de este acto está en violación del Código de Educación Sección 48900-c y Póliza del ECSD 5012-C-3.

___ El Jurado Administrativo encontró que la evidencia presentada por la escuela es verdadera y que _____ si violó las pólizas del distrito y las regulaciones del Código de Educación de California. El comportamiento específico incluye el continuo desafío de la autoridad válida del personal escolar empleado en el desarrollo de sus deberes. La comisión de este acto está en violación del Código de Education Sección 48900-k y Póliza del ECSD 5012-C-11.

___ El Jurado Administrativo encontró que la evidencia presentada por la escuela es verdadera y que _____ si violó la pólizas del distrito y las regulaciones del Código de Educación de California. El comportamiento específico incluye _____ en violación de la Sección _____ - del Código de Educación de California y Póliza del Distrito Escolar Primario de El Centro 5012-C ____.

___ El Jurado Administrativo ha considerado el hecho de que _____ es un alumno de Educación Especial y que una junta IEP fué programada después de la fecha de la ofensa en el cual el equipo IEP determinó que _____ estaba apropiadamente ubicado y que el comportamiento en cuestión no fué causado por su condición de incapacidad.

___ Debido a la naturaleza de la violación, otros medios de corrección no son factibles y/o la continua presencia de _____ en la escuela puede presentar un peligro continuo para los demás alumnos.

___ Es la recomendación del Jurado Administrativo que _____ sea expulsado permanentemente de las escuelas del Distrito Escolar Primario de El Centro por _____ con el derecho de aplicar para ser readmitido(a) el _____. Dicha solicitud de readmisión deberá ser dirigida al director de la escuela a la cual asistirá luego de ser readmitido. (El Jurado Administrativo deberá determinar la período de la expulsión y establecer la fecha cuando el alumno puede aplicar para ser readmitido(a), pero en ningún caso, la fecha de readmisión debe exceder el ultimo día del semestre siguiente al cual la expulsión fué recomendada).

___ El alumno deberá asistir a un programa educativo alternativo como la Escuela de la Comunidad. Y mostrar progreso satisfactorio. El alumno no debe registrarse en ninguna escuela hasta que un Plan de Rehabilitación sea firmado.

___ Durante el tiempo de la expulsión, el alumno no deberá estar cerca o en los patios de cualquier escuela del Distrito Escolar Primario de El Centro durante horas normales de clases.

___ El Jurado Administrativo recomienda que la expulsión sea suspendida bajo las siguientes condiciones:

___ El alumno deberá ser trasladado a la Escuela _____ por el resto del año escolar _____.

___ El alumno asistirá a la escuela regularmente y mantendrá un comportamiento aceptable para el director de la escuela.

___ El alumno cumplirá completamente con un contrato de asistencia escolar, comportamiento, hábitos de trabajo, cooperación con los oficiales de la escuela, etc. el cual sera desarrollado en acuerdo con el alumno, padre/tutor y director de la escuela o persona asignada.

___ El alumno completará 120 horas de trabajo de servicio comunitario.

___ El alumno completará _____ sesiones de clases para controlar el enojo ira.

___ El alumno completará _____ sesiones de clases de educación sobre alcohol y drogas.

___ Los padres asistirán a _____ sesiones de clases para padres.

___ Otras condiciones _____

___ Si el alumno viola cualquier parte de este contrato, el/ella será expulsado(a) inmediatamente de las escuelas del Distrito Escolar Primario de El Centro por el resto del año escolar _____.

___ Esta recomendación será presentada a la Mesa Directiva del Distrito Escolar de El Centro para una acción final en la siguiente junta regular. Si usted/ la familia sera notificado(a) por escrito del lugar y horario de la junta y su derecho de asistir a la junta así como su derecho de apelar la decision y/o la decisión de la Mesa Directiva. Usted deberá notificar a Kathy Lemos en la oficina del superintendente si asistirá a la junta.

___ _____

EL CENTRO ELEMENTARY SCHOOL DISTRICT
ADMINISTRATIVE HEARING PANEL FINDINGS AND RECOMMENDATIONS

STUDENT:
SCHOOL:
GRADE:

STUDENT NUMBER:
DATE OF BIRTH:

DATE:

PANEL MEMBERS:

The Administrative Panel in the case of the recommendation for expulsion by _____
School, of student, _____, Grade ____, Student No. _____, makes the
following findings and recommendations based on the evidence presented to the panel in the hearing of
_____. (If applicable) _____ is a special education student.

Evidence was presented to the panel by the school, _____; by the student,
_____; by the student's parent, _____, who was assisted by the
District interpreter _____. Additional evidence was presented in the form of written
(specify information presented to the panel with dates, name of documents, etc.) _____

Based on this evidence and the seriousness of this charge, the panel finds _____
(guilty) or (not guilty) of the violation of California Education Code Section (_____) and El Centro
Elementary School District Board Policy 5012-C-

Specifically, _____

This recommendation is based upon the following evidence: (Specifically list the evidence) (Written
description of specific reasons the panel ruled the way they did.).

(if special education and if applies) – Due to the nature of his handicapped condition, expulsion may not
be the most appropriate disciplinary action for _____.

Due to the nature of the violation, other means of correction are not feasible or have repeatedly failed to
bring about proper conduct, and/or the continuing presence of _____ (student name) might present a
continuing danger to other students.

Based on this evidence, the Administrative Hearing Panel recommends that _____ be (permanently expelled) or (not be expelled) from the schools of the El Centro Elementary School District. _____ may apply for readmission on/in _____. The student is to attend school through an alternative education placement such as the Community School and show satisfactory progress. The student is also to serve 120 hours of community service. The student is to attend _____ classes/sessions of _____. The parents are to attend 8 sessions of parenting classes with the _____ program.

(If the panel determines that the expulsion is to be suspended then the conditions for the suspension needs to be addressed in a format as follows) However, due to the recommendation of the school and the student's prior behavioral record at _____ School, the Administrative Hearing Panel recommends that the expulsion order be suspended under the following conditions:

1. _____ be transferred to _____ School for the remainder of the _____ school year.
2. _____ will attend school regularly and maintain a standard of behavior acceptable to the school principal.
3. _____ will comply fully with a contract for school attendance, behavior, work habits, cooperation with school officials, etc., which shall be developed and agreed by the student, parents/guardians, and school principal or designee.
4. Other conditions as outlined by panel.
5. If _____ violates any part of the agreed contract he/she will be immediately expelled from the schools of the El Centro Elementary School District for the remainder of the _____ school year.

Chairperson

**EL CENTRO ELEMENTARY SCHOOL DISTRICT
PUPIL SERVICES AND ATTENDANCE
Expulsion Summary / Reinstatement of Student**

Student's Name: _____ # _____ Grade: _____ D.O.B. _____

School: _____ Sp. Ed.: (R.S.P.) _____ (S.D.C.) _____

Parent/Guardian: _____ Phone: (H) _____ (W): _____

Probation Officer/Case Worker: _____ Phone: _____

Referral to Community School: _____ IEP (change of placement): _____

Expulsion hearing date: _____ Expulsion Date: _____

ED CODE VIOLATION:

ECESD BOARD POLICY VIOLATION:

SPECIFIC FACTS:

Eligible for readmission: _____

Suspended Expulsion: _____

Conditions for readmission:

	COMPLETED		(Date)
	(Yes)	(No)	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Readmission hearing: _____ Recommendation for Reinstatement: YES ___ NO ___

Readmission date: _____ Recommended Placement: _____
(School)

Change of Placement IEP: _____

COMMENTS:

(District's Letterhead)

CERTIFIED MAIL RECEIPT # _____

Date

Parent(s) Name
Address

RE: Decision of the Governing Board

Dear Mr. & Mrs. (Parent's name)

On (board meeting date) at its regular board meeting, the Board of Trustees of the El Centro Elementary School District confirmed the decision of its Administrative Panel as follows:

The allegation by the school is true. (student's name) did violate school district policies and California Education Code regulations. Specific behaviors include (describe specific behavior/act). The commission of this act is a violation of California Education Code Section 48900 (list specific code section and description) and El Centro Elementary School District Board Policy 5012-C- (list specific policy and description).

(student name) is permanently expelled from the schools of the El Centro Elementary School District with the right to apply for readmission on (time of expulsion). I have scheduled an appointment on _____ at _____ to review with you the conditions of your child's Rehabilitation Plan which must be satisfactorily completed before your child can be considered for readmission. During this time of expulsion, (student's name) is not to be on or near the campus of any school in the El Centro Elementary School District. (student name) is also to enroll in an alternative education program such as Community School and show satisfactory progress, (list other conditions of expulsion).

You are hereby notified that you have the right to appeal this decision to the County Board of Education within 30 days of (date of board meeting).

You are also hereby notified that it is your obligation to inform any new district, in which (name of student) enrolls that he/she has been expelled.

Sincerely,

Dr. Michael P. Klentschy
Superintendent

MPK/kj
cc: Cumulative File

(District's Letterhead)

DE RECIBO DE CORREO CERTIFICADO _____

Fecha

Nombre del(los)Padre(s)

Dirección

ASUNTO: Decisión de la Mesa Directiva

Estimados Sr. y Sra. (*nombre de los padres*):

El (*fecha de la junta*) en una junta regular, la Mesa Directiva del Distrito Escolar Primario de El Centro confirmó la decisión de su Jurado Administrativo y es lo siguiente:

El argumento presentado por la escuela es verdadero. (*nombre del estudiante*) sí violó las pólizas del distrito y las regulaciones del Código de Educación de California. El comportamiento específico incluye (*describa el comportamiento/acto específico*). La comisión de este acto está en violación del Código de Educación, Sección 48900 (*número y descripción del código*), y Póliza del Distrito Escolar Primario de El Centro 5012-C- (*número y descripción de la póliza*).

(*nombre del estudiante*) está permanentemente expulsado(a) de las escuelas del Distrito Escolar Primario de El Centro con el derecho de aplicar para readmisión el (*fecha de expulsión*). Yo he programado una cita el día _____ a las _____ para revisar las condiciones del Plan de Rehabilitación de su hijo/a el cual deberá ser completado satisfactoriamente antes de que su hijo/a pueda ser considerado para readmisión. Durante el tiempo de expulsión, (*nombre del estudiante*) no deberá estar cerca o en los patios de cualquier escuela del Distrito Escolar Primario de El Centro. (*Nombre del estudiante*) también deberá registrarse en un programa educativo alternativo como la Escuela de la Comunidad y mostrar progreso satisfactorio, (*Enumere otras condiciones de la expulsión*).

Por este medio está usted notificado de su derecho de apelar esta decisión a la Mesa Directiva del Condado dentro de 30 días a partir del (*fecha de la junta*).

También está usted informado de que es su obligación el informar al nuevo distrito donde (*nombre del estudiante*) se registre que él/ella ha sido expulsado.

Atentamente,

Dr. Michael P. Klentschy
Superintendente

MPK/kl

cc: Expediente Acumulativo del Estudiante

(District's Letterhead)

CERTIFIED MAIL RECEIPT # _____

Date

Parent(s) Name
Address

RE: Decision of the Governing Board (parent did not show to Rehabilitation Plan meeting)

Dear Mr. & Mrs. (Parent's name)

As you are aware, the Board of Trustees of the El Centro Elementary School District upheld the recommendation of the Administrative Panel that your son/daughter, _____, was in violation of El Centro Elementary School District Policy 5012-C- _____ and California Educational Code Section 48900 _____ and permanently expelled him/her from the schools of the El Centro Elementary School District on _____. The specific behavior which caused this action was that _____.

Before your son/daughter can be readmitted to any regular public school, he/she must first fulfill certain terms and conditions of the expulsion order. Several attempts were made to meet with you and your child to review the conditions of the expulsion, but were unsuccessful. Enclosed is a copy of the terms and conditions for readmission. In order to be readmitted to any regular public school program, _____ must meet these terms and conditions.

After (date), you must bring proof of compliance of these conditions and apply for readmission through the Superintendent's Office. The Board of Trustees must grant readmission status for _____ to enroll in any regular public school program. At the same time, you may request Board consideration for expungement of his/her records pertaining to this expulsion. Please review the terms and conditions for readmission and if you have any questions, do not hesitate to contact me.

Sincerely,

Dr. Michael P. Klentschy
Superintendent

MPK/kl

cc: Student's Cumulative File

(District's Letterhead)

DE RECIBO DE CORREO CERTIFICADO _____

Fecha

Nombre del(los)Padre(s)

Dirección

ASUNTO: Decisión de la Mesa Directiva (Los padres no asistieron a la junta del Plan de Rehabilitación)

Estimados Sr. & Sra.: (nombre de los padres)

Como usted está ya enterado, la Mesa Directiva del Distrito Escolar de El Centro, sostuvo la recomendación del Jurado Administrativo que su hijo(a) _____ si estuvo en violación de la Póliza del Distrito Escolar Primario de El Centro 5012-C-____ y la Sección 48900 ____ del Código de Educación de California y fué expulsado(a) de las escuelas del Distrito Escolar Primario de El Centro el _____. La conducta específica que causó ésta acción fué _____.

Para que _____ sea readmitido/a a cualquier escuela pública regular, él/ella tendrá que cumplir con ciertos términos y condiciones en la orden de expulsión. He intentado en varias ocasiones hacer una cita para revisar estas condiciones con usted y su hijo/a _____, sin tener éxito. Adjunto está una copia de los términos y condiciones para la readmisión. Para ser readmitido/a a cualquier programa de escuela pública regular, tendrá que cumplir con los términos y condiciones.

Después del _____, usted tendrá que traer comprobantes de cumplimiento de estas condiciones y someter una solicitud de readmisión a través de la oficina del Superintendente. La Mesa Directiva deberá concederle el estado de readmisión a _____ para que pueda inscribirse en cualquier programa de escuela pública regular para _____. Al mismo tiempo usted puede solicitar que la Mesa Directiva considere la eliminación permanente de los documentos pertinentes a ésta expulsión de su archivo escolar. Revise los términos y condiciones de readmisión, si tiene alguna pregunta, por favor comuníquese conmigo.

Atentamente,

Dr. Michael P. Klentschy
Superintendente

MPK/kl

cc: Expediente Acumulativo del Estudiante

**EL CENTRO ELEMENTARY SCHOOL DISTRICT
STUDENT EXPULSION ORDER SUMMARY**

Student's Name _____ Age _____ Grade _____
 Parent/Guardian _____ DOB _____
 Current Address _____ Phone _____
 School Last Attended _____
 Name _____ Address _____
 Reason for Expulsion _____ Expulsion Date _____

CONDITIONS FOR RE-ADMISSION – Date _____

During the term of expulsion, you may not be on any El Centro School District campus or attend any El Centro School District sponsored activity.

During the term of expulsion, you must not engaged in any conduct listed in Education Code Section EC §48900, EC §48900.2, EC §48900.3, EC §48900.4, EC §48915. Please review your copy of the suspension from which list these offenses.

During the term of expulsion, you must continue to comply with the Compulsory Education Law (EC §48200), such as private school, county community school or another public school district. Be prepared to show proof of continuous school enrollment, attendance, and academic progress.

Furthermore, during the term of expulsion, you must comply with the following additional conditions for re-admission as specified by the Board of Trustees.

Razón de Expulsión _____ *Fecha* _____

CONDICIONES PARA RE-ADMISION – Fecha: _____

Durante el término de la expulsión, no deberá estar en cualquier patio de las escuelas del Distrito Escolar de El Centro o asistir a cualquier actividad patrocinada por el Distrito Escolar de El Centro.

Durante el término de la expulsión no deberá llevar a cabo cualquier conducta en la lista del Código de Educación Sección EC §48900, EC §48900.2, EC §48900.3, EC §48900.4, EC §48915. Por favor revise su copia de la suspensión la cual tiene una lista de estas ofensas.

Durante el término de la expulsión, deberá continuar cumpliendo con la Ley de Educación Compulsiva (EC §48200), tal como la escuela privada, escuela de la comunidad del condado u otras escuelas publicas del distrito. Prepárese para presentar un comprobante de la inscripción escolar continua, asistencia y progreso académico.

Además durante el término de la expulsión, deberá de cumplir con las siguientes condiciones de readmisión como está especificado por la Mesa Directiva.

Signature of Superintendent _____ Date _____

Signature of Student _____ Date _____

Copy to: Parent/Guardian

Signature of Parent/Guardian _____ Date _____
Student Expulsion File/Cumulative File

(School Letterhead)

Date _____

Parent(s) Name _____
Address _____

Dear Mr. & Mrs. (Parent's name)

Your child _____ has been identified as a potential victim pursuant to Education Code Section 48900(n), having an act of sexual assault committed or attempted to be committed against him/her as defined in Penal Code Sections 261, 266c, 286, 288, 288a or an act of sexual battery committed against him/her as defined in Penal Code Sections 243.4.

This letter is to inform you that both your son/daughter and the accused student, _____ have been immediately advised to refrain from any personal or phone contact with each other during the expulsion process. This was done in compliance with Education Code Section 48918.5(d).

I am recommending to the Superintendent of Schools that the accused student, _____ be expelled from the schools of the El Centro Elementary School District. This matter has also been referred to the appropriate law enforcement agency for investigation. The law enforcement agency will make a recommendation if any criminal charges are to be filed against the accused student.

You will be contacted by the Superintendent's Office regarding whether your son/daughter will be called as a witness during the expulsion hearing. Please contact me if you have any questions regarding this letter.

Sincerely,

School Principal

cc: Expulsion File

<u>Proof of Service</u>
Date: _____
Served to: _____
_____ (Name and relationship to student)
Served by: _____
Certified mail receipt # _____
Date sent: _____

(School's Letterhead)

Fecha

Nombre del(los)Padre(s)

Dirección

Estimados Sr. & Sra.: (nombre de los padres)

Su hijo(a) _____ ha sido identificado como víctima potencial de acuerdo al Código de Educación Sección 48900(n), habiendo tenido un acto de asalto sexual o intento de que se cometiera en contra de él/ella como está definido en el Código Penal Secciones 261, 266c, 286, 288, 288a o un acto de agresión sexual cometido en su contra definido en el Código Penal Secciones 243.4.

Esta carta es para informarle que ambos, su hijo/a y él/la estudiante acusado(a) _____ han sido aconsejados inmediatamente de restringirse de tener ningún contacto personal o telefónico entre ellos durante el proceso de expulsión. Esto se ha hecho en cumplimiento del Código de Educación Sección 48918.5(d).

Yo estoy recomendando al Superintendente de las escuelas que el/la estudiante acusado, _____ sea expulsado(a) de las escuelas del Distrito Escolar Primario de El Centro. Este asunto también has sido referido a la agencia legal apropiada para su investigación. La agencia legal hará recomendaciones si hay cargos legales que se deben presentar en contra de él/la estudiante acusado(a).

Usted será contactado por la oficina del Superintendente si su hijo/a será llamado a declarar como testigo en la audiencia de expulsión. Por favor póngase en contacto conmigo si usted tiene alguna pregunta en relación a esta carta.

Atentamente,

Director de la escuela

cc: Expediente de expulsión

Prueba de Servicio

Fecha: _____

Servida a: _____
(Nombre y relación con el estudiante)

Servida por: _____

de recibo de correo certificado _____

Fecha enviada: _____

(School Letterhead)

Date

Parent(s) Name
Address

Dear Mr. & Mrs. (Parent's name)

Your child, _____, has been accused of a violation of Educational Code Section 48900(n) committing or attempting to commit an act of sexual assault as defined in Penal Code Sections 261, 266c, 286, 288a or committing an act of sexual battery as defined in Penal Code Section 243.4. I am recommending to the Superintendent of Schools that your son/daughter be expelled from the schools of the El Centro Elementary School District. This matter has also been referred to the appropriate law enforcement agency for investigation. The law enforcement agency may make a recommendation if your son/daughter will have any criminal charges filed against him/her.

This letter is to inform you that your son/daughter and the alleged victim, _____, have been immediately advised to refrain from any personal or phone contact with each other during the expulsion process. This was done in compliance with Education Code Section 48918.5(d).

You will be contacted by the Superintendent's Office regarding the date, time, location of the expulsion hearing and your rights in this process. Please contact me if you have any questions regarding this letter.

Sincerely,

School Principal

cc: Expulsion File

<u>Proof of Service</u>
Date: _____
Served to: _____ (Name and relationship to student)
Served by: _____
Certified mail receipt # _____
Date sent: _____

(School's Letterhead)

Fecha

Nombre del(los)Padre(s)

Dirección

Estimados Sr. & Sra.: *(nombre de los padres)*

Su hijo/a, _____, ha sido acusado(a) de una violación al Código de Educación de California Sección 48900(n) cometer o intento de cometer un acto de asalto sexual definido en el Código Penal Secciones 261, 266c, 286, 288, 288a o cometer un acto de agresión sexual como está definido por el Código Penal Sección 243.4. Yo estoy recomendando al Superintendente de las escuelas que su hijo/a sea expulsado/a de las escuelas del Distrito Escolar Primario de El Centro. Este asunto también ha sido referido a la agencia legal apropiada para su investigación. La agencia legal puede hacer recomendaciones si hay cargos legales que se deben presentar en contra de su hijo/a.

Esta carta es para informarle que su hijo/a y la presunta víctima, _____, han sido aconsejados inmediatamente de restringirse de tener ningún contacto personal o telefónico entre ellos durante el proceso de expulsión. Esto se ha hecho en cumplimiento del Código de Educación Sección 48918.5(d).

Usted será contactado(a) por la oficina del Superintendente en cuanto a la fecha, hora y localización de la audiencia de expulsión y sus derechos en este proceso. Por favor póngase en contacto conmigo si usted tiene alguna pregunta en relación a esta carta.

Atentamente,

Director de la escuela

cc: Expediente de expulsión

<u>Prueba de Servicio</u>
Fecha: _____
Servida a: _____ (Nombre y relación con el estudiante)
Servida por: _____
de recibo de correo certificado _____
Fecha enviada: _____

(District's Letterhead)

Date

Parent(s) Name

Address

RE: Notice to Appear for _____ As a Witness in the Expulsion Hearing for
_____.

Dear Mr. & Mrs. (Parent's name)

This letter is to advise you that your son/daughter, _____, will be called to testify as a witness in the expulsion hearing of _____. As you know, this hearing is being conducted to determine if _____ did commit or attempt to commit an act of sexual assault as defined in Penal Code Sections 261,266c, 286,288,288a or commit an act of sexual battery as defined in Penal Code Sections 48900(n) and 48915 (c)(4).

The date, time and location for the expulsion hearing are as follows:

Date: _____
Time: _____
Location: _____

In expulsion hearings where sexual assault, attempted sexual assault or sexual battery is charged, special rules are to be used for such a hearing. These are outlined in Education Code Section 48918 and El Centro School District Board Policy 5012.H14. A copy of the board policy is included for your information.

Please feel free to contact me if you have any questions regarding this notice to appear.

Sincerely,

Dr. Michael P. Klentschy
Superintendent

MK/kl
cc: Expulsion file

<u>Proof of Service</u>	
Date:	_____
Served to:	_____
	(Name and relationship to student)
Served by:	_____
Certified mail receipt #	_____
Date sent:	_____

(School's Letterhead)

Fecha

Nombre del(los)Padre(s)

Dirección

ASUNTO: Notificación para Comparecer para _____, como Testigo en la Audiencia de Expulsión de _____.

Estimados Sr. & Sra.: *(nombre de los padres)*

Esta carta es para notificarle que su hijo/a, _____, será llamado(a) a comparecer como testigo en la audiencia de expulsión de _____. Como usted sabe, esta audiencia está siendo conducida para determinar si _____ cometió o intentó cometer un acto de asalto sexual como está definido por el Código Penal Secciones 261,266c,186,188,188a o cometió un acto de agresión sexual como está definido por el Código Penal Secciones 48900(n) y 48915 (c)(4).

La fecha, hora y localización de la audiencia de expulsión son las siguientes:

Fecha: _____
Hora: _____
Localización: _____

En las audiencias de expulsión en las cuales los cargos son por asalto sexual, intento de asalto sexual o agresión sexual, hay reglas especiales que se deben usar. Estas reglas están delineadas en el Código de Educación Sección 48918 y La Póliza del Distrito Escolar Primario de El Centro 5012.H.14. Una copia de la póliza está incluida para su información.

Por favor póngase en contacto conmigo si usted tiene alguna pregunta en relación a ésta carta.

Atentamente,

Director de la escuela

cc: Expediente de expulsión

Prueba de Servicio

Fecha: _____
Servida a: _____
(Nombre y relación con el estudiante)
Servida por: _____
de recibo de correo certificado _____
Fecha enviada: _____

(District's Letterhead)

APPLICATION FOR READMISSION

This request is from a student who was expelled from :

_____ El Centro Elementary School District

_____ Another School District

I, _____ certify that I have fully complied with the **Conditions for Readmission** as set forth in the expulsion order dated _____. I promise, if readmitted to the school district, that I will comply with all school and district rules.

Student's Signature

Parent/Guardian Signature

EL CENTRO SCHOOL DISTRICT
Office of the Superintendent

BULLETIN NO. 22-4
(REVISED) October 1, 2004

SUBJECT: STUDENT EXPULSION GUIDELINES

- I. Background
- II. Legal Bases for Student Suspension and Expulsion
- III. Expulsion of Individual With Exceptional Need (IWEN)
- IV. Responsibilities of the School Principal/Designee
- V. Responsibilities of the Superintendent or Designee
- VI. Responsibilities of the Office of Student Support Services
- VII. The District Administrative Panel
- VIII. Reinstatement
- IX. Expulsion from Another District
- X. Expulsion Records
- XI. Attachments

I. BACKGROUND

This bulletin informs District personnel of changes in expulsion policy and procedures, including those brought about by recent legislation. The procedures apply to all schools and students of the District.

II. LEGAL BASES FOR STUDENT SUSPENSION AND EXPULSION

- A. Education Code Section 48900, 48900.2, 48900.3, 48900.4, and 48915 summarized below, permit the Superintendent or the principal of the school of attendance to recommend expulsion, if it is determined that the student has:
 1. Threatened, attempted, or caused physical injury to another person.
 2. Possessed, sold, or furnished any firearm, knife, explosive, or other dangerous object.
 3. Possessed, used, sold, or furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
 4. Offered, furnished, or sold any substitute substance represented as a controlled substance or intoxicant of any kind.
 5. Committed or attempted to commit robbery or extortion

6. Caused or attempted to cause damage to school or private property.
 7. Stole or attempted to steal school or private property.
 8. Possessed or used tobacco or any products containing tobacco or nicotine products, including clove cigarettes.
 9. Committed an obscene act engaged in habitual profanity or vulgarity.
 10. Offered, furnished, unlawfully possessed, or sold any drug paraphernalia.
 11. Disrupted school activities or willfully defied the valid authority of school personnel.
 12. Knowingly received stolen school or private property.
 13. Possessed an imitation firearm.
 14. Witnessed harassment or intimidation.
 15. Attempted or committed sexual assault or sexual battery.
and in grades 4-8:
 16. Committed sexual harassment (E.C. 48900.2)
 17. Hate violence (E.C. 48900.3)
 18. Harassment, threats, or intimidation (E.C. 48900.4)
- B. No student shall be recommended for expulsion for any of the above acts unless such acts are related to school activity or attendance. These acts may occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off campus; during, or while going to or coming, from a school-sponsored activity.
- C. The principal or the Superintendent of Schools shall recommend a student's expulsion for any of the following acts, unless the principal or Superintendent finds, and so reports in writing (see Exhibit #1) to the governing board, that expulsion is inappropriate, due to the particular circumstances which shall be set out in the report of the incident (E.C. 48915 (a)).

1. Causing serious physical injury to another person, except in self-defense.
 2. Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the student at school or at a school activity off school grounds.
 3. Unlawful possession or sale of any controlled substance (listed in Chapter 2 commencing with Section 11053 of Division 10 of the Health and Safety Code), except for the first offense for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 4. Committed robbery or extortion.
 5. Committed or attempted to commit sexual assault or sexual battery.
 6. Assault or battery, as defined in CPC (California Penal Code) Sections 240 and 242, upon any school employee.
- D. The principal or the Superintendent of Schools shall immediately suspend, pursuant to Section 48911, any pupil found to be in possession of a firearm at school or at a school activity off school grounds and shall recommend expulsion of that pupil to the governing board. The governing board shall expel that pupil or refer that pupil to a program of study that is appropriately prepared to accommodate students who exhibit discipline problems and is not provided at a comprehensive middle, junior, or senior high school or housed at the school site attended by the pupil at the time the expulsion was recommended to the school board, whenever the principal or Superintendent of Schools and the governing board confirm the following:
1. The pupil was in knowing possession of the firearm.
 2. An employee of the school district verifies the pupil's possession of the firearm.
- E. If a student is recommended for expulsion for reasons listed in Section A (items 6 through 14 and 16 through 18) above, the Board of Trustees must find that one of the following is also true:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or
 2. That, due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
- F. Any pupil charged by the District Attorney with committing any of the offenses contained in Section 48900 or Welfare and Institutions Code Subdivision 17-19 to be suspended while charges are pending even if the offense was not committed under school district jurisdiction. The pupil shall be referred to a county community day school. Expulsion may also be recommended even if the Court does not incarcerate the student.

III. EXPULSION OF INDIVIDUALS WITH EXCEPTIONAL NEEDS (IWEN)

An Individual with Exceptional Needs (IWEN) student is defined as any student with an Individualized Educational Program (IEP) currently in effect.

In any case involving a special education student, immediately contact the Coordinator, Special Education/Pupil Personnel Services.

All alternative education placements of IWEN students, including interim placements, will be made by the Coordinator, Special Education/Pupil Personnel Services.

If a student is currently identified as an Individual with Exceptional Needs (IWEN), arrangements must be made, prior to the recommendation for expulsion, for an Individualized Education Program (IEP) team to review the student's placement.

- A. The IEP team shall review the current situation to determine if the alleged misconduct was a manifestation of the student's identified handicapping condition or the result of an inappropriate placement.
- B. If the team determines that the misconduct was not a manifestation of the handicapping condition, nor the result of an inappropriate placement, then expulsion may be recommended.
- C. If the team determines that the misconduct was a manifestation of the identified handicapping condition or the result of an inappropriate placement, expulsion may not be recommended. The IEP team shall then be responsible for an appropriate disposition of the case.

- D. The parents have the right to appeal the decision of the IEP team. Pending this hearing, and any subsequent judicial review, the student remains in his/her current educational placement unless the parties agree to a different placement or the District obtains a court order permitting a change of placement. ("Placement" refers to type of program, not geographical location.)
- E. The special education procedures in E.C. Section 48915.5 are not required to be followed for special education students who commit or attempt to commit sexual assault or sexual battery unless federal law so requires E.C. Section 48915.6 and HR 3268 modifies the IDEA and allows placement in an alternative educational setting for 45 days for: (1) carrying any weapon; (2) possession, use, sale or solicitation of sale of drugs; and (3) committing sexual assault or battery.

IV. RESPONSIBILITIES OF THE SCHOOL PRINCIPAL/DESIGNEE

- A. If the misconduct occurred at or near another school, the principal of that school shall immediately report the matter to the principal of the student's school of attendance and, within three school days, provide the following:
 - 1. A written report which describes the alleged misconduct.
 - 2. Statements from the victim (s) and/or witness (es). These reports must be typed, dated, and signed.
- B. When a student is charged with misconduct covered by E.C. 48900, 48900.2, 48900.4 or 48915, the responsibilities of the principal or designee shall include, but not be limited to, the following steps:
 - 1. Step 1 (Before Schoolday 1)
 - a. Principal learns of student misconduct and investigates the matter including interviewing witness (es) and securing oral and written statements (signed and dated).
 - b. If allegation is sexual assault or sexual battery, principal must advise 'immediately' the complaining witness and accused student to refrain from personal or phone contact with each other during the pendency of any expulsion process (48918.5 (d)), See Exhibit #13a, and Exhibit #13b.

DE RECIBO DE CORREO CERTIFICADO _____

Página 2

El Jurado Administrativo de la Mesa Directiva se reunirá en el Salón de Juntas del Distrito Escolar Primario de El Centro, localizado en el 1256 de la calle Broadway, en El Centro, California el (fecha) , a las (hora) para considerar la recomendación de que (nombre del estudiante) sea expulsado(a) por violar la(s) póliza (s) (enumerar las pólizas).

Por favor tenga en cuenta que (nombre del estudiante), o usted como padre, tiene el derecho de presentarse en persona o de emplear y ser representado por un abogado y que ambos tienen el derecho de presentar evidencias orales, o por escrito en la audiencia para confrontar e interrogar a todos los testigos, y de inspeccionar y obtener copias de todos los documentos presentados. Si usted no se presenta a la audiencia, usted automáticamente renuncia a su derecho de confrontar e investigar a través de testigos y el derecho de solicitar más audiencias o apelaciones.

Yo como Superintendente he determinado que la presencia de (nombre del estudiante) en la escuela (nombre de la escuela) o en una escuela alternativa representaría un peligro para las personas o propiedad o una amenaza al proceso educativo. Por ésta razón (nombre del estudiante) deberá permanecer bajo suspensión de las escuelas del Distrito Escolar Primario de El Centro hasta que la audiencia de la expulsión se lleve a cabo. Durante este tiempo de suspensión, se requiere que (nombre del estudiante) no esté cerca o en ninguna de las escuelas del Distrito Escolar Primario de El Centro.

Por favor llene y regrese la forma adjunta a mi oficina a más tardar para el día (fecha) . Si tiene alguna pregunta, por favor comuníquese conmigo.

Atentamente,

Dr. Michael P. Klentschy
Superintendente

MPK/kl
Adjuntos (1)
cc: Expediente de Expulsión

DE RECIBO DE CORREO CERTIFICADO _____

Padres de (nombre del estudiante)
(Fecha)

Página 3

Yo he recibido y leído el aviso de la audiencia sobre la expulsión de mi hijo/a (nombre del estudiante), el día (fecha) a las (hora) en el Salón de Juntas del Distrito Escolar Primario de El Centro. En el 1256 de la Calle Broadway, en El Centro.

Yo comprendo que ésta audiencia determinará si mi hijo/a (nombre del estudiante) será expulsado/a de las escuelas del Distrito Escolar Primario de El Centro.

Firma del(os) Padre(s)

Fecha

Favor de marcar los espacios apropiados:

- Yo si voy a asistir a la audiencia programada _____
- Yo no voy a asistir a la audiencia programada _____
- Yo voy a estar representado(a) por un abogado _____
- Yo no voy a estar representado(a) por un abogado _____
- Yo voy a necesitar un intérprete de Español para la audiencia _____

NOTA: Si usted planea ser representado(a) por un abogado, usted debe notificarlo a la oficina del superintendente por lo menos 24 horas antes de la udiencia para que un abogado pueda representar al Distrito Escolar Primario de El Centro.

Si usted no notifica a la oficina del superintendente esto ocasionará una demora de la audiencia hasta que un abogado represente al Distrito.

This hearing is convened to determine whether or not _____ should be expelled from the schools of the El Centro Elementary School District.

In order to find the student guilty and go forward with the expulsion, the following facts must be established. (1) That the alleged charge by the administration is true. Due to the seriousness of the violation, other means of correction are not feasible. In making this determination, the panel will be guided by the "preponderance of evidence". This means such evidence as when weighed with that opposed to it has more convincing force and a greater probability of truth. The panel does not have to be convinced a "reasonable doubt" and the evidence does not have to be overwhelming. If the evidence that says he/she is not guilty is slightly more than that which says he/she is guilty, the panel will rule not guilty. If the evidence that says he/she is guilty is slightly more than that which says he/she is not guilty, the panel will rule guilty. This panel is a finder of facts and in making that finding, will have to determine what to believe and whom to believe. This panel will not be bound by strict rules of evidence such as would be obtained in a courtroom, but rather will consider and weigh that kind of evidence upon which reasonable people are accustomed to rely in the conduct of serious affairs.

The burden of proof is on the school to prove its charges. The defendant may cross-examine any witnesses; examine any documents and present additional evidence oral and documentary. If the defendant does not exercise his/her right to cross examination and the right to examine documents, he/she will be deemed to have waived that right.

Let the record show that sitting as members of this Administrative Panel are _____, _____, and _____. None of whom is on the staff of the school in which the pupil has been enrolled during the previous three years. The parent/guardian of _____ is /is not present, (and accompanied by _____).

Esta audiencia es convocada para determinar si _____ debería ser expulsado de las escuelas del Distrito Escolar Primario de El Centro. Para encontrar al estudiante culpable y seguir adelante con la expulsión, los siguientes hechos deben ser establecidos. (1) que los cargos y especificaciones declarados por la escuela sean verdaderos.

Debido a la gravedad de la violación otros medios de corrección no son posibles. Al hacer ésta determinación el jurado será guiado por la "preponderancia de evidencia" esto significa que tal evidencia cuando es comparada con la evidencia opuesta tenga más fuerza de convencimiento y una mayor probabilidad de la verdad. El jurado no tiene que estar convencido "fuera de una duda razonable" y la evidencia no tiene que ser determinante. Si la evidencia indica que él/ella es culpable es ligeramente más que la evidencia que indica que él/ella es inocente el jurado declarará culpable. Si la evidencia que indica que él/ella es inocente es ligeramente más que la evidencia que indica que él/ella es culpable el jurado declarará inocente. Este jurado como tribunal y al hacer ésta investigación, tendrá que determinar qué cree y a quién creer.

Este jurado no estará limitado por estrictas reglas de evidencia como las que serán obtenidas en una corte, sino que considerará y comparará esa evidencia; en base a la manera como las personas razonables están acostumbradas a confiar en la conducción de asuntos serios. El cargo de la prueba está en la escuela para probar sus cargos. El demandado podrá contrainterrogar cualquier testimonio; examinar cualquier documento y presentar evidencia oral adicional y documentaria. Si usted no ejerce este derecho de investigación y el derecho de revisar documentos, será como si usted hubiera rechazado este derecho.

En el acta de ésta sesión quedará asentado que los miembros de este jurado son : _____, _____, y _____. Ninguno de los cuales es miembro del personal de la escuela en la cual está matriculado(a) el/la alumno(a), o ha pertenecido al personal de escuela en la cual ha estado inscrito(a) durante los tres años anteriores. El padre/tutor de _____ está/no está presente (y acompañado por _____).

(District's Letterhead)

CERTIFIED MAIL RECEIPT # _____

Date

Parent(s) Name

Address

RE: Results of Expulsion Hearing of Your Child, _____ (student name) _____.

Dear Mr. & Mrs. _____

On (date) _____, a hearing was held to determine whether or not your son/daughter, (student name) _____ should be expelled from the schools of the El Centro Elementary School District. The results of that hearing are as follows:

The Administrative Panel finds that the facts presented by the school are true and that (student name) _____ did violate school district policies and California Education Code regulations. Specific behaviors include (describe specific behavior /act _____). The commission of this act is a violation of California Education Code Section 48900 (list specific code section and description) and El Centro Elementary School District Board Policy 5012-C- (list specific policy and description).

It is the decision of the Administrative Panel that (student name) _____, be permanently expelled from the schools of the El Centro Elementary School District with the right to apply for readmission in (date) _____. Due to the nature of the violation, other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or the continuing presence of (student name) _____ might present a continuing danger to other students. (student name) _____ is to attend an alternative education program such as Community School and show satisfactory progress. He/She is to serve _____ hours or community service work and attend _____ classes/sessions of _____. You, the parent(s), are to attend _____ sessions of parent classes with _____. During the time of this expulsion, the student is not to be near or on the campus of any school in the El Centro Elementary School District during normal school hours.

You are hereby notified that the Board of Trustees of the El Centro Elementary School District will review this decision of its Administrative Panel at its regularly scheduled meeting. If you plan to appear before the Board, please notify Kathy Lemos at 352-5712, Ext. 515.

Sincerely,

Dr. Michael P. Klentschy
Superintendent

MPK/kl

cc: Student's Cumulative File

(District's Letterhead)

DE RECIBO DE CORREO CERTIFICADO _____

Fecha

Nombre del(los)Padre(s)

ASUNTO: Resultado de la Audiencia de Expulsión de su Hijo(a) (nombre del estudiante).

Estimados Sr. y Sra. (nombre de los padres)

El (fecha), se llevó a cabo una audiencia para determinar si su hijo(a) (nombre del estudiante), debería ser expulsado(a) de las Escuelas del Distrito Escolar Primario de El Centro. Los resultados de dicha audiencia son los siguientes:

El Jurado Administrativo encontró que la evidencia presentada por la escuela es verdadera y que (nombre del estudiante) si violó las pólizas del distrito y las regulaciones del Código de Educación de California. El comportamiento específico incluye (describa el comportamiento/acto específico). La comisión de este acto está en violación del Código de Educación, Sección 48900 (número y descripción del código), y Póliza del Distrito Escolar Primario de El Centro 5012-C- (número y descripción de la póliza).

Es la recomendación del Jurado Administrativo que (nombre del estudiante) sea permanentemente expulsado(a) de las escuelas del Distrito Escolar Primario de El Centro con derecho de aplicar para ser readmitido el (fecha). Debido a la naturaleza de la violación, otros medios de corrección no son factibles o repetidamente fracasaron en traer la conducta apropiada y/o la continua presencia de (nombre del estudiante) en la escuela puede presentar un continuo peligro para otros estudiantes. (nombre del estudiante) deberá asistir a un programa de educación alternativo como la Escuela de la Comunidad y mostrar progreso satisfactorio. El/Ella deberá servir _____ horas de servicio comunitario y asistir a _____ clases/sesiones de _____. Usted(es) como padre(es) deberán asistir a _____ sesiones de clases para padres con el program _____. Durante el tiempo de la expulsión, el/la estudiante no deberá estar cerca o en los patios de cualquier escuela del Distrito Escolar Primario de El Centro durante horas normales de clases.

Por este medio queda usted notificado(a) de que la Mesa Directiva tomará la acción final en esta decisión de su Jurado Administrativo en su junta regular programada. Si usted piensa presentarse ante la Mesa Directiva, por favor comuníquese con Kathy Lemos en mi oficina at 352-5712 Ext. 515.

Atentamente,

Dr. Michael P.Klentschy
Superintendente

MPK/kl

cc: Expediente Acumulativo del Estudiante

Administrative Panel's Findings and Decision

STUDENT'S NAME: _____

SCHOOL ATTENDING: _____

___ Request for expulsion is denied _____ is to return to _____ School.

___ The Administrative Panel finds that the facts presented by the school are true and that _____ did violate school district policies and California Educational Code Regulations. Specific behaviors include unlawful possession of a controlled substance (_____) listed in Chapter 2 Division 10 of the Health and Safety Code. The commission of this act is a violation of California Education Code Section 48900-c and ECSD Policy 5012-C-3.

___ The Administrative Panel finds that the facts presented by the school are true and that _____ did violate school district policies and California Education Code regulations. Specific behaviors include continued willful defiance of the valid authority of school personnel engaged in the performance of their duties. The commission of this act is a violation of California Education Code Section 48900-k and ECSD Policy 5012-C-11

___ The Administrative Panel finds that the facts presented by the school are true and that _____ did violate school district policies and California Educational Code regulations. Specific behaviors include

_____ in violation of Section 48900 - _____ - of the California Educational Code and El Centro Elementary School District Policy 5012-C- _____.

___ The Administrative Panel has considered the fact that _____ is a Special Education student and that an IEP meeting has been held after the date of the offense in which the IEP team determined that _____ has the ability to know the difference between right and wrong.

___ Due to the nature of the violation, other means of correction are not feasible and/or the continued presence of _____ at school might present a continuing danger to other students.

___ It is the recommendation of this hearing panel that _____ be permanently expelled from the schools of the El Centro Elementary School District with the right to apply for readmission on/in _____. Such request for readmission should be directed to the principal at the school in which the student would be attending upon readmission. (Administrative Panel should determine the length of the expulsion and establish the date upon which the student may apply for readmission, but in no case, should the date for readmission exceed the last day of the semester following the semester in which the expulsion is being recommended).

___ Student is to attend an alternative education program such as the Community School and show satisfactory progress. The student is not to register at any school until a Rehabilitation Plan has been signed.

___ During the time of this expulsion, the student is not to be near or on the campus of any school in the El Centro Elementary School District during normal school hours.

___ The Administrative Panel recommends that the expulsion order be suspended under the following conditions:

___ The student be transferred to _____ School for the remainder of the _____ school year.

___ The student will attend school regularly and maintain a standard of behavior acceptable to the school principal.

___ The student will comply with a contract for school attendance, behavior work habits, cooperation with school officials, etc, which shall be developed and agreed to by the student, parents/guardian, and school principal or designee.

___ The student is to serve 120 hours of community service work.

___ The student is to attend _____ sessions of Anger Management classes.

___ The student is to attend _____ sessions of Alcohol/Drug awareness classes.

___ The parents are to attend ___ sessions of parenting classes.

___ Other conditions _____

___ If student violates any part of the agreed contract, he/she will be immediately expelled from the schools of ECESD for the remainder of the _____ school year.

___ This recommendation will be presented to the El Centro Elementary School District Board of Trustees for final action at their next regular board meeting. Your family will be notified in writing of the time and place of the meeting and your right to attend the meeting and your right to appeal this decision and/or the decision of the Board of Trustees. You must notify Kathy Lemos in the Superintendent's Office if you plan to attend the meeting.

___ _____

EL CENTRO SCHOOL DISTRICT

1256 BROADWAY
EL CENTRO, CALIFORNIA 92243
PHONE (619) 352-5712
FAX (619) 352-7237



GOVERNING BOARD: RON HULL DIANNA NEWTON JANIE SIGNOROTTI EFRAIN SILVA STEVE WALKER

DISTRICT ADMINISTRATION:

MICHAEL P. KLENTSCHY, Ed.D. - SUPERINTENDENT

EVERETT TAYLOR - ASSOC. SUPERINTENDENT, ADMIN./PERSONNEL SERVICES

ALICIA ARMENTA - ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES

JEANETTE C. MILLER - BUSINESS MANAGER

DATE

Parents Name and address

RE: Expulsion of Your Son/Daughter.

Dear Mr. & Mrs. _____,

Pursuant to my authority under the provisions of Education Code Section 48911(g), I regret to inform you that it is necessary to continue the suspension of your _____ daughter/son, name, from _____ school through _____ date, and, further, that the administration of _____ school is recommending that your _____ daughter/son be expelled.

It is alleged that your _____ daughter/son, name _____ has violated El Centro School District Board Policy _____ policy number _____. No pupil shall, while (or during school related activities off school grounds): _____ list policy.

I have also found that:

- _____ 1. That the specific acts numerated above violated Section 48900 (list specific section a-e) of the California Education Code.
- _____ 2. I also find that the specific acts enumerated above violate Section 48900 (list specific section f-l) of the California Education Code and further find that (a) other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or (b) that due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil and others.

The Board of Trustees' Administrative Panel will meet in the El Centro School District Board Room, 1256 Broadway, El Centro, California on date at time to consider the recommendations that name be expelled due to violation of Policy list policies.

Please be informed that name , or you as parent, have the right to appear in person or to employ and be represented by counsel, and that you both have the right to present evidence, oral and documentary, at the hearing, to confront and question all witnesses to appear, and to inspect and obtain copies of all documents to be presented. If you fail to attend the hearing, you automatically waive your right to confront and cross-examine witnesses, and the right to request further hearings or appeals.

As Superintendent, I have determined that the presence of name at school or an alternative school placement would constitute a danger to persons or property, or a threat of disrupting the instructional process, therefore, he/she shall remain on suspension from the schools of the El Centro School District pending the outcome of the hearing. During this time of suspension, he/she is required not to be on or near the campus of any school in the El Centro School District.

Please complete and return the attached form to my office by date , if you wish to attend the expulsion hearing. If you have any questions, please do not hesitate to contact me.

Sincerely,

Dr. Michael P. Klentschy
Superintendent

MPK/kl

Parents of _____

Date:

Expulsion Hearing

I have received and read the notice of the expulsion hearing of my son/daughter, _____, on date at time at the Board Room 1256 Broadway, El Centro.

I understand this hearing will determine whether my son/daughter, _____ will be expelled from the schools of the El Centro School District.

Signature of Parent(s)

Date

Please check the appropriate space below

I will attend the scheduled hearing _____

I will not attend the scheduled hearing _____

I will be represented by legal counsel _____

I will not be represented by legal counsel _____

I will need a spanish interpreter to be present at the hearing _____

NOTE: If you plan to be represented by legal counsel, you must notify the Superintendent's Office at least 24 hours prior to the hearing, so that counsel for the El Centro School District may also be present.

Failure to so notify the Superintendent's office will result in a delay of the hearing pending a date when the District's counsel may also be present.

EL CENTRO SCHOOL DISTRICT

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GOVERNING BOARD: RON HULL DIANNA NEWTON JANIE SIGNOROTTI EFRAIN SILVA STEVE WALKER

DISTRICT ADMINISTRATION:

MICHAEL P. KLENTSCHY, Ed.D. - SUPERINTENDENT
EVERETT TAYLOR - ASSOC. SUPERINTENDENT, ADMIN./PERSONNEL SERVICES

ALICIA ARMENTA - ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES
JEANETTE C. MILLER - BUSINESS MANAGER

DATE

Parent's Name
Address

RE: Results of Expulsion Hearing of Your _____

Dear _____,

On _____, a hearing was held to determine whether or not your son/daughter, _____ should be expelled from the schools of the El Centro School District. The results of that hearing are as follows:

The Administrative Panel finds that the facts presented by the school are true and that _____ did violate school district policies and California Educational Code regulations. Specific behaviors include _____
_____ The commission of this act is a violation of California Education Code Section 48900-48900.2 and El Centro School District Board Policy 5012.C.____ and/or 5012.E.2.

It is the decision of the Administrative Panel that _____, be expelled from the schools of the El Centro School District.

You are hereby notified that the Board of Trustees of the El Centro School District will review this decision of its Administrative Panel at its regularly scheduled meeting date, at time. If you are satisfied with the decision, you do not need to appear before the Board. If you plan to appear before the Board, please notify Kathy Lemos at 352-5712, Ext. 515 by date.

Sincerely,

Dr. Michael P. Klentschy
Superintendent

MPK/kl

EL CENTRO SCHOOL DISTRICT

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ALICIA ARMENTA - ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES
JEANETTE C. MILLER - BUSINESS MANAGER

Date

Parent's name
Address

RE: Decision of the Governing Board

Dear Mr. & Mrs. parent's name,

On board meeting date at its regular board meeting, the Board of Trustees of the El Centro School District confirmed the decision of its Administrative Panel as follows:

The allegation by the school is true. student's name did violate El Centro School District Board Policy 5012-policy number - offense and Education Code Section _____. No pupil shall, while (or during school related activities off school grounds):

Student's name is permanently expelled from the schools of the El Centro School District with the right to apply for readmission on time of expulsion. I have scheduled an appointment on _____ at _____ to review with you the conditions of your child's Rehabilitation Plan which must be satisfactorily completed before your child can be considered for readmission. During this time of expulsion, student's name is not to be on or near the campus of any school in the El Centro School District. Name is also to enroll in the Community School and show satisfactory progress.

You are hereby notified that you have the right to appeal this decision to the County Board of Education within 30 days of date of board meeting.

You are also hereby notified that it is your obligation to inform any new district, in which name enrolls that he/she has been expelled.

Sincerely,

Dr. Michael P. Klentschy
Superintendent

MPK/kl

EL CENTRO SCHOOL DISTRICT

ADMINISTRATIVE HEARING PANEL FINDINGS AND RECOMMENDATIONS

STUDENT:
SCHOOL:
GRADE:

STUDENT NUMBER:
DATE OF BIRTH:

DATE:

PANEL MEMBERS: The Administrative Hearing Panel in the case of the recommendation for expulsion by _____ of student _____, Grade ---, Student No. _____, makes the following findings and recommendations based on the evidence presented to the panel in the hearing of _____.

Evidence was presented to the panel by the school - -----; by the student, _____; by the student's parent, _____. Additional evidence was presented in the form of written (specify written information presented to the panel with dates, name of document, etc.)

Based on this evidence and the seriousness of this charge, the panel finds _____ (guilty) (or not guilty) of the violation of California Education Code Section (_____) and El Centro School District Board Policy 5012- _____

Specifically, _____

(Written description of specific reasons the panel ruled the way they did.) _____

Based on this evidence, the Administrative Hearing Panel recommends that _____ be (permanently expelled) (or not be expelled) from the schools of the El Centro School District. _____ (Name) _____ may apply for readmission on _____. The student is to attend school through an alternative education placement such as the Community School and show satisfactory progress. The student is also to serve _____ hours of community service.

(If the panel determines that the expulsion is to be suspended then the conditions for the suspension needs to be addressed in a format as follows!) However, due to the recommendation of the school and _____ prior behavioral record at _____ School, the Administrative Hearing Panel recommends that the expulsion order be suspended under the following conditions:

1. _____ be transferred to _____ School for the remainder of the 1998-99 school year.
2. _____ will attend school regularly and maintain a standard of behavior acceptable to the school principal.
3. _____ will comply fully with a contract for school attendance, behavior, work habits, cooperation with school officials, etc., which shall be developed and agreed to by the student, parents/guardians, and school principal or designee.
4. Other conditions as outlined by panel.
5. If _____ violates any part of the agreed contract he/she will be immediately expelled from the schools of the El Centro School District for the 1998-99 school year.

_____, Chairperson

EL CENTRO SCHOOL DISTRICT

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GOVERNING BOARD: RON HULL DIANNA NEWTON JANIE SIGNOROTTI EFRAIN SILVA STEVE WALKER

DISTRICT ADMINISTRATION:
MICHAEL P. KLENTSCHY, Ed D. - SUPERINTENDENT ALICIA ARMENTA - ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES
EVERETT TAYLOR - ASSOC. SUPERINTENDENT, ADMIN /PERSONNEL SERVICES ARNOLD PRECIADO - BUSINESS MANAGER

APPLICATION FOR READMISSION

This request is from a student who was expelled from _____ El Centro School District
_____ Another District

I, _____, certify that I have fully complied with the **Conditions for Readmission** as set forth in the expulsion order dated _____. I promise, if re-admitted to the school district, that I will comply with all school and district rules.

Student's Signature

Parent/Guardian Signature

[SCHOOL LETTERHEAD]

Date

Parents Name
Address

Dear Mr. & Mrs. _____,

Your child _____ has been identified as a potential victim pursuant to Education Code Section 48900(n), having an act of sexual assault committed or attempted to be committed against him/her as defined in Penal Code Section 261, 266c, 286, 288, 288a or an act of sexual battery committed against him/her as defined in Penal Code Section 243.4.

This letter is to inform you that both your son/daughter and the accused student, _____ has been immediately advised to refrain from any personal or phone contact with each other during the expulsion process. This was done in compliance with Education Code Section 48918.5(d).

I am recommending to the Superintendent of Schools that the accused student, _____, be expelled from the schools of the El Centro School District. This matter has also been referred to the appropriate law enforcement agency for investigation. The law enforcement agency will make a recommendation if any criminal charges are to be filed against the accused student.

You will be contacted by the Superintendent's Office regarding whether your son/daughter will be called as a witness during the expulsion hearing. Please contact me if you have any questions regarding this letter.

Sincerely,

Name of Principal
Principal

[SCHOOL LETTERHEAD]

Date

Parent Name
Address

Dear Mr. & Mrs. _____,

Your child, _____, has been accused of a violation of Educational Code Section 48900(n) committing or attempting to commit an act of sexual assault as defined in Penal Code Section 261, 266c, 286, 288, 288a or committing an act of sexual battery as defined in Penal Code Section 243.4. I am recommending to the Superintendent of Schools that your son/daughter be expelled from the schools of the El Centro School District. This matter has also been referred to the appropriate law enforcement agency for investigation. The law enforcement agency will make a recommendation if your son/daughter will have any criminal charges filed against him/her.

This letter is to inform you that your son/daughter and the alleged victim, _____, have been immediately advised to refrain from any personal or phone contact with each other during the expulsion process. This was done in compliance with Education Code Section 48918.5(d).

You will be contacted by the Superintendent's Office regarding the date, time, location of the expulsion hearing and your rights in this process. Please contact me if you have any questions regarding this letter.

Sincerely,

Name of Principal
Principal

EL CENTRO SCHOOL DISTRICT

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Date

Parent Name
Address

RE: Notice to Appear for _____ As a Witness in the Expulsion Hearing for

Dear Mr. & Mrs. _____,

This letter is to advise you that your son/daughter, _____, will be called to testify as a witness in the expulsion hearing of _____. As you know, this hearing is being conducted to determine if _____ did commit or attempt to commit an act of sexual assault as defined in Penal Code Section 261, 266c, 286, 288, 288a or commit an act of sexual battery as defined in Penal Code Section 243.4. Any violation of these penal codes are defined as expellable offenses under Education Code Section 48900(n) and 48915(c)(4).

The date, time and location for the expulsion hearing are as follows:

Date:
Time:
Location:

In expulsion hearings where sexual assault, attempted sexual assault or sexual battery are charged, special rules are to be used for such a hearing. These are outlined in Education Code Section 48918 and El Centro School District Board Policy 5012.H.14. A copy of the board policy is included for your information.

Please feel free to contact me if you have any questions regarding this notice to appear as a witness for your son/daughter.

Sincerely,

Dr. Michael P. Klentschy
Superintendent

MPK/kl

EL CENTRO SCHOOL DISTRICT
Office of the Superintendent

BULLETIN NO. 22-5
(REVISED) October 1, 2004

SUBJECT: RE-ENROLLMENT PROCEDURES FOR EXPELLED STUDENTS

I. BACKGROUND

The following procedures have been established by the governing board for the re-enrollment of students who have been expelled from district schools. The Education Code provides that an expulsion order shall remain in effect until the governing board orders the readmission of a student. It further provides that at the time of expulsion, the governing board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the student may apply for readmission. When the expelled student applies for readmission, the governing board may evaluate whether to re-enroll the student. Upon completion of the re-admission process, the governing board shall not be required to re-admit the student (EC §48916).

NOTE: Currently Federal Law is being implemented requiring school districts to expel students found possessing a weapon for a minimum of one year.

II. PROCEDURES

A. Students Expelled From the El Centro School District

1. At the time an expulsion of a student is ordered, a Student Expulsion Order (see Exhibit #1) will be developed which specifies the conditions for re-admission. This plan shall be included with the Application for Re-Admission.
2. The Application for Re-Admission form (see Exhibit #2) must be signed by the student and parent/guardian and submitted to the superintendent or designee in order to initiate the re-admission procedure. The superintendent or designee will schedule and Administrative Panel Meeting to determine if the conditions for readmission have been met.

3. A recommendation from the Administrative Panel will be forwarded to the superintendent. The superintendent will present the recommendation for consideration to the Board of Trustees. The Application for Readmission hearing will be reviewed in closed session (unless the parent/guardian requests at the time the application has been submitted that it be heard in open session) at the next regularly scheduled meeting of the Board of Trustees. The decision of the Board of Trustees will be mailed to the parent/guardian within five (5) school days. Any appeal of this decision must be made in writing, within five (5) school days to the Board of Trustees.

B. Students Expelled From Another District

1. Requests must be made on the District Application for Readmission form.
2. Parents must also submit a copy of the expulsion order, along with the plan of rehabilitation from the previous district. Appropriate documentation for completion must also be included.
3. An Administrative Panel will consider all requests for readmission and make a recommendation to the Board of Trustees for consideration.
4. The recommendation of the Administrative Panel will be presented by the superintendent for consideration to the Board of Trustees. The Application for Readmission Hearing will be held in closed session (unless the parent/guardian requests at the time the application has been requested that it be heard in open session) at the next regularly scheduled meeting of the Board of Trustees. The decision of the Board of Trustees will be mailed to the parent/guardian within five (5) school days. Any appeal of this decision must be made in writing, within five (5) school days to the Board of Trustees.

- A. Exhibit #1 - Student Expulsion Order Summary
- B. Exhibit #2 - Application for Readmission
- C. Exhibit #3 - Re-Admission Hearing Documentation
- D. Exhibit #4 - Expulsion Summary / Reinstatement of Student

For assistance, please call Michael Klentschy, Superintendent, at 352-5712 X 515.

APPROVED: MICHAEL KLENTSCHY, Superintendent

DISTRIBUTION: Management Team and School Secretaries

**EL CENTRO ELEMENTARY SCHOOL DISTRICT
STUDENT EXPULSION ORDER SUMMARY**

Student's Name _____ Age _____ Grade _____
Parent/Guardian _____ DOB _____
Current Address _____ Phone _____
School Last Attended _____

Reason for Expulsion _____ Name _____ Address _____
Expulsion Date _____

CONDITIONS FOR RE-ADMISSION – Date _____

During the term of expulsion, you may not be on any El Centro School District campus or attend any El Centro School District sponsored activity.

During the term of expulsion, you must not engaged in any conduct listed in Education Code Section EC §48900, EC §48900.2, EC §48900.3, EC §48900.4, EC §48915. Please review your copy of the suspension from which list these offenses.

During the term of expulsion, you must continue to comply with the Compulsory Education Law (EC §48200), such as private school, county community school or another public school district. Be prepared to show proof of continuous school enrollment, attendance, and academic progress.

Furthermore, during the term of expulsion, you must comply with the following additional conditions for re-admission as specified by the Board of Trustees.

Razón de Expulsión _____ Fecha _____

CONDICIONES PARA RE-ADMISION – Fecha: _____

Durante el término de la expulsión, no deberá estar en cualquier patio de las escuelas del Distrito Escolar de El Centro o asistir a cualquier actividad patrocinada por el Distrito Escolar de El Centro.

Durante el término de la expulsión no deberá llevar a cabo cualquier conducta en la lista del Código de Educación Sección EC §48900, EC §48900.2, EC §48900.3, EC §48900.4, EC §48915. Por favor revise su copia de la suspensión la cual tiene una lista de estas ofensas.

Durante el término de la expulsión, deberá continuar cumpliendo con la Ley de Educación Compulsiva (EC §48200), tal como la escuela privada, escuela de la comunidad del condado u otras escuelas publicas del distrito. Prepárese para presentar un comprobante de la inscripción escolar continua, asistencia y progreso académico.

Además durante el término de la expulsión, deberá de cumplir con las siguientes condiciones de readmisión como está especificado por la Mesa Directiva.

Signature of Superintendent _____ Date _____

Signature of Student _____ Date _____
Date _____

Signature of Parent/Guardian _____

Copy to: Parent/Guardian

Student Expulsion File/Cumulative File

(District's Letterhead)

APPLICATION FOR READMISSION

This request is from a student who was expelled from:

_____ El Centro Elementary School District

_____ Another School District

I, _____ certify that I have fully complied with the
Conditions for Readmission as set forth in the expulsion order dated _____. I promise,
if readmitted to the school district, that I will comply with all school and district rules.

Student's Signature

Parent/Guardian Signature

This hearing is convened to determine whether or not (student name) should be readmitted into the schools of the El Centro School District.

The Administrative Panel must determine whether the student and parents have complied with the conditions of the expulsion and will make one of the following recommendations as to the student: (1) That the student be readmitted back into the schools of the El Centro Elementary School District; (2) That the student be readmitted back into the schools of the El Centro Elementary School District under certain terms and conditions; or (3) That student not be readmitted back into the schools of the El Centro Elementary School District.

Let the record show that sitting as members of this Administrative Panel are: _____, _____, _____.

The parent/guardian of (student name) is/is not present, (and accompanied by (name)).

EL CENTRO ELEMENTARY SCHOOL DISTRICT
PUPIL SERVICES AND ATTENDANCE
Expulsion Summary / Reinstatement of Student

Student's Name: _____ # _____ Grade: _____ D.O.B. _____

School: _____ Sp. Ed.: (R.S.P.) _____ (S.D.C.) _____

Parent/Guardian: _____ Phone: (H) _____ (W): _____

Probation Officer/Case Worker: _____ Phone: _____

Referral to Community School: _____ IEP (change of placement): _____

Expulsion hearing date: _____ Expulsion Date: _____

ED CODE VIOLATION:

ECESD BOARD POLICY VIOLATION:

SPECIFIC FACTS:

Eligible for readmission: _____

Suspended Expulsion: _____

Conditions for readmission:

	COMPLETED		(Date)
	(Yes)	(No)	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Readmission hearing: _____ Recommendation for Reinstatement: YES ___ NO ___

Readmission date: _____ Recommended Placement: _____
(School)

Change of Placement IEP: _____

COMMENTS:

EL CENTRO ELEMENTARY SCHOOL DISTRICT
Office of the Superintendent

BULLETIN NO. 22-7
Date: February 3, 1999

SUBJECT: TEACHER NOTIFICATION REGARDING CERTAIN STUDENT BEHAVIOR

- I. Background
- II. Procedures

I. Background
California State Education Code Section 49079 establishes provisions for the notification to teachers of pupils who have engaged in acts constituting grounds for suspension or expulsion. It is the intent of this bulletin to establish procedures consistent with this code section.

II. Procedures

A. The Principal shall notify the teacher of each pupil who has engaged in or is reasonably suspected to have engaged in and has been suspended for, any of the acts described in any of the subdivisions, except Subdivision (h), of Section 48900 of the California Education Code and El Centro Elementary School District Policy, Rules, and Regulations, Section 5012, C, 1-7, 9-13.

1. This may be accomplished by one of the following:
 - a. For elementary schools - Place a copy of the suspension notice inside a red folder in the back of the cumulative folder.

or

- b. For middle level schools - place a copy of the suspension notice inside a binder or file folder that is placed in a designated location. At the end of the school year, all suspension notices are placed inside a red folder in the back of the cumulative folder.

2. It is further recommended that each school principal providing teachers with a school/teacher handbook insert language pertaining to this bulletin so that it becomes part of an annual teacher notification process to comply with this education code section.
- B. The information provided shall be based on any records that the District maintains in its ordinary course of business, or receives from a law enforcement agency regarding such pupils.
 - C. The District, or District Officer or employee, shall not be civilly or criminally liable for providing information under the El Centro Elementary School District Policy, Rules & Regulations, unless it is proven that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.
 - D. Any information received by a teacher pursuant to this agreement shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.
 - E. Information encompassing all such acts referred to in Item II-A shall be provided from the previous three school years.
 - F. An officer or employee of the District who knowingly fails to provided the information referred to in Item II-A above is guilty of a misdemeanor.

For assistance, please call Everett Taylor, Associate Superintendent, at 352-5712, Ext. 513.

APPROVED: MICHAEL KLENTSCHY, Superintendent

DISTRIBUTION: Management Team and School Secretaries

EL CENTRO ELEMENTARY SCHOOL DISTRICT
Office of Superintendent
Department of Special Education

BULLETIN NO. 53-1
REVISION
AUGUST 25, 2009

SUBJECT: Procedures for Identifying and Assisting Students with Anti-Social and Violent Behavior

I. BACKGROUND:

Although schools are intended to be safe environments for students, the recent violent incidents in school communities throughout the country have heightened our awareness of the need to identify potentially violent students and develop intervention strategies to assist them. One way to help prevent violence is to know and understand what the potential warning signs are for students at risk for violent or aggressive behavior.

It is not always possible to predict behavior that will lead to violence. However, educators, parents, and sometimes students, can recognize certain early warning signs. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive or violent behavior toward self or others. Emotional and behavioral warning signs, when viewed in context, can signal a troubled child. Early warning signs may or may not indicate a serious problem, and do not necessarily mean that a child is prone to violence toward self or others. Rather, early warning signs can provide the schools with the impetus to check out concerns and address the child's needs.

II. PURPOSE:

The purpose of this bulletin is to assist schools in identifying early warning signs for students at risk for violent behavior. The warning signs are intended to aid schools in identifying and referring children who may need help from a professional. It is important to remember that none of the warning signs alone is sufficient for predicting aggression and violence, but rather when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

III. PROCEDURES:

The following procedures are recommended for school site personnel in identifying students at risk for violent behaviors and assisting with interventions:

- A. Review and complete the "Early Warning Checklist for Students at Risk for Violent Behavior".
- B. Submit copies of checklist to Site Administrator, School Counselor and School Psychologist.
- C. Conference with Administrator, Counselor and/or School Psychologist, and Teacher to discuss concerns/warning signs.
- D. Complete Student Interview by Administrator, Counselor or School Psychologist.
- E. During student interview, assess level of severity of violent behavior and determine if imminent danger to self or others appears evident. As deemed appropriate, follow Welfare and Institutions Code Section 5150 procedures (contact SRO or law enforcement), Threat Assessment process, or continue process as indicated in "F".
- F. Set up conference with student's parent/s to discuss concerns/warning signs.
- G. Complete "Conference Summary" with parent indicating the recommendations and outcome/s of parent conference.
- H. Provide parent with referral list of community counseling and clinician resources.
- I. Provide parent with a copy of signed "Conference Summary" form.
- J. Send copy of referral checklist and "Conference Summary" to Pupil Services and Attendance Counselor and Special Education Office.
- K. Follow-up as indicated in "Conference Summary".

IV. ATTACHMENTS:

- A. Early Warning Signs for Students at Risk for Violent Behavior Checklist
- B. Conference Summary Form

For assistance, please call Janice Lau, Coordinator Special Education/Pupil Personnel Services at 352-5712 Ext. 534

APPROVED: DR. BOB PLETKA, Superintendent



DISTRIBUTION: All Schools, Administrators, Supervisors, Special Education Teachers, Speech/Language Therapists, Psychologists, and Principals

**EARLY WARNING SIGNS FOR STUDENTS
AT RISK FOR
VIOLENT BEHAVIOR**

While there is not one sure sign that will point to the student who is at risk for violent behavior, there are warning signs* that should not be ignored. Some students may exhibit these signs but never commit an act of violence. Indicate those behaviors below that you are aware of or have observed.

Student Name _____ Date of Birth _____

School _____

- ___ Irrational beliefs and ideas expressed verbally, in writing or in drawings.
- ___ Has made verbal and nonverbal threats.
- ___ Fascination with violence/weapons.
- ___ Access to guns or weapons.
- ___ Has spent time on the Internet exploring how to make bombs.
- ___ A pervasive bias of prejudice toward a group of people, whether it be race, religion, ethnicity or a specific student group.
- ___ Drug and alcohol abuse.
- ___ Poor anger control.
- ___ Is or has been the victim of bullying or teasing.
- ___ Is violent toward inanimate objects.
- ___ Is violent toward animals.
- ___ Has a history of behavioral or emotional outbursts.
- ___ Feels victimized or alienated from the community.
- ___ Is experiencing academic failure.
- ___ Has experienced academic failure early on.
- ___ Shows lack of commitment to school.
- ___ Has a family history/life where conflict and violence are prevalent.
- ___ Family has a history of alcohol and drug abuse.
- ___ Poor school attendance.
- ___ Has been expelled or suspended numerous times.
- ___ Does not have good relationships with peers, lacks close friends.
- ___ Is involved in a gang or peer group that approves and encourages violence and antisocial behavior.
- ___ The student's family has a history of frequent moves, particularly to different geographical areas.
- ___ Has poor relationships with parents.
- ___ Is attracted to violent media/music.
- ___ Expresses a plan to commit an act of violence.
- ___ Identifies with a satanic cult.

Referring Individual _____ Date _____

****None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is potentially harmful to use the early warning signs as a checklist against which to match individual children.***

PARENT CONFERENCE SUMMARY

School _____ Student _____

A conference was held regarding _____ with
Student's Name

_____ on _____ at _____
Parent or Guardian Date Time

The purpose of the conference was: _____

Individuals in Attendance (Signature and Title)

_____	_____
_____	_____
_____	_____
_____	_____

Results of Conference:

- Parent/Guardian provided list of Counseling and Clinician Resources.
- Parent will contact _____ for an appointment by _____
- Parent will notify school of outcome of appointment by _____
- Student/Parent apprised of Minor Consent option (for students 12 years & older).
- Referred to PST.
- Referred for evaluation for Special Education services.
- Referred to IC Behavioral Health for evaluation for services.
- Referred to School/District Counselor or School Psychologist.
- Referred to FACT Center
- Other _____

I have been informed of the school's concerns for my child.

_____ Date _____
Parent/Guardian

Follow-up will be conducted by _____

Follow-up conference will be held on _____

ADOLESCENT FAMILY LIFE PROGRAM

Telephones: (760) 335-3454
(760) 335-3455

Case management of pregnant or parenting teens including counseling and referrals to other agencies for additional services as required. Serves: Imperial Co.

AGUAS DEL DESIERTO COUNSELING

Telephones: (760) 398-9000
Fax: (760) 398-9790

1612 1st Street, Ste 1
Coachella, CA 92236

Agency Type: Non profit

Office Hours: M-Tu 10:00am-7:00pm

Marriage counseling services for individuals, families and groups. Parenting classes and youth self-esteem and communication seminars. Spanish spoken. Serves: San Bernardino and Riverside Co.

ALCOHOL AND DRUGS HELPLINE

Telephones: (800) 821-4357
(801) 769-2153

Midvale, UT 84047

Office Hours: 24/7

Drug and alcohol psychiatric hospital, inpatient and outpatient services are provided at a 32 bed facility.

ALCOHOL AND DRUGS HOTLINE

Telephones: (760) 353-8505
(760) 352-7070

395 E Main St

El Centro, CA 92243

Agency Type: Based Faith

General information, AA groups and treatment program referrals for any drug and alcohol issue. Serves: Imperial Co.

AMERICAN ASSOCIATION OF SUICIDOLOGY (AAS)

Telephones: (202) 237-2280
Fax: (202) 237-2282

5221 Wisconsin Ave, NW

Washington, DC 20015

Agency Type: Non profit

Office Hours: M-F 9:00am-5:00pm

Promotes research, education, training of suicide prevention for professionals and volunteers. Provides education materials, newsletters, pamphlets, conferences, a support group directory and referrals. Membership fee. Serves: USA.

AMERICAN ASSOCIATION/MARRIAGE AND FAMILY

Association of Marriage and Family Therapy

Telephones: (703) 838-9808

Fax: (703) 838-9805

112 S Alfred St

Alexandria, VA 22314

Agency Type: Non profit

Office Hours: M-F 8:30am-5:00pm EST

AAMF offers information to the public about the field of marriage and family therapy. Also publishes the Journal of Marital and Family Therapy and Family Therapy Magazine. Spanish spoken. Serves: USA.

**COUNSELING/ MENTAL
HEALTH / ANGER
MANAGEMENT**

**AMERICAN FOUNDATION FOR SUICIDE
PREVENTION**

Telephones: (888) 333-2377

Fax: (212) 363-6237

120 Wall St, 22nd Fl

New York, NY 10005

Agency Type: Non profit

Office Hours: M-F 9:00am-5:00pm EST

Works to prevent suicide through research, education, training and support. Services include: literature, conferences and a directory of support groups nationwide. Free Services. Serves: USA.

AMERICAN PSYCHIATRIC ASSOCIATION (APA)

Telephones: (703) 907-7300

Fax: (703) 907-1085

1000 Wilson Blvd, Ste 1825

Arlington, VA 22209-3901

Agency Type: Non profit

Office Hours: M-F 8:30am-6:00pm EST

Resources on mental illness, including videos, fact sheets on mental illness. APA library, publications and referrals available. Spanish, French spoken. Serves: USA.

**ANXIETY DISORDERS ASSOCIATION OF
AMERICA**

Telephones: (240) 485-1001

Fax: (240) 485-1035

8730 Georgia Ave, Ste 600

Silver Spring, MD 20910

Agency Type: Non profit

Office Hours: M-Th 9:00am-5:00pm

ASAA offers education materials to professionals and consumers regarding anxiety disorders. Free materials include pamphlets, self help books and newsletter. Spanish, French, Chinese spoken. Serves: USA.

AURORA BEHAVIORAL HEALTH CARE

Telephones: (858) 487-3200

Fax: (858) 465-8614

118 Avenue of Industry

La Mesa, CA 91942

Agency Type: Private

Office Hours: 24/7

Drug and alcohol treatment and referrals for other required services. Serves: San Diego Co.

BAYVIEW MENTAL HEALTH HOSPITAL

Telephones: (800) 585-2767

(619) 426-6310

330 South Moss Street

Chula Vista, CA 91911

Office Hours: 24/7

Mental health services, in and out patient, day treatment services. Referral services to other agencies for additional services are available. Services include but are not limited to: alcohol and drug treatment, child/adolescent services, AA, NA, CA, CHAD, ALANON and other community services. Serves: USA.

BEAR HAWK EDUCATION SERVICES

Telephones: (909) 875-5288
(949) 348-1717
Fax: (909) 875-0608

101 S. Olive Ave
Rialto, CA 92376
Agency Type: Non profit
Office Hours: M-Th 9:00am-7:00pm,
F 10:00am-5:00pm

Counseling for children, adolescents and adult victims of sexual abuse. Also family resource center offering a wide range of parenting curricula. Parents united certified providers. Spanish spoken. Accepts private pay, Victims of Crime. Serves: Orange, Riverside and San Bernardino Co.

BETTY FORD CENTER

Telephones: (800) 854-9211
(760) 773-4100
Fax: (760) 773-4126

39000 Bob Hope Dr
Rancho Mirage, CA 92270
Agency Type: Non profit
Office Hours: 24/7

Residential chemical dependency treatment, inpatient residential day treatment and outpatient programs for adults. Family and children's programs, five day intensive program for relapse prevention and codependency. Free assessment. Spanish spoken. Admission requirements: Alcohol or drug dependent, ages 18 yrs+. Accepts Insurance, self pay (financial assistance available). Serves: US.

BRAWLEY FAMILY RESOURCE CENTER

Telephones: (760) 312-6095
430 N Imperial Avenue
Brawley, CA 92227
Office Hours: M-F 8:00am-5:00pm

Provides a variety of crime prevention classes, gang intervention/ suppression, health services, delinquency prevention, drug and alcohol counseling, family counseling, anger management, peer court program, mentoring program, at-risk girls program and after school programs. Serves: Imperial Co.

F.A.C.T CENTER- FAMILY AND COMMUNITY TOGETHER (EL Centro)

Telephones: (760) 337-5097
Fax: (760) 337-4315
1027 N. 8TH Street

El Centro, CA 92243
Office Hours: M-F 8:00am-5:00pm
Provides a variety of services. Referrals to community resources: Behavioral Health Services, Family Support Services, Case Management, and Department of Social Services.

CALIFORNIA ASSOCIATION/ SCHOOL OF PSYCHOLOGISTS

Telephones: (916) 444-1595
Fax: (916) 444-1597
1400 K Street, Ste 311

Counseling/ Mental Health/ Anger Management

CALIFORNIA ASSOCIATION/ SCHOOL OF PSYCHOLOGISTS Cont.

Sacramento, CA 95814
Statewide membership organization of school psychologists in California. Provides professional dev, acts as a liaison with state boards and commissions. The goal is to ensure schools are responsive to psychological needs of students. Fact sheets are available online to members and nonmembers. Serves: California.

CALIFORNIA BOARD/ BEHAVIORAL SCIENCES

Telephones: (916) 574-7830
Fax: (916) 574-8625
1625 North Market Blvd, Ste S-200
Sacramento, CA 95834

Agency Type: Government
Office Hours: M-F 8:00am-5:00pm
Agency licenses education psychologists, clinical social workers, marriage and family therapists. Spanish spoken. Serves: California.

CALIFORNIA BOARD/ PSYCHOLOGY

Department of Consumer Affairs

Telephones: (866) 503-3221
(916) 263-2699
Fax: (916) 263-2697

1422 Howe Ave, Ste 22
Sacramento, CA 95825-3200
Agency Type: Government
Office Hours: M-F 8:00am-5:00pm
Regulates psychology professionals. Serves: California.

CARON FOUNDATION

Telephones: (800) 678-2332
Residential treatment for adolescents 13-17 with problems related to alcohol/drugs. Fees on sliding scale. Serves: San Diego Co.

CENTER FOR FAMILY SOLUTIONS

Telephones: (760) 353-8530
(760) 353-6922

727 Main Street
El Centro, CA 92243
Agency Type: Non profit
Office Hours: 24/7

Domestic violence services, HIV prevention program, bullying program, individual and group counseling, outreach, emergency shelter, legal assistance drip-in center, TRO's, crisis services, transitional housing, prevention and education programs, information and referrals, batterer's program. 24 hr hotline. Spanish Spoken. Fees apply Serves: Imperial Co.

CENTER FOR HEALING CHILDHOOD TRAUMA

Telephones: (909) 875-5288
(949) 348-1717
Fax: (909) 353-8441

101 S. Olive Ave
Rialto, CA 92376
Agency Type: Non profit

CENTER FOR HEALING CHILDHOOD TRAUMA

Cont.

Office Hours: M-Th 9:00am-7:00pm,
F 10:00am-5:00pm

Counseling for children, adolescents and adult victims of sexual abuse. Also family resource center offering a wide range of parenting curricula. Parents united certified providers. Spanish spoken. Accepts private pay, Victims of Crime. Serves: Orange, Riverside and San Bernardino Co.

COUNSELING/PSYCHOTHERAPY REFERRAL

National Association of Social Workers

Telephones: (800) 638-8799
(202) 408-8600

Fax: (202) 336-8395

750 1st Street, NE, Ste 700

Washington, DC 20002-4241

Agency Type: Non profit

Office Hours: M-F 8:30am-5:30pm EST

Professional association of social workers. Offices all 50 states. Year round depression screenings. Clinical registry lists licensed clinical social workers practicing as mental health professionals. Spanish spoken, Serves. US.

CRISIS PREGNANCY CENTER

Telephones: (520) 782-0234

1334 South 8th Avenue

Yuma, AZ 85364

Agency Type: Non profit

Office Hours: M-F 8:00am-5:00pm

Pro-life orientation, crisis pregnancy counseling.

DEPRESSED ANONYMOUS

Telephones: (502) 569-1989

P.O. Box 17414

Louisville, KY 40217

Agency Type: Non profit

Resources for depressed individuals of all ages, printed information, support groups, referrals, advocacy, education. Website contains information on books and support groups. Visit www.depressedanon.com Serves: USA.

DEPRESSION AWARENESS

Telephones: (800) 421-4211

Agency Type: Non profit

Office Hours: 24 hr message machine

Call to request up to three free brochures about the general symptoms of depression, student information, elderly depression and treatment for all types of depression. Sponsored by the National Institute of Mental Health. Spanish spoken. Serves: US.

IMPERIAL CO. DEPARTMENT OF BEHAVIORAL HEALTH CRISIS REFERRAL

Telephones: (760) 482-4020

(760) 482-4000

24 hr line (800) 817-5292

202 N 8th Street

El Centro, CA 92243

On site assessment and referral for 72 hour. Holds on an emergency outpatient basis for clients in need

Counseling/ Mental Health/ Anger Management

IMPERIAL CO. DEPARTMENT OF BEHAVIORAL HEALTH CRISIS REFERRAL Cont.

of mental health treatment. Service is provided to de-escalate, refer or hospitalize acutely ill psychiatric patients. Patients appropriate for hospitalization are then referred to an appropriate facility. Cost for all services are based on the Uniform Method to determine the Ability to pay system. Medi-Cal, Medi-Care, private insurance and private pay are accepted. Serves: Imperial Co.

IMPERIAL CO. DEPARTMENT OF BEHAVIORAL HEALTH DRUG/ALCOHOL PROGRAMS

Telephones: (760) 353-0763

Fax: (760) 352-4061

1030 Broadway, Ste 103

El Centro, CA 92243

Agency Type: Government

Office Hours: M-F 8:00-5:00

Telephones: (760) 337-7847

1295 State Street, Ste 205

El Centro, CA 92243

Office Hours: Varies.

IMPERIAL CO. DEPARTMENT OF BEHAVIORAL HEALTH OUT PATIENT SERVICES

Telephones: (760) 337-7847

(800) 817-5292

202 N 8th Street

El Centro, CA 92243

Agency Type: Government

Office Hours: M-F 8:00am-5:00pm

Counseling services for adolescents under 21 yrs suffering drug/alcohol addictions. Out-patient treatment for people suffering from mental disorders. Serves: Imperial Co.

IMPERIAL VALLEY COUNSELING

Telephones: (760) 352-4773

110 S 5th Street

El Centro, CA 92243

Counseling for children, adolescents and adults, family therapy and alcohol/drug counseling. Serves: Imperial Co.

KIDSPACE

Kids Peace Helpline

Telephones: (800) 854-3123

Fax: (610) 799-8900

5300 Kids Peace Dr

Orefield, PA 18069

Agency Type: Non profit

Office Hours: 24/7

Hotline provides counseling, information and referrals services to children and parents in crisis. Also mental health and behavioral health services, children's psychiatric hospital, residential, foster care, juvenile justice and outpatient. Free helpline. Serves: USA.

LOMA LINDA UNIVERSITY/ MARRIAGE/ FAMILY

Marriage and Family Therapy Clinic

Telephones: (909) 558-4934

Fax: (909) 558-0334

**LOMA LINDA UNIVERSITY/ MARRIAGE/ FAMILY
Cont.**

164 W. Hospitality Ln, Ste 15
San Bernardino, CA 92408
Agency Type: Non profit
Office Hours: M-Th 9:00am-8:00pm,
F 9:00am-2:30pm

Individual, group, marriage, family, child and adolescent counseling. Services for child abuse prevention, grief counseling, domestic violence, chemical addiction and other issues. Spanish, Chinese spoken. Sliding fee scale starts at \$ 25 per session. Medi-Cal not accepted. Will not bill insurance. Serves: San Bernardino, Riverside Co.

LOS AMIGOS COMMUNITY CENTER

Telephones: (760) 344-4073
641 Main Street
Brawley, CA 92227

Residential treatment for patients who are diagnosed with dual mental disorders. Admission Requirements: must be referred by Imperial Co. Mental Health Department. Serves: Imperial Co.

MOURNING STAR CENTER

Telephones: (760) 836-0360
Fax: (760) 776-1612
73726 Alessandro Drive, Ste 104
Palm Desert, CA 92211
Agency Type: Non profit
Office Hours: Vary

Open-ended support groups for children and teens, ages 3-18 yrs and their families, who are grieving due to a death. Trained volunteers and professionals facilitate groups. Also extended support, education services and community outreach. Accepts donations. Free services. Serves: Riverside Co.

**NATIONAL ALLIANCE FOR MENTAL ILLNESS
(NAMI) OFFICE**

National Alliance on Mental Illness
Telephones: (800) 950-6264
(703) 524-7600
Fax: (703) 524-9094

2107 Wilson Blvd, Ste 300
Arlington, VA 22201-3042

Agency Type: Non profit
Office Hours: M-F 10:00am-6:00pm EST
Helpline provides information about mental illness and referral to community resources. NAMI is the country's leading grassroots advocacy organization dedicated solely to improving the lives of persons with severe mental illness, including Schizophrenia, Bipolar disorder (Manic-Depressive illness), major depression, obsessive compulsive disorder and severe anxiety disorders. More than 1,200 state and local affiliates, California office (916) 567-0163, Fax (916) 567-1757. Spanish spoken. Serves: US.

NATIONAL INSTITUTE OF MENTAL HEALTH

Telephones: (866) 615-6464
(301) 443-4513
Fax: (301) 443-4279

**Counseling/ Mental Health/ Anger
Management**

**NATIONAL INSTITUTE OF MENTAL HEALTH
Cont.**

MSC 9663
P.O. Box MSC 9663
6001 Executive Blvd, Rm 8184
Bethesda, MD 20892-9663

Agency Type: Government
Office Hours: M-F 8:30am-5:00pm EST
Federal research institute conducts and supports research that focuses on the causes, diagnosis, prevention and treatment of severe mental illness. Public inquires line is staffed with trained specialists who respond to information request from the lay public, clinicians and the scientific community. TTY (301) 443-8431 or (866) 415-8051. Serves: US.

**RESEARCH AND TRAINING CENTER ON
FAMILY**

Portland State University
Telephones: (503) 725-4040
Fax: (503) 725-4180
P.O. Box 751

Portland, OR 97201-0751
Agency Type: Government
Office Hours: M-F 8:00am-5:00pm
National resource on improvement of mental health services to children and families. Services include: annual conference, Focal Point (a national bulletin on family support and children's mental health) and other publications. Families of children or youth with emotional and behavioral concerns; professionals working with children or youth and their families; researches and group programs. Spanish spoken. Most publications free, some mailed at cost. Serves: US.

UNIVERSITY OF SAN DIEGO PSYCHIATRY

8950 Villa La Jolla Drive, Ste 1242
La Jolla, CA 92037
Support groups for depressant/manic depressed persons.

PRIVATE PRACTICE

BRUCH-McCAAN, VIRGINIA FMFCC

Telephones: (760) 352-1777
300 S Imperial Avenue
El Centro, CA 92243
Agency Type: Private
Office Hours: M-Th 8:00am-5:00pm
Private counseling services to children, adults and adolescents in drug/alcohol abuse, depression, stress and anxiety. Fees: \$ 60 per hour, private insurance accepted.

CHERLIN, EDWARD, MD

Telephones: (760) 352-0448
230 S 8th Street
El Centro, CA 92243
Agency Type: Private
Office Hours: Tue/Wed 9:00am-5:00pm

CHERLIN, EDWARD, MD Cont.

Counseling services, include but not limited to sexual abuse, incest, child sexual abuse, spousal abuse, divorce and custody issues.

CAMACHO ALVARO, MD

Telephones: (760) 355-0161

2417 Marshall Ave, Ste 1

Imperial, CA 92251

Agency Type: Private

Office Hours: Not specified

Counseling services to adolescents and adults in sexual assault, spousal abuse, custody, divorce related. Specialty on survivor of violence. Fees: \$ 130 for individual, \$ 52 for group. Spanish spoken.

CUZA CORNELIUS, FMFCC

Telephones: (760) 353-3340

1017 S 5th Street

El Centro, CA 92243

Agency Type: Private

Office Hours: Not specified

Counseling services to adolescents and adults in sexual assault, spousal abuse, trauma and grieve issues.

DIMANNO PETER, LCSW

Telephones: (760) 352-4773

1503 N Imperial Ave, Ste 205

El Centro, CA 92243

Agency Type: Private

Office Hours: M-F 7:00am-7:00pm, Sat by apt. only

Counseling services for victims of sexual assault, rape, incest, interfamily sexual abuse, out of home child abuse, spousal abuse, custody, divorce related, trauma death survivor. Specialty on child abuse, child sexual abuse (victims/offenders).

HART II ASHLEY B.

Telephones: (928) 341-1046

2557 South Arizona Ave, Ste C

Yuma, AZ 85364

Agency Type: Private

Office Hours: M-F 8:00am-5:00pm

Counseling services for victims of sexual assault, rape, incest, interfamily sexual abuse, out of home sexual abuse, spousal abuse, custody, divorce related, homicide survivors, trauma death survivor. Extra training: American College of Forensic Examiners, American Board of Psychological Specialties, Trauma/PTSD, Forensic Psychology, Developmentally Disabled. Spanish spoken. A. Sign language. Fees: \$ 110 for individual, \$ 50 group.

HITTLE GARY Ph.D.

Telephones: (619) 464-7771

300 S Imperial Ave, Ste 11

El Centro, CA 92243

Agency Type: Private

Counseling services for victims of crime, sexual assault, child sexual abuse, spousal abuse for ages 10 and up. Fees: \$ 90 per hour, sliding scale. Accepts private insurance, deferred payment (Victims of Crime).

Counseling/ Mental Health/ Anger Management

HOTCHKISS SCOTTIE

Telephones: (928) 343-1670

1405 W 16th Street, Ste C

Yuma, AZ 85364

Agency Type: Private

Office Hours: M-F 9:00am-6:00pm

Counseling services for adolescents and adults victims of sexual assault, rape, incest, interfamily sexual abuse, spousal abuse, custody, divorce related. Fees: 85 for individual.

HUSSEY TENA J

Telephones: (760) 355-0161

2417 Marshall Ave, Ste 1

Imperial, CA 92251

Agency Type: Private

Office Hours: M-Th 8:00am-8:00pm

Fri 8:00am-5:00pm

Counseling services for victims of sexual assault, rape, incest, interfamily sexual abuse, out of home child abuse, spousal abuse, custody, divorce related, homicide survivors, trauma death survivor. Specialty/extra training: 20 years experience. CAMFT, Child Protective Services, Child Abuse Response Team, Sexual Abuse Response team, First Responders Family Violence, Suicide Response Team, Separation and Transition into placement. All ages. Fees: 130 individual, \$ 52 group.

HUVALA ROY Ph.D.

Telephones: (619) 267-7000

3953 Helen Rd

Bonita, CA 91902

Agency Type: Private

Office Hours: M-F 9:00am-5:00pm

Counseling services for victims of sexual assault, rape, incest, spousal abuse, custody, divorce related, homicide survivors, trauma death survivor. Worker's Compensation injuries and personal lawsuits. Accepts private insurance, deferred payment (victims of crime). Fees: Sliding \$40-\$150 per hour.

NG BERNARDO, MD

Telephones: (760) 355-0161

2417 Marshall Ave, Ste 1

Imperial, CA 92251

Agency Type: Private

Office Hours: M-Th 8:00am-5:00pm

Counseling services for victims of sexual assault, rape, incest, interfamily sexual abuse, spousal abuse, custody, divorce related, trauma death survivor. Spanish spoken. Fees: \$ 130 individual, \$ 52 group.

NG BERNARDO, MD

Telephones: (760) 352-6302

300 S Imperial Ave, Ste 11

El Centro, CA 92243

Agency Type: Private

Office Hours: M-F 11:00am-5:00pm

Counseling services for victims of sexual assault, rape, incest, interfamily sexual abuse, spousal

**Counseling/ Mental Health/ Anger
Management**

ING BERNARDO, MD Cont.

abuse, custody, divorce related, trauma death survivor. Child abuse seminars. Accepts private insurance and deferred payment (Victims of Crime).

SON-SHINE COUNSELING CENTER

Telephones: (760) 353-5059

El Centro, CA 92243

Helps with depression, family counseling and trauma recovery. Provide services by appointment only. Spanish spoken.

NONDISCRIMINATION/HARASSMENT OF EMPLOYEES

A. Unlawful Harassment

The Governing Board ("Board") of the District is committed to providing equal opportunity for all individuals in employment. The Board prohibits unlawful discrimination, including unlawful harassment, with respect to the actual or perceived age, gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability or sexual orientation. Employees are prohibited from engaging in unlawful discrimination or harassment of another employee or student of the District. Employees who engage in unlawful discrimination or harassment of other District employees or students, or who aid, abet, incite, compel or coerce another to discriminate are in violation of this policy and are subject to disciplinary action, up to and including dismissal.

Pursuant to state and federal law, the Board prohibits harassing conduct based on the above categories which has the purpose or effect of creating an intimidating, hostile, or offensive workplace. Harassment is unwanted or unwelcome conduct motivated because of the individual's actual or perceived age, gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability or sexual orientation, that is so severe, pervasive, or objectively offensive that it has the purpose or effect of unreasonably interfering with an individual's work performance or creating a hostile work environment.

The Board hereby designates the following position as Coordinator to prevent and remedy discrimination and harassment:

Assistant Superintendent
Human Resources/Administrative Services
1256 Broadway
El Centro, CA 92243

B. Sexual Harassment

The Board strictly prohibits unlawful harassment based upon gender or sex, in the workplace environment. Prohibited sexual harassment includes unwelcome conduct based upon sex or gender by someone who is of the opposite or same gender, a coworker, a supervisor or manager, an employee or agent of the

District, a District official, a non-employee such as a sales representative or service vendor or any such individual who aids, abets, incites, compels, coerces, or encourages the prohibited conduct or attempts to do so. It is not necessary that discipline, loss of tangible job benefits, or economic damage occurred to constitute sexual harassment.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone in the work setting. It includes but is not limited to, the following circumstances:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, progress, or participation in a District employment activity; or;
2. Submission to, or rejection of, the conduct by the individual is used as the basis for employment decisions affecting such individual; or
3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance, or of creating an intimidating, hostile, or offensive work environment; or
4. Submission to, or rejection of, the conduct by the individual is used as, or threatened to be used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the District.

Examples of unwelcome conduct which may be sexual harassment include, but are not limited to, the following:

1. Deliberate written or oral comments, gestures, or physical contacts of a sexual nature or demeaning to one's gender which are unwelcome and/or interfere with work productivity.
2. Implicit or explicit sexual behavior by an employee, supervisor, or co-worker which has the effect of controlling, influencing, or otherwise affecting the job, salary, project, performance evaluation, opportunity for employment, or career of an employee or an applicant for employment.
3. Unwelcome suggestive, vulgar or obscene letters, notes, e-mails, posters, calendars, or other visual products or derogatory comments, slurs, and/or jokes of a sexual nature.

C. Complaint Procedure

Any individual with a complaint of unlawful harassment, of a sexual nature or otherwise, shall immediately report it to his or her supervisor. If the supervisor is the individual about whom the complaint is to be made, the employee should make the complaint directly to the Assistant Superintendent for Human Resources/Administrative Services. If the Assistant Superintendent for Human Resources/Administrative Services is the individual about whom the complaint is being made, the employee should make the complaint directly to the District Superintendent.

Under no circumstances shall an employee of the District who believes that he or she has been the victim of unlawful harassment be required to first report that harassment to the supervisor if the supervisor is the individual who has done the harassing. All complaints of harassment will be promptly and thoroughly investigated and properly resolved. No individuals will suffer reprisals for reporting any incidents of harassment.

Upon notification or discovery of an illegal harassment complaint, the Assistant Superintendent for Human Resources/Administrative Services or his/her designee will:

1. Inform the complainant of rights under this procedure.
2. Authorize the investigation of the complaint and supervise and/or investigate the complaint. The investigation will include interviews with the complainant, the accused harasser, and any other persons who reasonably may have relevant knowledge concerning the complaint.
3. Review factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment; giving consideration to all factual information, the totality of the circumstances, and the context in which the alleged incidents occurred.
4. Report the results of the investigation and the determination as to whether harassment occurred to appropriate persons including to the complainant, the alleged harasser, and the supervisor.
5. If harassment occurred, take and/or recommend to the Board prompt and effective remedial action against the harasser. This action will be commensurate with the severity of the offense and will be communicated to the complainant.

6. Reasonable steps will be taken to protect the victim and other potential victims from further harassment as well as from retaliation as a result from communicating the complaint.
7. Appropriate action will be taken whenever possible to alleviate the effects of the harassment.

D. Retaliation

The Board strictly prohibits any retaliation and attempts or threats to retaliate against any District employee or official for filing, reporting, pursuing, or participating in a complaint of harassment for being a witness or helping in any other way relating to a complaint, potential complaint, or investigation of alleged harassment. Any person who retaliates or attempts to retaliate in violation of this prohibition may be subject to discipline. Anyone with a concern that retaliation is or may be occurring is encouraged to contact the person investigating the charge of harassment or the principal or designee.

E. False Claims

No one shall file a claim of harassment knowing it to be false or no one shall provide any knowingly false information in a harassment complaint or investigation. Anyone violating this prohibition may be subject to disciplinary action.

F. Dissemination Of Policy

1. All employees, supervisors and managers shall be notified of this policy.
2. A copy of this policy shall be posted along with and in the same manner as is other material which is posted for the benefit of the employees.

Date Policy Adopted By The Board: 12/9/98

Policy Revised on: 10/12/04

SEXUAL HARASSMENT OF PUPILS

A. Introduction

The District recognizes that harassment on the basis of sex is unlawful.

Employees and pupils will not engage in conduct constituting sexual harassment. This board policy prohibits any act of sexual harassment as defined by this board policy where such act is related to any school activity or school attendance as allowed by law. The District will not condone or tolerate sexual harassment. The District will take appropriate disciplinary action against all employees or pupils found to have engaged in sexual harassment.

B. Definitions of Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. It includes but is not limited to circumstances in which:

1. Submission to such conduct is made a term or condition of a pupil's academic status or progress.
2. Submission to or rejection of such conduct is used as the basis for any academic decision affecting such pupil.
3. Such conduct has the purpose or effect of unreasonably interfering with a pupil's academic performance or creating an intimidating, hostile or offensive educational environment.

C. Forms of Sexual Harassment

Forms of sexual harassment include but are not limited to the following:

1. Oral harassment such as derogatory comments, jokes or slurs;
2. Physical harassment such as unnecessary, unwelcome or offensive touching, or impeding or blocking movement;

3. Visual harassment such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures; and
4. Unwelcome sexual advances, requests, or demands for sexual favors, and other oral or physical conduct of a sexual nature.

D. Complaint Procedure For All Illegal Harassment

Any pupil wishing to make a complaint of sexual harassment should immediately report it to the Associate Superintendent or the Principal. However, there is absolutely no requirement that a pupil must make a complaint to the alleged harasser. A pupil making a complaint of sexual harassment shall not suffer any reprisal for doing so. The District will promptly and thoroughly investigate all complaints of sexual harassment. The District also will take immediate and appropriate action to resolve such complaints. All incidents of sexual harassment will be remedied. A report of the results of the investigation will be made to the complainant, the alleged harasser, and the supervisor of the alleged harasser.

Upon receipt of a complaint alleging sexual harassment, the District representative conducting the investigation shall do the following:

1. Inform the complainant of the rights under this board policy;
2. Authorize the investigation of the complaint and supervise and/or conduct the investigation of the complaint. The investigation, at a minimum, shall include interviews with the complainant, the alleged harasser, and all other persons who reasonably may have relevant knowledge about the complaint, including possible witnesses or victims of prior similar conduct;
3. Take reasonable steps to protect the complainant from any retaliation for filing the complaint;
4. Review factual information gathered to determine whether the alleged conduct constitutes sexual harassment;
5. Report the results of the investigation to the complainant, the alleged harasser, and the supervisor of the alleged harasser;

6. If harassment occurred, take and/or recommend prompt and effective remedial action against the harasser;
7. Take reasonable steps to protect the complainant and other potential victims from further harassment if such harassment is determined;
8. Take reasonable steps to alleviate the effects of the harassment.

E. Dissemination Of Policy

Any pupil wishing to make a complaint of sexual harassment shall immediately file a written complaint, except that no pupil is required to file any complaint with the alleged harasser.

All employees and pupils shall be notified of this board policy on a regular basis, and consistent with Education Code Sections 212.6 and 48980.

Legal Reference:

Education Code Sections 212.6, 48980

Date Policy Adopted By The Board: 8/20/96

El Centro Elementary School District



Reaching For
Excellence

GOVERNING BOARD: PATRICIA DUNNAM CHUCK FISHER GEORGE McFADDIN MICHAEL MINNIX FRANCES A. TERRAZAS
DISTRICT ADMINISTRATION: JON LeDOUX, SUPERINTENDENT RENATO MONTAÑO, ASSOCIATE SUPERINTENDENT KRISTY CURRY, ASSISTANT SUPERINTENDENT

OFFICIAL NOTICE

Dear Parents and Community,

For the last few years, parents throughout the District have overwhelmingly supported the implementation of a school uniform policy for all district schools. This document will serve as official district notice that is consistent with our school uniform policy. School uniforms are mandatory for all district students during the 2014-15 school year. The specific uniform requirements are as follows:

White/Navy - Shirts, Blouses, Polo Shirts, Turtlenecks

- With sleeves and collars
- Shirts and blouses tucked in
- Oversized or baggy not allowed
- School shirts - school colors allowed

Navy - Long Pants, Shorts, Capris

- Must fit at waist
- Oversized or baggy not allowed
- Belt secured by pant loops and belt length should not exceed second belt loop
- Short shorts not allowed

Navy - Skirts, Jumpers

- Oversized or baggy not allowed

Other Garments

- Jackets - any color with no writing or logos, oversized or baggy not allowed
- Sweaters and vests - solid color - navy or white
- Sweatshirts and sweatpants - navy or school colors
- Socks - solid color - navy, white, black
- Shoes - closed shoe, athletic shoes acceptable (*logo on athletic shoes acceptable*)

Caps, hats, and visors worn for sun-protective purposes

- Navy or white with no logo
- School caps/hats - school colors allowed
- Cap or visor must be worn with bill forward
- May not be worn indoors

Other Specifications

- No logos, writing, letters or pictures on clothing (other than school logo)
- No webbed belts, no belt buckles with lettering
- No sunglasses unless prescribed by doctor
- No jeans, stirrup pants, leggings, or overalls (no denim or imitation denim)
- No shirt style outer garments allowed
- Nothing related to gangs may be worn or displayed at any time in any manner

Uniforms are required to be worn every day unless your site principal otherwise notifies you. If you have any questions or concerns regarding the school uniform policy or exemption information, please contact your school principal by **September 10, 2014**.

AN EQUAL OPPORTUNITY EMPLOYER

1256 Broadway St. El Centro, CA 92243 Phone (760) 352-5712 Fax (760) 352-7237 Web: ecesd.org

El Centro Elementary School District



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AVISO OFICIAL

Estimados Padres de Familia y Comunidad,

Durante los últimos años, los padres de familia de todo el distrito han apoyado la implementación de una póliza de uniformes escolares para todas las escuelas del distrito. Este documento servirá como un aviso oficial del distrito de acuerdo con la póliza de uniformes escolares. Los uniformes escolares son mandatorios para todos los alumnos del distrito durante el año escolar 2014-15. Los requisitos específicos de los uniformes son los siguientes:

Blanco/Azul Marino - Camisas/Blusas/Camisas Polo/Camisas de Cuello Alto (de tortuga)

Con mangas y cuello
Camisas y blusas fajadas
Tallas demasiado grande o flojas no son permitidas
Camisas de la escuela son permitidas (colores de la escuela)

Azul Marino - Pantalones Largos, Pantalones Cortos (shorts), Pantalón Capri

Deben quedar formados a la cintura
Tallas demasiado grande o flojas no son permitidas
Los cintos deben estar asegurados con la presilla del pantalón y la longitud del cinto no debe sobrepasar la segunda presilla
Shorts demasiado cortos no son permitidos

Azul Marino - Faldas, Vestidos

Tallas demasiado grandes o flojas no son permitidas

Otras Prendas

Chamarras - cualquier color pero sin escrituras o emblemas (logos), tallas demasiado grandes o flojas no son permitidas
Suéteres y chalecos - colores sólidos, azul marino o blanco
Sudaderas y pantalón tipo sudadera - azul marino o colores de la escuela
Calcetines - colores sólidos, azul marino, blanco, o negro
Zapatos - zapato cerrado, zapatos atléticos (tenis) son aceptables (logos en los zapatos atléticos son aceptables)

Gorras, sombreros y viseras usadas para protección solar

Azul marino o blanco – sin emblemas (logos)
Gorras/sombreros de la escuela – colores de la escuela son permitidos
Gorras o viseras deben usarse hacia enfrente
Gorras, sombreros y viseras no pueden usarse adentro

Otras Especificaciones

No emblemas (logos), escrituras, letras o dibujos en la ropa (que no sean los de la escuela)
No cintos tejidos, no hebillas con letras
No anteojos de sol a menos que sean recetados por el doctor
No pantalones de mezclilla, de licra con estribos (leggings), u overoles (no mezclilla o imitación)
No se permiten chamarras estilo camisa
No deberán usar o exhibir en ningún momento o de ninguna manera nada relacionado con pandillas

Se requiere que los uniformes sean usados todos los días a menos que el/la director/a de su escuela le notifique lo contrario. Si tiene alguna pregunta o preocupación respecto a la póliza de uniformes escolares o información de exención, por favor comuníquese con el/la directora/a de su escuela a más tardar para el 10 de septiembre del 2014.

AN EQUAL OPPORTUNITY EMPLOYER

1256 Broadway St. El Centro, CA 92243 Phone (760) 352-5712 Fax (760) 352-7237 Web: ecesd.org

**El Centro School District
Office of Educational Services**

BULLETIN NO. 55-1
December 6, 1995

Subject: School Uniform Policy

- I. Background
- II. Information Dissemination
- III. Financial Considerations
- IV. Compliance Measures

I. BACKGROUND

Over the past year, many parents and community members have urged the El Centro School District to adopt a uniform policy as a means of deterring the influence of gangs, minimizing violence in the schools and community, and improving the learning environment. The Board of Trustees recognizes that other school districts that have adopted uniform policies have experienced enhanced school safety, an improved learning environment, a reduction in incidences of ethnic and racial tensions, a bridging of socio-economic differences between children, and improved student behavior. Accordingly, the El Centro School District will allow a mandatory school uniform program at all elementary schools beginning the 1996-97 school year and at the middle schools beginning the 1997-98 school year.

The decision to implement a school uniform policy will be a collaborative effort between parents and school staff. At least 80% of parents surveyed must support the uniform policy. Prior to adopting a school uniform policy each school must receive approval from the Board of Trustees.

II. INFORMATION DISSEMINATION

- A. It is the responsibility of the district to communicate to parents information common to all school sites, regarding the uniform policy.
- B. Each school shall notify parents six months prior to implementing a uniform policy.
- C. Each school shall communicate to parents information specific to the school sites, including:
 - 1. requirements for jackets/outer garments
 - 2. compliance measures to be employed
 - 3. availability of financial support and procedures for applying for assistance
 - 4. list of vendors of uniform articles
- D. The means by which this information is communicated shall include one or more of the following:
 - 1. District letters
 - 2. School newsletters
 - 3. parent forums

4. parent advisory meetings
5. radio and newspaper announcements
6. registration materials
7. student/parent handbooks

III. Financial Considerations

- A. No student shall be denied attendance at school, penalized or otherwise subject to compliance measures for failing to wear a uniform by reason of hardship.
- B. With the commencement of the 1996-97 school year, each school shall:
 1. Develop a procedure and criteria to identify families in need of financial assistance.
 2. Determine the type of financial assistance appropriate for the individual school community.
 3. Set up procedure whereby school and or community organizations may provide assistance to those families in need.
 4. Prepare a flyer describing in detail the uniform and listing the range of costs for each competitively priced item of clothing as provided by a variety of vendors. The flyer should state that in case of severe financial hardship, parents may contact their child's school to request assistance.

IV. Compliance Measures

- A. Each school should strive to achieve full compliance with the uniform policy through the use of incentives and positive reinforcement measures, and should resort to disciplinary action only when positive measures fail to ensure compliance.
- B. Prior to initiating any disciplinary action against a student not complying with the policy, a conference with the parent must be held with a school administrator or counselor to solicit parental support and cooperation.
- C. Disciplinary action is to be initiated only after all other means to secure support and cooperation have not succeeded. A "progressive discipline" approach is to be employed by the school so as to encourage full and consistent compliance with the least amount of disciplinary action.
- D. In order to ensure a smooth transition to the mandatory uniform policy, and in order to ensure that incentives and positive reinforcement measures are employed, no school shall take disciplinary action until after September 30, 1996 unless those not in compliance substantially interfere with the requirements of appropriate discipline.
- E. No student shall be considered noncompliant with the policy in the following instances:
 1. When compliance derives from financial hardship.

2. When a student wears the uniform of a nationally recognized youth organization such as the Boy Scouts or the Girl Scouts on regular meeting days.
3. When wearing a uniform violates a student's religious belief.
4. When a student's parent or guardian has secured an exemption from the uniform policy by following procedures set forth in Section F.

F. If the parent or guardian desires to exempt his or her child from the uniform policy, the parent or guardian must observe the following procedure:

1. Request in writing or in person an Application for Exemption from the Uniform Program. This application may be obtained at the student's school site.
2. Complete the application in full and submit to school administrator.
3. Meet with the school administrator to discuss the uniform policy and the nature of the parent(s) or guardian's objections to the policy. The purpose of this meeting is to:
 - a. ensure that the parents or guardians understand the reason for and goals of the uniform policy;
 - b. verify the accuracy of the information on the application;
 - c. define the alternative dress code.
4. A student who opts out must comply with the district's/school's standard dress code.

For assistance, please call Alicia M. Armenta, Assistant Superintendent, at 352-5712.

APPROVED:

MICHAEL KLENTSCHY, Superintendent

DISTRIBUTION:

Management Team and School Secretaries

SAFE SCHOOL PLAN DESERT GARDEN SCHOOL

PROCEDURES FOR SAFE INGRESS TO AND EGRESS FROM SCHOOL (EC 35294.2 (a) (2) (G))

Desert Garden School has several procedures in place to ensure safe passage for students coming to and going from school. They include:

1. Crossing guards are hired by the El Centro Elementary School District in coordination with the El Centro Police Department. They assist students in crossing the major intersections leading to and from the school. They are present in the morning and also in the afternoon to ensure safety for our students who walk to and from school.
2. Duty supervisors that are hired by Desert Garden School are on duty in front of the school at both cross walks, in the cafeteria, and at the bus loading area every morning to ensure student safety as they enter in the morning. In the afternoon there are supervisors at all areas except the cafeteria and a supervisor also monitors the west field exit as parents pick up their students on the south side of the school.
3. Bicycles are locked in a fenced area during the day. Students who ride their bicycles to school are required to wear helmets and to walk their bikes when they are on campus. The bicycle area is located on the south side of the school so students who ride their bicycles to school do not enter by the same gate as those who walk or come on the bus. This ensures the safety of pedestrians by keeping them separated from students who are riding bikes.
4. As needed, the police officer that works with Desert Garden School stands guard in the front as students arrive in the morning and leave in the afternoon. He works in conjunction with the supervisor on duty and she advises him of any parents or students who have been failing to observe the safety rules. Parents are occasionally given tickets for breaking the safety laws and students are counseled if they don't understand the rules for safe ingress.
5. The bus loading and unloading zone is located on the north side of the school. Students are able to load and unload safely in this area because it is used only for this purpose and to accommodate teachers who are not able to park in the lot in front of the school. There is no need for students to go near the street as they load and unload the buses. Students who

are waiting for the bus in the afternoon are supervised during the time that they wait and also during loading.

6. All students and school personnel practice the evacuation procedures monthly to ensure that everyone at the school understands the fastest route to safety.
7. To ensure the safety of all students and employees at Desert Garden School, it is required for all visitors to check in at the office prior to going to classrooms. In this way, it is possible for the office to know exactly who is on campus at any time.
8. During the school day the main gate on the south side of the school is open. The new fencing that was installed makes it impossible to gain access to the school without going through the office to check in. This has greatly enhanced our security throughout the school day.
9. Parents who bring their students to school in the morning and pick them up in the afternoon are required to stop in specific drop off areas. The curbs are clearly marked and instructions are given at the beginning of the year until all parents understand the procedures.
10. The beginning of the year assembly includes specific instructions to students regarding safe ingress and egress.
11. On specific occasions when we anticipate having heavy traffic or additional students, (such as a minimum day at the junior high school), we often inform the El Centro Police Department and they have a police car in the vicinity during dismissal time.
12. We are considering getting a sign for the entrance to the parking lot on the east side of the school that indicates only authorized personnel can enter the lot. We have some parents of children with special needs that must come in to the parking lot, but most of our parents should not find it necessary to pull in to the teachers' parking lot.

Ingress and Egress for students being dropped off by parents.

DESERT GARDEN SCHOOL INGRESS AND EGRESS

GATE 1

GATE 2

GATE 3

P-5
Mendoza
Speech

P-4
ASES

P-3
ASES
Art

P-2
ELD
ASES Rec.

P-1
Band and
Orchestra
ASES

Ingress and Egress for students riding bicycles

Cafeteria

Office

pedestrian ingress and egress

Room 4
Barkalow RSP
Room 3
ASES
Room 2
Computer lab
Room 1
Ramirez County Class storage
Restroom

Restroom 8 1/2
Room 8 Klentschy sixth
Room 7 Howington first
Room 6 Lynn fifth
Room 5 Holzman SDC

Room 12 Garcia fourth
Room 11 Lilien Kinder
Room 10 Obeso fifth
Room 9 Tarin first
Abatti Rdg. Coach
Restroom

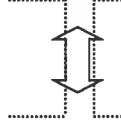
Restroom storage
Room 16 Wilcox fourth
Room 15 Bobbitt second
Room 14 Ruiz second
Room 13 Mitchell third



ingress and egress for students riding the bus



pedestrian ingress and egress



-Funds to support implementation: The principal will implement the anti-bullying program and therefore we do not require any funding for Objective 1-1. Objective 1-2 will be administrative jobs and additional funding is not required. For Objective 1-3 we will use LCFF funding not to exceed \$1,000.00 for the parent trainings.

-Evaluation: We will evaluate the next parent surveys that are administered and compare them with those that were given in November of 2014 to see if more parents feel that their children are free of harassment at school. We will monitor the suspension book and the discipline log to see if the incidence of bullying drops after the anti-bullying program is implemented in its entirety. We will discuss the issue of school communication during our School Site Council meetings to hear if the parents have any input to help us with the issue of parents not receiving enough information regarding homework. We will know that our plan is effective if we meet all of the objectives set forth within this plan. The comprehensive School Safety Plan will be evaluated and amended, as needed, by the Safe School Planning Committee no less than once each school year.

Updated 1-15

ECESD Safe School Plan
ACTION PLAN FOR COMPONENT 2
Place

Create a physical environment that communicates respect for learning and for individuals. See chapter 6.

Goal: We will continue to make improvements to our physical plant that will enhance its beauty and make it as safe as possible for all students.

-Objective 1-1: We will enhance the beauty of our school by planting trees and flowers throughout the school.

Related activities: We will work the School Site Council and the English Language Advisory Committee to find the funds to purchase the flowers and trees we would like to provide to our parents.

Resources needed: We will need to spend approximately \$500 for this project.

Person(s) responsible for implementation: Mrs. Dessert from facilities, Mr. Hisel from maintenance and the school principal will work together to purchase these items.

Timeline for implementation: This project will be ongoing from January of 2015 throughout the summer of 2016.

-Objective 1-2: We will continue to monitor and improve in any way possible, the security of our campus. We will know that we are meeting our goal when the supervisors report improvements, when there are no parent concerns expressed to the office staff and when the parent surveys indicate that parents feel the dismissal time is safe for all students.

Related activities: In 2014 we added an additional crossing guard to help students to cross at Driftwood and 6th street in the afternoons.

Resources needed: No new resources are required to maintain this program.

Person(s) responsible for implementation: The principal will make arrangements for this position.

Related activities: We will continue to monitor the pick-up area for students to that is now on the South side of the school. There is more space for parents to wait in line in their vehicles and there is also enhanced safety for our students.

Timeline for implementation: From this time forward.

-Objective 1-2b: We would like to enhance the security of our campus and make it more secure during the school day by adding a door to the south west corner of the office.

Related activities: We will work with the Director of the Facilities department to find the funding to make these improvements.

Resources needed: An estimated \$5000.00 would be needed for this project.

Person(s) responsible for implementation: The Director of Facilities will work with the principal to implement these improvements.

Timeline for implementation: We hope to accomplish these improvements before the summer of 2016.

Objective 1-3: We would like to enhance the appearance of the area directly West of the cafeteria, by putting in grass and benches.

Related activities: We will work with the Director of the Facilities and the Parent Teacher Organization (PTO) to find the funding to make this improvement.

Resources needed: An estimated \$5,000.00 would be required to complete this project.

Person(s) responsible for implementation: The Director of Facilities and the members of the Parent Teacher Organization will work with the principal to implement this improvement.

Timeline for implementation: We hope to complete this project by the summer of 2016.

-Funds to support implementation: The funding for these projects will need to come from facilities or general fund money or money raised by the PTO. The time line is necessarily long due to the uncertainty of the availability of funding.

-Evaluation: We will continue to evaluate the parent surveys that are administered and compare them to those that were given the previous year to see if parents feel that the traffic congestion issues have improved. We will discuss the issue of safe egress during our School Site Council meetings and we will monitor parent concerns regarding the issue of student safety during dismissal. We will be able to easily evaluate the effectiveness of the other projects by noting the construction that is required for completion of the projects. We will know that our plan is effective if we meet all of the objectives set forth within this plan. The comprehensive School Safety Plan will be evaluated and amended, as needed, by the safe school planning committee no less than once each school year.

Communicating the Safe School Plan to the Public

The public will be informed of the Safe School Plan through the School Site Council and the English Language Advisory Committee members. The plan will be sent to each member of these committees prior to the approval date so they can review it and respond with any changes they would like to make at the January 13, 2015 meeting.

The Safe School Plan will be kept in the principal's office and will be available for review by any parent or community member who would be interested in reading it.

ECESD Safe School Plan
ACTION PLAN FOR COMPONENT 1

People and Programs

Create a "Caring and Connected" school climate. See Chapter 5.

Goal: We will focus on student needs and parent concerns as we work to make our school the best possible place for students to learn and grow.

-Objective 1-1: We will monitor referrals to the office regarding harassment to see if there is a difference in the instances of bullying now that the word of the month program has been presented. We will have a police officer present an assembly to the students and parents regarding the dangers of bullying.

We implemented a "word of the month" program last year to help develop good character traits in our students.

Resources needed: This program is being provided to our school for free.

Person(s) responsible for implementation: The teachers will receive the poster with the word of the month and will teach the program.

Resources needed: The district will provide the training materials for teachers.

Person(s) responsible for implementation: The Principal will present the program.

We will continue to work with members of the Rotary Club as they present a character development program called STAR to our fourth grade students.

Timeline for implementation: 2014 through 2015 school year.

-Objective 1-2: Some parents have indicated that they do not receive enough information regarding School Site Council meetings from the school. We will post the meeting time and place of each School Site Council meeting and every Parent Teacher Organization meeting. We will be sure to put the meetings on the monthly calendar that is sent home with students. This year we will announce some of the meetings through the use of Black Board Connect.

Related activities: The teachers will turn in their calendars to the office to be copied for students. If teachers do not turn in the calendar, they will be reminded that it is due at the first of the month.

Resources needed: All resources are currently in place.

Person(s) responsible for implementation: The principal will oversee the calendar disbursement.

Timeline for implementation: From this time forward

-Objective 1-3: Last year our objective to involve parents more in their children's educations was met. Our goal is for the number of parents attending training to reach 50% or more. We still have many parent activities planned for the remainder of the year.

Related activities: The teachers will organize several Literacy and Math nights for parents.

Teachers will be trained to use the Black Board Connect Program to send messages to the parents of our students.

Teachers will be trained to post information on our school website.

Resources needed: materials will be provided to parents during the Literacy Nights.

Person(s) responsible for implementation: The teachers and the Principal will work together to provide the activities.

Timeline: Throughout the 2014-2015 school year

Budget: \$1,000 in the LCFF budget will be set aside for these Activities.

Related activities: Teachers will be made aware of the number of students who have seen another person with a weapon. The teachers will plan a way for students to report seeing a person with a weapon anonymously. The School Resource Officer will be asked to speak to classrooms regarding school safety and the danger of weapons in the hands of students.

Resources needed: if a "report box" is needed the funds will be provided through LCFF funds.

Desert Garden School



Code of Student Conduct

2014-15

The El Centro Elementary School District believes that all students have a right to a safe and healthy school environment, and are committed to promoting mutual respect, tolerance and acceptance.

Introduction

Welcome to Desert Garden School☺ We look forward to providing your child a premier education with instruction in an environment that is conducive to learning. To assist students, parents, guardians, administrators, and school personnel in maintaining such an environment, the Code of Student Conduct will:

- Outline student dress code/uniform policy
- Outline Student Behavior and Discipline Policy
- Outline procedures for violation of Student Behavior and Discipline Policy
- Summarize Board Policy 5037: Discrimination, Harassment, Intimidation and Bullying Prevention and Response

Responsibilities of Student and Parents/Guardians:

- Know the rules of the Code of Student Conduct
- Support administration of school rules
- Accept the consequences for violating Code of Student Conduct
- Student exhibits appropriate conduct that does not infringe upon the rights of others or interfere with the school program

Responsibilities of School Personnel

- Know the specifics of the Code of Student Conduct
- Apply rules and consequences appropriately
- Convey information regarding policies and procedures to students and parents/guardians

Student Rights and Obligations

We are committed to ensuring that employee-student relationships are positive and professional.

School Code of Conduct

Desert Garden School is committed to creating a climate in which every student feels safe and welcome. This will be possible if every student practices the following:

- Be respectful
- Be responsible
- Be trustworthy
- Be caring
- Be accepting of differences
- Be fair
- Be a good citizen

With appropriate guidance our students will:

- Learn and follow school and classroom rules
- Solve problems without physical or verbal violence
- Keep a safe and clean campus that is free of graffiti, weapons and drugs
- Be role models that help create a positive school environment
- Report any bullying, harassment, or hate-motivated incidents
- Display positive sportsmanship both on the athletic field and playground
- Attend school on time, with supplies, ready to learn
- Keep social activities safe

Remember to be a PeaceBuilder at home, at school, and in the community each day! You can do this by:

- Praise people
- Give up put-downs
- Seek wise people
- Notice and speak up about hurts you have caused
- Right wrongs
- Help others

School Rules

1. Follow directions
2. Be prepared and on time
3. Keep your hands, feet, and objects to yourself
4. No bullying, teasing or using bad language
5. Follow the dress code

Desert Garden School has high expectations for student behavior which include:

- Walk quietly to and from all activities
- Treat others and their property with kindness and respect
- Will avoid vandalizing or defacing school property
- Observe safety rules and use equipment properly
- Stay in assigned area on playground
- Bicycles are to be walked at all time on school grounds
- Gum or candy is not to be chewed or eaten on school grounds
- Follow district and school uniform/dress policy

Unacceptable Behavior:

- Fighting
- Stealing
- Property damage
- Throwing objects
- Possession of dangerous objects/materials
- Unacceptable/disruptive language and gestures
- Use of electronic signaling devices on campus

Cellular Phones/Electronic Signaling Devices

It is the policy of the school to prohibit the use of cellular phones or any electronic signaling device by students on campus during the normal school day without school authorization. Students are permitted to possess the cellular phones or electronic signaling devices on campus provided that any such device remains off and in a backpack during the school day. Violation of this policy will result in the following:

- Items will be confiscated immediately and taken to the office by the end of the school day
- First offense: Item will be confiscated and must be picked-up from the principal by a parent/guardian.
- Second offense: Item will be confiscated and held in the office for 1 month. Parent conference is mandatory.
- Third offense: Item will be confiscated and held in the office for the remainder of the year. Parent conference is mandatory.

Students' Personal Property

Personal items of value (cell phones, iPods, cameras, electronic games, computers, etc.) should not be brought to school since loss, theft, or damage is possible. Also, such items can be distracting to the educational process and may be confiscated by school personnel. The school is not responsible for lost or stolen items.

Student Dress

Desert Garden School requires adherence to the District uniform policy. Requirements include:

White/Navy

Shirts, Blouses, Polo Shirts, Turtlenecks

- With sleeves and collars
- Shirts and blouses tucked in
- Oversized or baggy not allowed
- School shirts - school colors allowed

Navy

Long Pants, Shorts, Capris

- Must fit at waist
- Oversized or baggy not allowed
- Belt secured by pant loops and length should not exceed second belt loop
- Short shorts not allowed

Skirts, Jumpers

- Oversized or baggy not allowed

Other Garments

- Jackets - any color but with no writing or logos, oversized or baggy not allowed
- Sweaters and vests - solid color - navy or white
- Sweatshirts and sweatpants – navy or school colors
- Socks - solid color - navy, white, black
- Shoes - closed shoe, athletic shoes acceptable (*logo on athletic shoes acceptable*)

Caps, hats, and visors worn for sun-protective purposes

- Navy or white with no logo
- School caps/hats – school colors allowed
- Cap or visors must be worn with bill forward
- May not be worn indoors

Other Specifications

- No logos, writing, letters, or pictures on clothing (other than school logo)
- No webbed belts, no belt buckles with lettering
- No sunglasses unless prescribed by doctor
- No jeans, stirrup pants, leggings, or overalls (no denim or imitation denim)
- No shirt style outer garments allowed
- Nothing related to gangs may be worn or displayed at any time in any manner

Throughout the year, students may be rewarded with a Free T-shirt Day or Free Dress Day. The following rules apply:

- NO sleeveless shirts and/or dresses
- NO jeans with holes in any location
- NO shirts with inappropriate pictures, sayings, or markings
- NO leggings unless they are covered with shorts, a dress, or a skirt
- NO open-toed shoes
- Shirts must be tucked in at all times

Zero Tolerance for Bullying

The El Centro Elementary School District is committed to providing equal opportunity for all individuals in our schools and in promoting mutual respect, tolerance and acceptance. We believe that students have the right to be educated in a safe and healthy learning environment free from unreasonable disruptions. It is that commitment and belief that has led to the adoption of the "Discrimination, Harassment, Intimidation and Bullying Prevention and Response: Board Policy 5037. This policy specifically prohibits discrimination, harassment, intimidation and bullying based on disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with person(s) with these actual or perceived characteristics. This applies to all acts related to school activities or attendance, and includes bullying and cyberbullying that takes place on home computers, mobile phones or other devices.

As of July 1, 2012, Assembly Bill 1156 (2011) defines bullying as: Any severe or pervasive physical or verbal act or conduct, including communications in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has an effect in one or more of the following:

- Fear of harm to the pupil or pupil's property;
- Substantial detrimental effect on a pupil's physical or mental health;
- Substantial interference with a pupil's academic performance;
- Substantial interference with a pupil's ability to participate in or benefit from the services, activities or privileges provided by the school.

In order to promote safe schools and address bullying, Desert Garden School has adopted a "Code of Student Conduct" that is to be followed by every student. Clear expectations for behavior are posted, and this includes a no-bullying rule as well as the consequences for breaking the rule. Students who engage in bullying may be subject to disciplinary action up to and including expulsion. Steps to report and investigate incidents of bullying by students, staff and parents are in place.

- Report the incident to the Principal or designee
- Investigation will be conducted as soon as possible (within 5 days of receiving complaint)
- If you are not satisfied with the resolution, an appeal may be submitted to the Associate Superintendent within 5 days
- A decision will be made within 5 business days

Consequences for these incidents may include, but are not limited to, counseling, parent conference, detention, involuntary transfer, a formal suspension and/or expulsion.

Staff will make reasonable efforts to keep a report of bullying and the results of any investigation confidential, as appropriate. The District prohibits retaliation against any person who has brought forth a complaint charging unlawful discrimination or harassment or anyone who has been involved in the investigation.

Desert Garden School Discipline Policy
Administrative Support Plan (Kinder-6th Grade)

<u>MISCHIEVOUS BEHAVIORS</u>	<u>SEVERE BEHAVIORS</u>
These consequences will be applied only after teachers have followed all discipline procedures in the classroom and have submitted a Student Discipline Report	These consequences will be applied immediately and refer to the following behaviors: Fighting, Vandalism, Theft, Bullying, Drugs, Weapons, Tobacco Products, Extreme Defiance.
FIRST REFERRAL: <ul style="list-style-type: none"> • Conference with Student • Contact Parent • Discipline Essay • Loss of Privilege (optional) 	FIRST REFERRAL: <ul style="list-style-type: none"> • Conference with Student • Contact Parent • In School Suspension (2 hours) • Loss of Privilege (optional)
SECOND REFERRAL: <ul style="list-style-type: none"> • Conference with Student • Contact Parent • In School Suspension (1 hour) • Loss of Privilege (optional) 	SECOND REFERRAL: <ul style="list-style-type: none"> • Conference with Student • Contact Parent for Conference • In School Suspension (1 day) • Grade Level PST Referral • 3-day Behavior Card
THIRD REFERRAL: <ul style="list-style-type: none"> • Conference with Student • Contact Parent for Conference with Teacher • In School Suspension (2 hours) • Grade Level PST Referral • 1-day Behavior Card 	THIRD REFERRAL: <ul style="list-style-type: none"> • Conference with Student • Contact Parent for Conference • In School Suspension (2 days) • 5-day Behavior Card • Investigate SARB Discipline Referral
FOURTH REFERRAL: <ul style="list-style-type: none"> • Conference with Student • Contact Parent for Student Shadowing • In School Suspension (3 hours) • Investigate SARB Discipline Referral • 3-day Behavior Card 	FOURTH REFERRAL: <ul style="list-style-type: none"> • Conference with Student • Contact Parent • Home Suspension (1-2 days) • Return with Parent Shadow • On-going Behavior Card
FIFTH REFERRAL: <ul style="list-style-type: none"> • Conference with Student • Contact Parent • Return with Parent Shadow • Home Suspension (1-2 day) • Investigate SARB Discipline Referral • 5-day Behavior Card • Move to SEVERE COLUMN 	FIFTH REFERRAL: <ul style="list-style-type: none"> • Conference with Student • Contact Parent for Conference • Return with Parent Shadow • Home Suspension (1-5 day) • Recommend for Expulsion
Principal may include the following: <ul style="list-style-type: none"> • Loss of playground privileges • Detention • Community Service • Saturday School • Outside Agency Referral 	Principal may include the following for SEVERE: <ul style="list-style-type: none"> • Non-Activity List • Detention • Community Service • Saturday School • On-going Behavior Card

DESERT GARDEN SCHOOL
CODE OF STUDENT CONDUCT

Name of Student: _____

Teacher _____ Grade _____

Dear Parents:

We, at Desert Garden School believe that, "Parents and guardians are the first teachers and their home is the first classroom." The professional educators base their opinion on what the child knows and brings to school. For this reason, every success and concern should be shared by the teacher and parents when at all possible. "Our Code of Student Conduct" resume has expectations of the whole school. Please read and sign this form indicating you have read and reviewed it with your child. You will be informed of the progress of your child here at Desert Garden School. We want your child to have the best possible education. Don't hesitate if you have any questions. Our school phone number is (760) 352-2051

Signed by Teacher _____

Signed by Principal _____

Please sign, cut and return this section to the teacher

My child and I have read and discussed the Code of Student Conduct and are in agreement to abide by it.

Student Name _____ Address _____

Parents Name _____

Home Phone _____ Work Phone _____ Emergency Phone _____

Parent Signature _____ Date _____

Student Signature _____ Date _____

Escuela Primaria Desert Garden



**Código de Conducta de los Estudiantes
2014-2015**

El Distrito Escolar de El Centro considera que todos los estudiantes tienen derecho a un ambiente seguro y saludable, y se han comprometido a promover el respeto mutuo, la tolerancia y la aceptación.

Introducción

Bienvenidos a la escuela Desert Garden. ☺ Esperamos poder ofrecer a su hijo(a) una educación de primera clase con la instrucción en un ambiente que sea propicio para el aprendizaje. Para ayudar a los estudiantes, padres, tutores, apoderados, administradores y personal de la escuela en el mantenimiento de ese entorno, el Código de Conducta del Estudiante deberá:

- Explicar el código de vestuario / póliza de uniforme
- Explicar la póliza de conducta y disciplina
- Explicar los procedimientos de la violación de la póliza de conducta y disciplina
- Resumir la póliza de la mesa directiva 5037: Prevención y respuesta al acoso, discriminación, e intimidación

Responsabilidades de los estudiantes y padres, tutores y apoderados:

- Conocer las normas del Código de Conducta del Estudiante
- Apoyar la administración de las reglas escolares
- Aceptar las consecuencias de violar el Código de Conducta del Estudiante
- El estudiante exhibe una conducta adecuada que no infrinja con los derechos de otros o interfiera con el programa escolar

Responsabilidades del personal escolar:

- Conocer las características específicas del Código de Conducta del Estudiante
- Aplicar adecuadamente las reglas y consecuencias
- Transmitir información sobre las pólizas y procedimientos a los estudiantes y los padres o tutores

Derechos y Obligaciones de los Estudiantes

Estamos comprometidos a asegurar que las relaciones entre los estudiantes y los empleados sean positivas y profesionales.

Código de Conducta para la Escuela

La Escuela Desert Garden se compromete a crear un clima en el cual cada alumno se sienta seguro y bienvenido. Esto será posible si cada estudiante practica lo siguiente:

- Ser respetuoso
- Ser responsable
- Ser digno de confianza
- Ser cuidadoso
- Aceptar las diferencias
- Ser justo
- Ser un buen ciudadano

Con la orientación apropiada nuestros estudiantes serán capaces de:

- Aprender y seguir las reglas de la escuela y el salón de clases
- Resolver problemas sin violencia física o verbal
- Mantener un campo seguro y limpio que esté libre de grafito (inscripciones en las paredes), armas y drogas
- Ser modelos de conducta que ayudan a crear un ambiente positivo
- Reportar cualquier caso de intimidación, acoso, o incidentes motivados por el odio
- Mostrar un espíritu deportivo positivo, tanto en el campo deportivo como en el parque infantil
- Llegar a la escuela a tiempo, con los útiles escolares, listos para aprender
- Mantener las actividades sociales seguras

Recuerde que debe ser un PeaceBuilder - Constructor de Paz- en casa, en la escuela, y en la comunidad todos los días! Usted puede hacer esto:

- Dar elogios a la gente
- Renunciar a las humillaciones
- Buscar a la gente con sabiduría
- Admitir y hablar sobre el daño que ha causado
- Corregir los errores
- Ayudar a otros

Reglas de la Escuela

1. Seguir las instrucciones
2. Estar preparado y a tiempo
3. Mantener sus manos, pies y objetos para sí mismo
4. No usar la intimidación, las burlas o malas palabras
5. Seguir el código de vestuario

La escuela Desert Garden tiene altas expectativas para la conducta o comportamiento de los estudiantes, que incluyen:

- Caminar en silencio desde y hacia todas las actividades
- Tratar a los demás y los objetos de su propiedad con amabilidad y respeto
- Evitar la vandalización o desfiguración de la propiedad escolar
- Observar las normas de seguridad y utilizar correctamente el equipo
- Permanecer en el área asignada en la zona de juegos
- Caminar las bicicletas en todo momento en los campos de la escuela
- No comer dulces o masticar chicle en el recinto escolar
- Seguir la póliza del uniforme/vestuario del distrito y la escuela

Conducta o Comportamiento Grave

- Pelear
- Robar
- Dañar la propiedad
- Lanzar objetos
- Posesión de objetos o materiales peligrosos
- Hablar o usar gestos en una manera inaceptable o disruptiva
- Usar dispositivos electrónicos de señalización en el campus

<p align="center">Plan de Disciplina en el salón de clases (K-6) Consecuencias</p>
<ol style="list-style-type: none">1. Llamada de atención2. Tiempo afuera/espera (5 minutos)3. Tiempo afuera/espera (10 minutos)4. Tiempo en el salón de otro maestro y contacto con los padres (20 minutos)5. Referencia al director(a)

Teléfonos celulares o dispositivos electrónicos de señalización

Es la póliza de la escuela prohibir el uso de teléfonos celulares o cualquier otro dispositivo de señalización electrónica en el campo durante el día escolar normal, sin la autorización de la escuela. Los estudiantes pueden tener los teléfonos celulares o dispositivos electrónicos de señalización en el campo, siempre y cuando cualquiera de esos artículos se mantenga apagado y dentro de la mochila durante el día escolar. La violación de esta póliza resultará en lo siguiente:

- Los artículos serán confiscados inmediatamente y llevados a la oficina al final del día escolar
- Primera infracción: El artículo será confiscado y debe ser recogido en la oficina del director por un padre / tutor.
- Segunda infracción: El artículo será confiscado y se mantendrá en la oficina por 1 mes. Una conferencia con los padres es obligatoria.
- Tercera infracción: El artículo será confiscado y se mantendrá en la oficina por el resto del año. Una conferencia con los padres es obligatoria.

Propiedad Personales de los Estudiantes

Artículos personales de valor (teléfonos celulares, iPods, cámaras, juegos electrónicos, computadoras, etc) no deben ser traídos a la escuela ya que la pérdida, robo o daño es posible. Además, estos artículos pueden ser una distracción para el proceso educativo y puede ser confiscado por el personal de la escuela. La escuela no es responsable por artículos perdidos o robados.

Vestuario de los Estudiantes

La escuela Desert Garden requiere la adhesión a la póliza de uniformes del distrito. Los requisitos incluyen:

Blanco/Azul Marino

Camisas, blusas, polos, cuello de tortuga, etc.

Con mangas y cuellos

Camisas y blusas metidas - fajadas

No se les permite ropa de tamaño excesivo

Camisas escolares – se permiten colores de la escuela

Azul Marino

Pantalones largos, pantalones cortos, capris-bermudas

Deben quedar a la cintura

No se les permite ropa de tamaño excesivo

Cinturón sostenido por los lazos del pantalón y no debe exceder en tamaño que calce el segundo ojal del cinturón

Pantalones y faldas muy cortas no están permitidos. Esto está determinado por los pantalones y faldas que estén más altos cuando están más altos que las puntas de los dedos mientras el alumno está de pie con los brazos a los lados de su cuerpo.

Faldas y overoles / guardapolvos

No se permite ropa de tamaño excesivo o flojos

Otras Prendas de Vestir

Chaquetas de cualquier color, pero sin escritura o logotipos, no tamaños excesivos o con bolsas son permitidas

Suéteres y chalecos - color sólido - azul marino o blanco

Sudaderas y pantalones deportivos - colores azul marino o en la escuela

Calcetines de colores sólidos - Azul marino, blanco, negro

Indumentaria y calzado cerrado, zapatos deportivos son aceptables (logotipo en el calzado deportivo es aceptable)

Gorras, sombreros, viseras que se usan para protección solar

Azul marino o blanco sin logotipo

Gorras de la escuela / Sombreros - colores de la escuela permite

Gorro o viseras se deben usar con la visera hacia delante

No se pueden usar en los interiores de la escuela

Otras especificaciones

- Ropa sin logotipos, textos, letras o dibujos (a menos que sea el logo de la escuela)
- No cinturones con tejido palmeado, o hebillas de cinturón con letras
- No gafas de sol, a menos que sean prescritas por el médico
- No pantalones, polainas, estribos o guardapolvos de mezclilla (denim) o su imitación.
- No se permiten playeras con estilo de camisas
- Nada que esté relacionado con las pandillas puede ser usados o exhibidos en cualquier momento, o de cualquier forma

A lo largo del año, los estudiantes pueden ser recompensados con un día de vestido o camiseta libre. Las siguientes reglas se aplican:

- No camisas o vestidos sin mangas
- NO jeans o pantalones de mezclilla con agujeros en cualquier lugar
- NO camisetas con imágenes inapropiadas, refranes, o marcas
- NO "leggings" a menos que estén cubiertos con pantalones cortos, un vestido o una falda
- NO zapatos abiertos
- Las camisas deben estar metidas / fajadas en todo momento

La violación de la póliza de uniformes o de la póliza de vestido libre se aplicará desde el primer día de clases.

No habrá período de gracia.

Tolerancia Cero del Acoso

El Distrito Escolar de El Centro se compromete a ofrecer igualdad de oportunidades para todos los individuos en nuestras escuelas y en la promoción del respeto mutuo, la tolerancia y la aceptación. Creemos que los estudiantes tienen derecho a ser educados en un ambiente de aprendizaje seguro y saludable, libre de interrupciones injustificadas. Es este compromiso el que ha dado lugar a la adopción de la Póliza de "Prevención y Respuesta al Acoso, Discriminación, e Intimidación de la Mesa Directiva del Distrito Escolar de El Centro 5037. Esta póliza prohíbe específicamente la discriminación, el acoso, la intimidación y el acoso por motivos de discapacidad, género, nacionalidad, raza o etnicidad, religión, orientación sexual, o la asociación con la persona (s) de estas características reales o percibidas. Esto se aplica a todos los actos relacionados con las actividades escolares o la asistencia, e incluye la intimidación y el acoso cibernético que tiene lugar en los organizadores personales, teléfonos móviles u otros dispositivos.

El 1 de julio de 2012, el Proyecto de Ley 1156 (2011) define el acoso como: Todo acto grave o frecuente físico o verbal o de conducta, incluyendo las comunicaciones por escrito o por medio de un acto electrónico, y que incluye uno o más actos cometidos por un alumno o un grupo de alumnos, dirigido hacia uno o más alumnos que tiene un efecto en uno o más de los siguientes:

- El temor de daño para el alumno o la propiedad del alumno;
- Efecto perjudicial en la salud física o mental del alumno;
- La interferencia sustancial con el desempeño académico del alumno;
- La interferencia sustancial con la capacidad del alumno para participar en o beneficiarse de los servicios, actividades o privilegios ofrecidos por la escuela.

Con el fin de promover la seguridad en las escuelas y la responder a la intimidación, la escuela primaria Hedrick ha adoptado un "Código de Conducta del Estudiante" que debe ser seguido por todos los estudiantes. Las expectativas claras de conducta o comportamiento son publicadas. Esto incluye la regla de no intimidación, así como las consecuencias por violar la regla. Los estudiantes que participan en intimidación pueden ser sujetos a una acción disciplinaria que puede incluir hasta una expulsión. Pasos para denunciar e investigar los incidentes de intimidación por parte de los estudiantes, personal y padres de familia han sido establecidos.

- Reporte el incidente al director o la persona designada
- La investigación se llevará a cabo tan pronto como sea posible (dentro de los 5 días después de recibir la queja)
- Si usted no está satisfecho con la resolución, un recurso puede ser presentado al Superintendente Asociado dentro de los próximos 5 días
- Una decisión será tomada en un período de 5 días hábiles

Las consecuencias de estos incidentes pueden incluir, pero no se limitan a, consejería, conferencia con los padres, detención, traslado involuntario, una suspensión formal y / o expulsión.

El personal hará esfuerzos razonables para mantener el informe de la intimidación y los resultados de la investigación confidencial, según corresponda. El Distrito prohíbe las represalias contra cualquier persona que ha presentado un reclamo de cargo de discriminación ilegal o acoso o cualquier persona que ha estado involucrada en la investigación.

**Póliza de Disciplina de la Escuela Primaria Desert Garden
Plan de Apoyo Administrativo (Kinder-6th Grado)**

<u>CONDUCTAS MALICIOSAS</u>	<u>CONDUCTAS SEVERAS</u>
<p>Estas consecuencias serán aplicadas sólo después de que los maestros hayan seguido todos los procedimientos de disciplina en el aula o salón de clases y se han sometido un Reporte de Disciplina de Estudiante</p>	<p>Estas consecuencias serán aplicadas inmediatamente y se refieren a las siguientes conductas: Peleas, Vandalismo, Robo, Intimidación, Drogas, Armas, Productos de Tabaco, Desafío Extremo</p>
<p>PRIMERA REFERENCIA:</p> <ul style="list-style-type: none"> ▪ Contacto con los padres ▪ Consulta con el estudiante ▪ Un día de Detención/ISS 	<p>PRIMERA REFERENCIA:</p> <ul style="list-style-type: none"> • Conferencia con los Padres • Conferencia con el estudiante • Uno – Cinco Días de Suspensión Fuera de la Escuela • Pérdida de privilegios (opcional) • Referencia al Centro de Recursos Familiares/IEP (si es apropiado) • Investigar la posibilidad de Expulsión
<p>SEGUNDA REFERENCIA:</p> <ul style="list-style-type: none"> ▪ Contacto con los padres ▪ Consulta con el estudiante ▪ Uno - Dos días de Detención/ISS 	<p>SEGUNDA REFERENCIA:</p> <ul style="list-style-type: none"> • Conferencia con los Padre • Conferencia con el estudiante • Dos – Cinco Días de Suspensión Fuera de la Escuela • Referencia al Centro de Recurso Familiares/IEP (si es apropiado) • Investigar la posibilidad de Expulsión
<p>TERCERA REFERENCIA:</p> <ul style="list-style-type: none"> ▪ Contacto con los padres y/o Conferencia con los Padres ▪ Conferencia con el estudiante ▪ Uno – Tres días de Detención/ISS ▪ Referencia al Centro de Recursos Familiares/PIP/Consejero (si es apropiado) 	<p>TERCERA REFERENCIA:</p> <ul style="list-style-type: none"> • Conferencia de Padre • Conferencia con el estudiante • Tres – Cinco Días de Suspensión Fuera de la Escuela • Referencia al Centro de Recursos Familiares/IEP (Si es apropiado) • Investigar la posibilidad de Expulsión
<p>CUARTA REFERENCIA:</p> <ul style="list-style-type: none"> ▪ Contacto con los padres y/o Conferencia con los Padres ▪ Conferencia con el estudiante ▪ Uno – Cuatro días de Detención/ISS • Referencia al Centro de Recursos Familiares/PIP/Consejero (si es apropiado) • Investigar referencia a SARB por disciplina 	<p>CUARTA REFERENCIA:</p> <ul style="list-style-type: none"> • Conferencia con los Padres • Conferencia con el estudiante • Cinco Días de Suspensión Fuera de la Escuela • Referencia al Centro de Recursos Familiares/IEP (Si es apropiado) • Recomendación para Expulsión
<p>QUINTA REFERENCIA:</p> <ul style="list-style-type: none"> ▪ Contacto con los padres y/o Conferencia con los Padres ▪ Conferencia con el estudiante ▪ Uno – Cinco días de Detención/ISS • Referencia al Centro de Recursos Familiares/PIP/Consejero (Si es apropiado) • Investigar Referencia a SARB por disciplina • Mueve a la COLUMNA SEVERA 	<p>QUINTA REFERENCIA:</p> <ul style="list-style-type: none"> • Conferencia con los Padres • Conferencia con el estudiante • Cinco Días de Suspensión Fuera de la Escuela • Referencia a Centro de Recursos Familiares/IEP (Si es Apropiado) • Recomendación para Expulsión

La Escuela Desert Garden
Código del Conducta de los Estudiantes

Nombre del Estudiante: _____

Maestro: _____ **Grado:** _____

Estimados Padres:

En la escuela Desert Garden, creemos que, "Los padres o tutores son los primeros maestros y el hogar es el primer salón de clases." Los educadores profesionales se basan en lo que el niño trae a la escuela. Por esa razón, cada éxito y cada preocupación deben ser compartidos por el maestro y los padres siempre que sea posible. "Nuestro Código de Conducta del Estudiante" resume las expectativas de toda la escuela. Por favor, lea y firme esta forma indicando que la ha revisado con su hijo(a). Se le mantendrá informado del progreso de su estudiante en Hedrick, de modo que él / ella pueda obtener la mejor educación posible. No dude en llamar si tiene cualquier duda. Teléfono de la escuela: (760) 352-4750

Firma del Maestro: _____

Firma del Director: _____

Por favor, recortar, firmar y devolver esta sección al maestro en la escuela.

Mi hijo(a) y yo hemos leído y discutido el "Código de Conducta del Estudiante" y estamos de acuerdo en cumplir con él.

Nombre del Estudiante

Dirección

Nombre de los Padres

Teléfono de la Casa

Teléfono del Trabajo

Teléfono de emergencia

Firma de los Padres _____ Fecha _____

Firma del Estudiante _____ Fecha _____

DESERT GARDEN POSITIVE DISCIPLINE PLAN

1. RULES

A. GENERAL SCHOOL RULES

1. Keep hands, feet and objects to yourself
2. Follow directions the first time
3. Walk quietly to and from all activities
4. Treat others and their property with kindness and respect
5. Observe safety rules and use equipment properly

B. SCHOOL SAFETY RULES

1. ABSOLUTELY no running on sidewalks
2. Only quiet sitting games allowed at the ramada
3. No fighting, wrestling, pushing, touching or tackle games allowed.
4. Arguing, profanity, or inappropriate gestures are not allowed.
5. No rock throwing
6. No loitering in or around rest rooms or office
7. Stay in proper areas:
 - a. at all recesses stay west of the buildings
 - b. before school stay on the playground
8. Use restroom and get drinks before the freeze bell rings
9. Balls are to be bounced or thrown only on the playground
10. Stop activities when the bell rings
11. Obey and respect all adults at all times
12. WALK bike in and out of gate next to the bike rack
13. Stay out of the parking lots
14. GUM, CANDY AND SODAS ARE NOT ALLOWED
15. Nutritious snacks are to be eaten under the ramada at morning recess only.

C. PLAYGROUND EQUIPMENT RULES

1. Horizontal bars: Students are not to sit or walk on top rungs
DO NOT JUMP OFF TOP OF BARS
2. Swings: Students are not to jump out of swing while swing is in motion. No running between swings, twisting, standing in, sideways swinging or other unsafe uses allowed.
3. Tether Balls: Proper game rules will be followed. Poles are NOT to be pushed, pulled or tipped.
4. Balls: Balls are to be used only on the playground NO stick, trench, Nation Ball or similar games are allowed without teacher supervision.
5. All other bars: Use for pull-ups, chin-ups only. No gymnastics.
6. Volleyball nets: No hanging on nets.

II. UNACCEPTABLE BEHAVIOR

- A. Fighting
- B. Stealing
- C. Property damage
- D. Improper language and gestures
- E. Socially unacceptable behavior

III. POSITIVE REWARDS

A. WEEKLY

1. All classes with perfect attendance for the week will receive a reward.

B. SEMESTER

1. At the end of each semester, one bicycle will be awarded to a student who did not receive detention for the entire semester, and has at least a 90% attendance record for the period in which they were enrolled. (The student must have been enrolled at least three months prior to the drawing.)
2. Other prizes may be awarded as they are available on a lottery basis from the semester drawing.

C. STUDENT OF THE MONTH

A monthly award per class will be awarded by the teacher for the outstanding student in that class. The award will be presented by the principal at a morning assembly.

(A warning period of 10 days will be in effect at the beginning of each year in order to acquaint the students with the school rules.)

IV. CONSEQUENCES

- A. Each person on duty will have detention forms and will issue detention for violations of the rules.
- B. Infractions listed under unacceptable behavior on the detention forms will result in the student being sent immediately to the office to conference with the principal and appropriate action will be taken.
- C. For each infraction appropriate action will be taken, including detention, suspension and expulsion.
- D. Students may be suspended and/or expelled for the following list of infractions, by state law and El Centro School District Policy:
 - 1A. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - 1B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
 - 1C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
 - 1D. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
 - 1E. Committed or attempted to commit robbery or extortion.
 - 1F. Caused or attempted to cause damage to school property or private property.
 - 1G. Stolen or attempted to steal property or private property.
 - 1H. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
 - 1I. Committed an obscene act or engaged in habitual profanity or vulgarity.

1J. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

1K. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

1L. Knowingly received stolen school property or private property.

1M. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

1N. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

1O. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school sponsored activity.

EC 48900.2 (Grades 4-8 inclusive)

Committed sexual harassment as defined by EC 212.5

EC 48900.3 (Grades 4-8 inclusive)

Committed hate violence (EC 33032.5)

EC 48900.4 (Grades 4-8 inclusive)

Harassment, threats or intimidation

EC 48915

Violations 48900 (a), (b), (c), (d) requires the Superintendent to recommend a student's expulsion.

NOTICE TO PARENTS AND PUPILS MANDATORY SUSPENSION & EXPULSION OF PUPILS

State Law and District Policy requires MANDATORY SUSPENSION & EXPULSION of a pupil found to be in possession of a FIREARM at school or at a school activity.

Additionally, State Law & District Policy requires MANDATORY SUSPENSION & EXPULSION of a pupil for any of the following acts unless the particular circumstances warrant a suspension and/or expulsion to be inappropriate:

1. possession of any KNIFE, EXPLOSIVE, or OTHER DANGEROUS OBJECT.
2. causing serious physical injury to another person, except in self-defense.
3. unlawful sale of any controlled substance.
4. robbery or extortion.

(Cut here. Sign and return to classroom teacher.)

Date _____

I have read the Desert Garden School Positive Discipline Policy.

PARENT/GUARDIAN SIGN HERE: _____

STUDENT NAME _____ ROOM # _____

PLAN DE DISCIPLINA POSITIVA DE LA ESCUELA DESERT GARDEN

1. REGLAS

A. REGLAS ESCOLARES GENERALES

1. Mantengan las manos, pies y objetos consigo mismos
2. Sigam instrucciones la primera vez
3. Caminen calladamente de y a todas las actividades
4. Traten a otros y a sus pertenencias con bondad y respeto
5. Observen las reglas de seguridad e usen equipo apropiadamente

B. REGLAS ESCOLARES DE SEGURIDAD

1. Absolutamente no deben de correr en las banquetas
2. En la enramada solo se permiten juegos que se puedan jugar estando sentados y en voz baja
3. No se permiten juegos agresivos en forma de pleitos, luchas, empujones, que se tienten o forcejeos
4. No es permitido el discutir, uso de lenguaje profano, o ademanes inapropiados.
5. No se permite tirar piedras
6. No se permite haranganear en o al rededor de los baños o oficina
7. Quedarse en áreas apropiadas :
 - a. alumnos deben de quedarse al oeste de los edificios durante todos los recreos.
 - b. alumnos deben de quedarse en el campo de recreo antes de clases
8. Deben usar el baño y tomar agua antes de la primera campanada
9. Las pelotas solo se deben botar o lanzar en el campo de recreo.
10. Se prohíbe el uso inapropiado del curso de obstáculos
11. Deben cesar toda actividad cuando suenan las campanas
12. Obedezcan y respeten a todo adulto en cualquier instante
13. CAMINEN con su bicicleta afuera y adentro del cerco junto al estacionamiento de bicicletas
14. Mantenganse fuera de los estacionamientos de autos
15. NO SE PERMITE CHICLE, DULCES O SODAS
16. Refrigerios nutritivos deben de comerse bajo la enramada durante el recreo matutino solamente.

C. REGLAS PARA EQUIPO DEL CAMPO DE RECREO

1. Barras horizontales: Los alumnos no deben sentarse o caminar en los peldaños superiores **NO DEBEN SALTAR DE LA PARTE SUPERIOR DE LAS BARRAS**
2. Columpios: Los alumnos no deben de saltar de los columpios mientras se están moviendo. No se permite correr entre los columpios, no deben torcerlos, pararse en ellos, columpiar de lado a lado o cualquier otro uso inapropiado
3. Tether Balls:
(Pelota en mecate) Se deberán seguir las reglas apropiadas. Los tubos **NO** se deben empujar, jalar o ladear.
4. Pelotas: Las pelotas se deben usar en el campo de recreo solamente. No se deben clavar, no deben jugar Nation Ball u otros juegos similares sin la supervision de un/a maestro/a.
5. Curso de Obstáculos: Mantengase lejos de la parte superior de las barras y paredes. No se deben columpiar de los postes o mecate. Si ya hay alguien usando el curso, quítese de su camino.
6. Otras Barras : Deben de usarse solo para ejercicios normales. **Nunca** se deben de usar para ejercicios de gimnasia.
7. Redes de Volybol : **No** deben de colgarse de las redes.

II.COMPORTAMIENTO INACEPTABLE

- A. Pelear
- B. Robar
- C. Dañar propiedad ajena
- D. Lenguaje y ademanes inaceptables
- E. Comportamiento social inaceptable

III. GRATIFICACIONES POSITIVAS

A. CADA MES

1. Los nombres de todos aquellos alumnos que no reciban infracciones durante el mes serán enviados a la oficina para participar en una rifa.
2. Los nombres de los alumnos que sean escogidos participarán para la recompensa del mes.

B. SEMESTRE

1. Al fin de cada semestre, se otorgará una bicicleta a un alumno que no haya recibido ninguna infracción durante todo el semestre, y que haya tenido al menos 90% en su asistencia escolar por el periodo en el cual estuvo inscrito. (El alumno debe de haber estado inscrito por lo menos tres meses antes de la rifa.)
2. Es posible que se otorguen otros premios a como sean disponibles de la rifa del semestre.

C. ALUMNO DEL MES

Cada mes el/la maestro/a escogerá al alumno sobresaliente en su salón para que reciba un premio. El premio será presentado por el/la director/a en una asamblea matutina.

(Cada año se permiten 10 días de advertencia para que los alumnos se acostumbren a las reglas escolares.)

IV. CONSECUENCIAS

- A. Cada persona en guardia tendrá boletos de infracción por triplicado y dará los boletos por violación de las reglas escolares. Cuando se da un boleto – la copia blanca se le entrega al alumno/a, las otras copias se envían a la oficina.
- B. Las infracciones escritas bajo comportamiento inaceptable en el boleto, tendrán como consecuencia que se le envíe al alumno/a a la oficina para que tenga una conferencia con el/la director/a y se tomará la acción apropiada.
- C. Se tomará la acción apropiada por cada infracción , incluyendo detención despues de clases, suspensión y expulsión.
- D. Alumnos pueden ser suspendidos y/o expulsados por la siguiente lista de infracciones, por ley estatal y Norma del Distrito Escolar de El Centro:
 - 1A. Causó, intentó causar, o amenazó causar agravio corporal a otra persona.
 - 1B. Poseía, vendió, o proporcionó de cualquier otra manera cualquier arma de fuego, cuchillo, explosivo o cualquier otro objeto peligroso al menos, que en caso de posesión de cualquiera de estos objetos de este tipo, el/la alumno/a haya obtenido permiso escrito de un empleado escolar certificado para poseer el objeto, con el convenio de el/la director/a o persona designada por el/la director/a.
 - 1C. Poseía, usó, vendió, o proporcionó de cualquier otra manera, o haber estado bajo la influencia de, cualquier sustancia controlada inscrita en el capitulo 2 (empezando con la Sección11053) de la división 10 del Código de Salud y Seguridad, una bebida alcoholica, o cualquier cosa intoxicante.
 - 1D. Ilegalmente, haber ofrecido, arreglado, o negociado para vender cualquier sustancia controlada inscrita en el capitulo 2 (empezando con la sección 11053) de la División 10 del Código de Salud y Seguridad, una bebida alcohólica, o un intoxicante de cualquier clase, y luego o vendido, entregado, o de cualquier otra manera provisto a cualquier persona otro liquido, sustancia, o materia y representado el liquido, sustancia, o material como sustancia controlada, bebida alcohólica, o intoxicante.

- 1E. Haber cometido o atentado cometer robo o extorción.
- 1F. Haber causado o atentado causar daños a propiedad escolar o propiedad privada.
- 1G. Haber robado o atentado robar propiedad o propiedad privada.
- 1H. Haber poseído o usado tabaco, o cualquier producto que contenga tabaco o productos con nicotina, pero no limitados a, cigarros, puros, cigarros en miniatura, cigarros de clavo, tabaco sin humo, tabaco en polvo, paquetes de mascar, y betel. Sin embargo, esto no prohíbe el uso o posesión de sus propios productos con receta por un alumno.
- 1I. Haber cometido un acto obsceno o profanar o ser vulgar habitualmente.
- 1J. Ilegalmente poseer o ofrecer , o haber negociado para vender cualquier accesorios de droga, según la definición en la Sección 11014.5 de el Código de Salud y Seguridad.
- 1K. Haber interrumpido actividades escolares o haber desafiado obstinadamente la autoridad válida de supervisores, maestros, administradores, oficiales escolares, u otro personal escolar ocupados en cumplir con sus ocupaciones.
- 1L. Con conocimiento haber recibido propiedad escolar o propiedad privada robada.
- 1M. Poseer una arma de imitación. El uso de, 'arma de imitación' en esta Sección significa una réplica de una arma de fuego que es tan similar en propiedades físicas a una arma de fuego en existencia que lleve a una persona a concluir que la réplica es una arma de fuego.
- 1N. Haber cometido o intentado cometer un asalto sexual como es definido en la sección 261, 266c, 286,288, 288a, o 289 del Código Penal o cometido asalto sexual como es definido en la Sección 243.4 del Código Penal.
- 1O. Haber acosado, amenazado, o intimidado a un alumno el cual es un testigo querrelador o un testigo en un procedimiento escolar disciplinario con el propósito de impedir que ese alumno sea testigo o desagra-

vio en contra de ese alumno por ser testigo, o ambos.

Un alumno no puede ser suspendido o expulsado por ninguno de los actos enumerados al menos que el acto sea relacionado con actividad escolar o asistencia escolar ocurriendo dentro de una escuela bajo la jurisdicción del superintendente o director/a o que ocurra dentro de cualquier otro distrito escolar. Un alumno puede ser suspendido o expulsado por actos que están enumerados en esta sección y relacionados a actividad o asistencia escolar que ocurran en cualquier tiempo, incluyendo, pero no limitado a, cualquiera de lo siguiente:

1. Mientras esté en el plantel escolar.
2. Mientras va o viene a/de la escuela.
3. Durante la hora de comida si está en o fuera del plantel.
4. Durante, o mientras va/viene de, una actividad patrocinada por la escuela.

EC 48900.2 (Grados 4-8 inclusivo)

Cometió hostigamiento sexual como es definido por EC 212.5

EC 48900.3 (Grados 4-8 inclusivo)

Cometió violencia con odio (EC 33032.5)

EC 48900.4 (Grados 4-8 inclusivo)

Hostigamiento, amenazas o intimidación

EC 48915

Violaciones 48900 (a), (b), (c), (d) requieren la recomendación del Superintendente para la expulsión del alumno.

AVISO A PADRES E ALUMNOS SUSPENSIÓN Y EXPULSIÓN MANDATORIA DE ALUMNOS

La Ley Estatal y Norma del Distrito requiere SUSPENSIÓN Y EXPULSIÓN MANDATORIA de un/a alumno/a por cualquiera de los siguientes actos al menos de que las circunstancias en particular justifiquen que la suspensión o expulsión sea inapropiada.

1. posesión de cualquier CUCHILLO, EXPLOSIVO, o CUALQUIER OTRO OBJETO PELIGROSO.
2. causar seria lastimadura física a otra persona, excepto en defensa propia.
3. venta ilegal de cualquier sustancia controlada.
4. robo o extorsión.

(Firme y regrese a el/la maestro/a.)

Fecha _____

He leído el Plan de Disciplina Positiva de la Escuela Desert Garden.

PADRE/TUTOR FIRME AQUI: _____

NOMBRE DE ALUMNO/A _____ # de SALÓN _____



EL CENTRO SCHOOL DISTRICT
Office of the Superintendent

BULLETIN NO. 22-1
July 1, 1994

SUBJECT: STUDENT DISCIPLINE

- I. Background
- II. Philosophy
- III. Recording of Rules and Procedures
- IV. Informing Parents and Students
- V. Expectations
- VI. Behavior Requiring Intervention
- VII. Intervention/Disciplinary Actions
- VIII. Corporal Punishment
- IX. Disciplinary Records

I. BACKGROUND

Education Code 35291.5 and 35291.7 requires each public school on or before December 2, 1987, and every four years thereafter, to adopt rules and procedures on school discipline. The code specifies that, in developing these rules and procedures, each school shall solicit participation, views and advice of representatives of each of the following groups: Parents, teachers, school administrators, school security personnel, and, in middle schools and junior high schools, pupils enrolled in the school.

The final version of the rules and procedures on school discipline must be adopted by a panel comprised of the principal of the school, or his or her designee, and a representative selected by the classroom teachers employed at the school.

These rules and procedures must be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline.

Information contained in this bulletin should form the basis for establishing school rules and procedures. Essential information for students and parents should be excerpted for inclusion in the written communication to parents.

II. PHILOSOPHY

The objective is to provide all students the opportunity to obtain the best possible education in an orderly environment

which is conducive to learning. The best form of discipline is self-discipline. Schools should provide as many incentives for the development of student self-discipline as possible. An attempt should be made to establish within the school a tradition of positive student behavior. Written and spoken communications from the school should reinforce examples of positive student behavior. Programs should be developed in conjunction with parent support groups for reinforcement of all forms of positive behavior, i.e. sportsmanship, citizenship, punctuality, attendance, etc. When self-discipline fails, student behavior will be less than expected. Learning acceptable behavior and self-discipline may be among the most important lessons to be mastered in school. All school personnel must seriously assume the responsibility for teaching students self-control and self-discipline.

In attempting to correct student behavior, there should be a range of progression of the discipline measures used. Everything is not a capital offense. At the same time, there is truth to the idea that attention to the little things will prevent bigger things from happening.

Students are entitled to due process which includes the opportunity to hear charges against them and to respond. Parents are entitled to be kept informed of student behavior.

III. RECORDING OF RULES AND PROCEDURES

Each school will submit a copy of its rules and procedures on school discipline to the Superintendent of Schools and Board of Education on or before December 18, 1987, on October 1, 1991, and every four years thereafter.

IV. INFORMING PARENTS AND STUDENTS

At the beginning of each school year, written notice regarding the rules and procedures on school discipline will be provided to continuing students and parents. Students transferring into the school and their parents will be given the same information at the time of enrollment.

V. EXPECTATIONS

- A. All persons involved with a school, students, staff members, parents, and community members can expect to be treated with respect and dignity at all times.

- B. The rights of individual students shall be protected and each student shall be expected to respect the person and rights of others.
- C. The Board of Trustees of the El Centro School District, acting through the Superintendent of Schools, holds all school employees responsible for the supervision of the behavior of all students. While students are under district supervision, school employees are expected to take appropriate action when unacceptable behavior occurs.

- 1. Behavior in class

Students are expected to attend class regularly and with punctuality, to be responsible for coming to class prepared, to accomplish the work of the day, to respect others and the property of others, and to contribute to an orderly classroom environment.

- 2. Behavior on campus

While on or near the school grounds, students are expected to follow the rules established for student conduct. Students are expected to comply with the established rules of the school, to respect the school property and personal property of others, to treat others with respect and to contribute to a safe school environment.

- 3. Behavior at school activities

Students are expected to comply with all school rules at school activities whether held on campus or off campus.

- 4. District dress code

Students shall be clean and neatly dressed in such a manner that will not be hazardous to the health and safety of the student or others, and not disruptive to the educational program of the school.

VI. BEHAVIOR REQUIRING INTERVENTION

A. Unacceptable behavior in class includes:

- . Tardiness
- . Vulgarity/Profanity
- . Offensive social behavior
- . Continued willful disobedience
- . Defiance of authority
- . Disruptive behavior
- . False identification
- . Forgery
- . Leaving campus
- . Violation of suspension
- . Unauthorized visits to other campuses
- . Extortion
- . Theft
- . Unauthorized use of school property
- . Willful damage of school property
- . Willful damage to property of staff member
- . Possession of beepers
- . Use or possession of tobacco
- . Use, possession, or sale of dangerous substances:
 alcohol, marijuana, or other narcotic drugs
- . Possession and/or use of drug paraphernalia
- . Assault
- . Battery
- . Weapon possession (including replicas/look-a-likes)
- . Assault with deadly weapon
- . Fighting
- . Interference/Obstruction with school or law
 enforcement personnel
- . Verbal abuse

VII. INTERVENTION/DISCIPLINARY ACTIONS

A. Behavior in class

- . Counseling by teacher
- . Written communication from teacher to parent
- . Phone communication from teacher to parent
- . Teacher conference with parent
- . Change of student work station
- . Referral (after several attempts to correct
 behavior have proved unsuccessful) to
 counselor, dean, or other designated staff
 member

B. Behavior on campus and during school activities

- . Counseling
- . Conference with teachers
- . Conference with parents and guardians
- . Detention - with 24 hour notice and/or parent consent, a pupil may be detained no more than one hour after the close of the maximum school day
- . Suspension
- . Involuntary transfer to an alternative education school

VIII. CORPORAL PUNISHMENT

No person employed or engaged in any public school shall inflict or cause to be inflicted corporal punishment upon a pupil (E.C. 49000-49001).

IX. DISCIPLINARY RECORDS

School staff will maintain individual records of student and parent contacts regarding discipline. The record will document progressive discipline and frequent involvement of the parent or guardian.

For assistance, please call Michael Klentschy, Superintendent, at 352-5712.

APPROVED: MICHAEL  KLENTSCHY, Superintendent

DISTRIBUTION: Management Team and School Secretaries

EL CENTRO SCHOOL DISTRICT
Office of the Superintendent

BULLETIN NO. 22-3
July 1, 1994

SUBJECT: CORPORAL PUNISHMENT

- I. Purpose
- II. Legislation Prohibiting Corporal Punishment
- III. Background Information
- IV. Opinion of the State Attorney General's Office
- V. Examples of Physical Activities Permitted and Prohibited
- VI. Guidelines for School Principals
- VII. References

I. PURPOSE

The purpose of this communication is to provide information to El Centro School District personnel to clarify the implementation of the provisions of Education Code Sections 49000 and 49001, which prohibit corporal punishment in California public schools (see Bulletin No. 23-3). Following are sections which present the legislation, background information and examples of physical activities permitted and prohibited.

The intent of this bulletin is to help El Centro School District administrators make decisions in the best interest of students, parents, and teachers.

II. LEGISLATION PROHIBITING CORPORAL PUNISHMENT

Since January 1, 1987, the infliction of corporal punishment upon any pupil is prohibited, and every local rule or regulation permitting corporal punishment is void. These provisions appear in Sections 49000 and 49001 of the Education Code, as follows:

"49000. The Legislature finds and declares that the protection against corporal punishment, which extends to other citizens in other walks of life, should include children while they are under the control of the public schools. Children of school age are at the most vulnerable and impressionable period of their lives and it is wholly reasonable that the safeguards to the integrity and sanctity of their bodies should be, at this tender age, at least equal to that afforded to other citizens.

49001. (a) For the purposes of the section "corporal punishment" means the willful infliction of, or willfully causing the infliction of, physical pain on a pupil. An amount of force that is reasonable and necessary for the person employed by or engaged in a public school to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment within the meaning and intent of this section. Physical pain or discomfort caused by athletic competition or other such recreational activity, voluntarily engaged in by the pupil, is not and shall not be construed to be corporal punishment within the meaning and intent of this section.

(b) No person employed by or engaged in a public school shall inflict, or cause to be inflicted corporal punishment upon a pupil. Every resolution, bylaw, rule, ordinance, or other act or authority permitting or authorizing the infliction of corporal punishment upon a pupil attending a public school is void and unenforceable."

III. BACKGROUND INFORMATION

Recent complaints to the State Department of Education indicate that, while most school personnel know that paddling has been banned, they may not know the other kinds of behavior the Education Code prohibits or permits.

It has been alleged that some school districts still permit a variety of abuses against pupils to occur. Information in this bulletin should clarify any misconception held by any El Centro School District personnel regarding this matter and prevent any noncompliance with current law.

IV. OPINION OF THE STATE ATTORNEY GENERAL'S OFFICE

In a letter to Jordan Riak, President of Parents and Teachers Against Violence in Education, Deputy Attorney General Harlan Van Wye concluded that the prohibition against corporal punishment extends to any and all forms of willful pain infliction, and that it is "the causing of pain which is prohibited -- not the particular method or methods by which it is caused".

V. EXAMPLES OF PHYSICAL ACTIVITIES PERMITTED AND PROHIBITED

Any kind of act that causes physical pain or discomfort in a pupil is prohibited, except for the specific situations cited in Education Code Section 49001 (a). For clarification purposes, the following examples are offered for direction and guidance of school personnel. All permitted and prohibited actions are not limited to these examples.

1. Examples of PERMITTED Actions (NOT corporal punishment):
 - . Stopping a student from fighting with another student
 - . Preventing a pupil from committing an act of vandalism
 - . Defending oneself from physical injury or assault by a student
 - . Forcing a pupil to give up a weapon or dangerous object
 - . Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills
 - . Engaging in group calisthenics, team drills, military maneuvers, or other physical education or voluntary recreational activities.
2. Examples of PROHIBITED Actions (corporal punishment):
 - . Hitting, shoving, pushing or physically restraining a student as a means of control (except actions allowed by Education Code Section 49001 (a), stated above)
 - . Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort
 - . Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain

When in doubt, the following course of action is recommended by the Attorney General's Office (quoted from a letter dated January 8, 1988): "Obviously, should there be any doubt concerning whether or not a particular action by a school district employee has the effect of

causing physical pain on a pupil, the course of action most consistent with the legislative intent would be to forgo such action".

VI. GUIDELINES FOR SCHOOL PRINCIPALS

1. School principals shall review and revise their school-wide discipline plans in accord with these provisions and insure that local school rules and procedures related to school discipline are consistent with board policies and with this statute.
2. Administrators should be aware that if local school employees administer corporal punishment to pupils under any circumstances they may be liable for civil lawsuits as well as prosecution for child abuse.
3. Administrators must notify all school employees that it is the duty of each of them to enforce local rules and procedures on school discipline.

For assistance, please call Michael Klentschy, Superintendent, at 352-5712.

APPROVED: MICHAEL  KLENTSCHY, Superintendent

DISTRIBUTION: Management Team and School Secretaries



ANNUAL PARENT NOTIFICATION 2014-15

DEAR PARENT/GUARDIAN:

The El Centro Elementary School District is required, by Education Code 48980, to give annual notification to parents regarding certain portions of the instructional program, and matter related to school administration. An acknowledgement of receiving this information is on the Annual Notification Form located in your child's registration packet. El Centro Elementary School District, will no longer be providing this notification in print to parents but will be accessible through our website (www.ecesd.org). If you would like a printed copy, contact your child's school site secretary.

You are **required to sign the receipt of Annual Notification**, stating you have been informed of these rights. Signature and return of the form is acknowledgement by the parent or guardian that he or she has been informed of his or her rights but does not indicate that consent to participate in any particular program has either been given or withheld. If you have questions or concerns, please contact the principal of your child's school.

Accordingly, you are hereby notified as follows (when used in this notification "parent" includes a parent or legal guardian).

RIGHTS OF PARENTS TO INFORMATION (EC §51101):

The parents and guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children, as follows:

1. Within a reasonable period of time after making the request, to observe their child's classroom.
2. Within a reasonable time of their request, to meet with their child's teacher and the principal.
3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under direct supervision of the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child's performance on standardized tests and statewide test and information on the performance of their child's school on standardized test.
6. To request a particular school for their child to receive a response from the school district.
7. To have a school environment for their child that is safe and supportive of learning.
8. To examine the curriculum materials of their child's classes.
9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if a problem arises with their child.
10. To have access to the school records of their child.
11. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
12. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes and procedures for visiting the school.
13. To receive information about a psychological testing the school does involving their child and to deny permission to give the test.
14. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team.
15. To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
16. To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child. See Attached Board Policy for more information on Pupil Promotion and Retention.
17. To be notified in advance of career counseling and course selection commencing with course selection in Grade 7, to promote sex equity and allow parents to participate in counseling sessions and decisions in accordance with EC §221.5(d).



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SCHOOL ACCOUNTABILITY REPORT CARD (EC §3556): A copy of the school(s) accountability card will be provided upon request, or it can be located on the school web site www.ecesd.org.

STUDENT DISCIPLINE AND SAFETY

STUDENT RIGHTS AND RESPONSIBILITIES SPELLED OUT: All students enrolled in El Centro Elementary School District should have rights and responsibilities.

Students have the right to the following:

1. Be treated with dignity.
2. Attend school in an environment which will promote learning.
3. Participate in extracurricular and co-curricular activities in accordance with eligibility requirements.
4. Enroll in a school within the District other than the one assigned, provided that there is space available and that the ethnic balance will be maintained.

Students have the responsibility to do the following:

1. Attend school regularly.
2. Respect the rights and property of other students, and of teachers and school personnel.
3. Respect and obey the law and the standards of student behavior established by the school and District.

It is the intent of the Board of Trustees that students shall develop independent control of their own behavior through planned educational experience in the classroom, student government and co-curricular activities. Every staff member shall be expected to deal with all students in a firm, fair and consistent manner.

The principal and certificated staff concerned with disciplinary procedures will involve parents or guardians each step of the disciplinary process.

All possible intervention by teachers to improve behavior or resolve conflict will be exhausted before referring the student to the administrator for disciplinary action. Administrative actions may include probation, detention, suspension, or involuntary transfer. Serious offenses may result in expulsion from the District.

RULES AND PROCEDURES ON SCHOOL DISCIPLINE (EC §35291, §35291.5, §35291.7): Rules pertaining to student discipline, including those that govern suspension or expulsion, are set forth in Education Code Sections 48900 and following, and are available upon request from the school.

Each school will adopt rules and procedures on school discipline applicable to the school at least every four years beginning December 1, 1987. In developing these rules and procedures, each school will solicit the participation, views and advice of parents, teachers, school administrators, security personnel, if any, and for middle schools, pupil enrolled in school. Meeting for development of Rules and Procedures will be developed and held within the school's existing resources, during non-classroom hours, and on normal school days.

Additional employees may not be hired and substitute teachers may not be utilized in order to comply with these requirements.

DUTY CONCERNING CONDUCT OF PUPILS (EC §44807): Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground.

DUTIES OF PUPILS (5 CCR §300): Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/others in authority, and refrain from profane/vulgar language.

DRESS CODE POLICY (EC §35183): The district has adopted a mandatory school uniform policy. Contact your child's school principal for specific information.

SCHOOL BUSES/PASSENGER SAFETY (EC §39831.5): Districts are required to provide safety regulations to all new students and students who have not previously been transported by school bus. Every year the Transportation Department gives a presentation to students regarding school bus safety and evacuation procedures.

ATTENDANCE OF SUSPENDED PUPIL'S PARENT (EC §48900.1): If a teacher suspends a student, the teacher may require the child's parent to attend a portion of the school day in his or her child's classes. The parent or guardian



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of the pupil who has been suspended by a teacher, for: committing an obscene act or engaged in habitual profanity or vulgarity; or disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

SEXUAL HARASSMENT POLICY (EC §231.5; 5 CCR §4917): Each district is required to have adopted a written policy on sexual harassment, and shall provide a copy of such policy, as it pertains to students, with the annual notification. (See attached Board Policy). Districts are also required to display such policies in a prominent location and include it in orientation for employees and students.

SAFE PLACE TO LEARN ACT (EC §234.1): The district is committed to maintaining a learning and working environment that is free from bullying. Any student who engages in bullying of anyone in or from the district may be subject to disciplinary action up to and including expulsion. The district's policies and process for filing a complaint should be publicized to pupils, parents, employees and agents of the governing board. The notice shall be in English and in the primary language of the recipient. For a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to report incidences of bullying please contact the district office. The anti-discrimination and anti-harassment policies shall be posted in schools and offices.

COMPREHENSIVE SCHOOL SAFETY PLAN (EC §§32280 et seq.): Each school is required to report on the status of its school safety plan, including a description of its key elements, in the annual school accountability report card (SARC).

SIGNS AT SCHOOL ENTRANCE (PENAL CODE 656.6): Mandates signs at each school entrance. Specifying entrance, registration requirements, where office is located and route to take.

FIREARMS AT SCHOOL (PENAL CODE 626.9): Prohibits any person, except peace officers from bringing firearms on campus without prior written permission of administration.

EMERGENCY CONTACT INFORMATION (EC §49408): Parents are required to keep current emergency information on file at the student's school. Information must include the parents' home and business addresses and telephone numbers plus the name, address and telephone number of a relative or friend authorized to care for the pupil in an emergency; if the parent cannot be reached.

CORPORAL PUNISHMENT (EC §49000-49001): Prohibits any person employed or engaged by a school district to inflict or cause to be inflicted corporal punishment upon a pupil, except;

1. To quell a disturbance threatening physical injury.
2. Self-defense.
3. To obtain weapons from pupils.

DRUG FREE CAMPUS (Alcohol and Other Drug Use Prevention Education): Possession, use or sale of narcotics, alcohol, or other controlled substances is prohibited and strictly enforced at all school activities. Records will be forwarded to local law enforcement, and district sanctions will result from violations. Refer to District Board Policy.

TOBACCO FREE SCHOOLS (HS §104420 and Board Policy): Use of tobacco products at any time by students, staff, parents, or visitors, is strictly prohibited in district-owned or leased buildings, on district property, and in district vehicles. This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Prohibited products include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, and nicotine delivery devices such as electronic cigarettes. Exceptions may be made for the use or possession of prescription nicotine products. Any employee or student who violates the district's tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

REPORT OF VIOLATION TO PROBATION OFFICER (EC §48267): Any student home on probation who violates specified school attendance and behavior will be reported to probation within ten days of the violation.

SCHOOL RECORDS AND ACHIEVEMENT

PUPIL RECORDS/NOTICE OF PRIVACY RIGHTS OF PARENTS AND STUDENTS (EC §49063 et seq., §49073, §49068, 34 CFR 99.30, 34 CFR 99.34, and the federal Family Educational Rights and Privacy Act):



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Federal and state laws concerning student records grant certain rights of privacy and right of access to students and to their parents. Full access to all personally identifiable written records maintained by the school district must be granted to: (1) Parents of students 17 and younger; (2) Parents of students age 18 and older if the student is a dependent for tax purposes and the records are needed for a legitimate educational purpose; (3) Students age 18 and older, or students who are enrolled in an institution of postsecondary instruction (called "eligible students"); (4) Pupils age 14 and over who are identified as both homeless and an unaccompanied youth; (5) Individuals who have completed and signed a Caregiver's Authorization Affidavit.

Parents, or an eligible student, may review individual records by making a request to the principal. Districts must respond to a pupil record request by providing access no later than five business days following the date of the request. The principal will see that explanation and interpretations are provided if requested. Information that is alleged to be inaccurate or inappropriate may be removed upon request. In addition, parents or eligible students may receive a copy of any information in the records at reasonable cost per page. District policies and procedures relating to: location of, and types of records; kinds of information retained; persons responsible for records; directory information; access by other persons; review and challenge of records are available through the principal at each school. When a student moves to a new district, records will be forwarded upon the request of the new school district within ten school days. At the time of transfer, the parent or eligible student may review, receive a copy (at a reasonable fee), and/or challenge the records.

If you believe the district is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education (20 USC §1232(g)).

You have the right to inspect all instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any applicable program. School principals are responsible for the custody of pupil records and requests for access should be made directly to the principals.

RELEASE OF PUPIL DIRECTORY INFORMATION (EC §49061, 49073 and Title V Section 431(a)): The district also makes student *directory information* available in accordance with state and federal laws. This means that each student's name, birth date, address, telephone number, email address, major course of study, participation in officially recognized school activities, dates of attendance degrees and awards received, and most recent previous public or private school attendance may be released in accordance with board policy. In addition, height and weight of athletes may be made available. Upon receipt of a written request from parent the District will withhold directory information.

In addition to directory information, ECESD may release or publish photographs or other visual images of pupils at its discretion for school newspapers, yearbooks, presentations, newsletters, brochures, news releases and publicity. If you wish your child to be excluded, there is an option to decline on the annual notification form sent home or you can contact the school site secretary.

Furthermore, this EC section state legislative intent that policies not purposefully exclude military service representatives and further, school districts minimize the release of pupil telephone numbers without parent consent.

REGULATIONS REGARDING PUPIL ACHIEVEMENT (EC §49067) Parents will be contacted for a conference or become notified by written report or report card, when it becomes evident that a pupil is failing a course.

RELEASE OF STUDENT RECORDS/COMPLIANCE WITH SUBPOENA OR COURT ORDER (EC §§49076 and 49077): Districts are required to make a reasonable effort to notify parents in advance of disclosing student information pursuant to a subpoena or court order.

RELEASE OF STUDENT RECORDS TO SCHOOL OFFICIALS AND EMPLOYEES OF THE DISTRICT (EC §§49076(a)(1) and 49064(d)): Districts may release educational records, without obtaining prior written parental consent, to any school official or employee, which would include accountants, consultants, contractors, or other service providers, who have a legitimate educational interest in the educational record.



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STUDENT HEALTH SERVICES

CHILD HEALTH AND DISABILITIES PREVENTION PROGRAM (H&SC §124085): Physical examinations are required as a prerequisite for enrollment in the first grade. Free health screening may be available through the local health department. Failure to comply with this requirement or sign an appropriate waiver may result in exclusion of your child from school for up to five days.

PHYSICAL EXAMINATION; PARENT REFUSAL TO CONSENT (EC §49451): A child may be exempt from physical examination whenever the parents file, annually, a written statement with the school principal stating that they will not consent to routine physical exam of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance.

ORAL HEALTH ASSESSMENT (EC §49452.8): To make sure you child is ready for school, California law, now requires that you child have an oral assessment (dental check-up) by May 31 in either kindergarten or first grade, whichever is his or her first year in public school. Dental check-ups that have happened within the 12 months before your child enters school also meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional. Oral Health Assessment forms, Waiver request forms and a current list of local dentists are available at each school office.

VISION APPRAISAL (EC §49455): The district is required to appraise each student's vision upon initial enrollment and every third year thereafter until the student completes the 8th grade. The appraisal shall include tests for visual acuity and color vision; however, color vision shall be appraised once and only on male students. The evaluation may be waived upon presentation of a certificate from a physician, surgeon, physician's assistant, or optometrist setting out the results of a determination of the student's vision, including visual acuity and color vision.

SCOLIOSIS SCREENING NOTICE (EC §§49451 and 49452.5): In addition to the physical examinations required pursuant to Sections 100275, 124035 and 124090 of the Health and Safety Code, the district may provide for the screening of every female student in grade 7 and every male student in grade 8 for the condition known as scoliosis.

IMMUNIZATIONS (EC §48216 and 49403): The district is authorized to administer immunizing agents to pupils, whose parents have consented in writing, to the administration of such immunizing agent. The district is required to exclude pupils who have not been properly immunized pursuant to Health and Safety Code 120325 and 120335. The district must notify parents that they have two weeks to supply evidence either that the pupil has been properly immunized or is exempted from the requirement. Effective January 1, 2014, parents or guardians must submit an affidavit specifying which immunizations the pupil has received and which have not been given on the basis that they are contrary to the parent or guardian's beliefs. The affidavit must be accompanied by a signed attestation from the health care practitioner and a statement from the parent or guardian that he or she received the information in the attestation.

State law requires the following immunizations before a child may attend school:

- All new students, in transitional kindergarten through grade 12, must provide proof of polio, diphtheria, pertussis, tetanus, measles, mumps, rubella, and varicella immunizations.
- All transitional kindergarten and kindergarten students must also provide proof of vaccination against hepatitis B.
- All seventh grad students must also provide proof of a second immunization to measles, mumps, rubella and a pertussis booster vaccination.

Pursuant to HSC 120440 pupils' immunization records may be shared with local health departments and the State Department of Health Services. Parents may refuse to permit record sharing. Notification should be given in writing to the school's principal.

MEDICATION (EC §49423): Any student who must take prescribed medication at school and who desires assistance of school personnel must submit a written statement of instructions from the physician and a parental request for assistance in administering the medication. Students may also carry and self-administer prescription auto-injectable epinephrine upon the school's receipt of specified written confirmation and authorization from the student's parent and physician or surgeon. "Permission for Medications Taken at School" forms are available at each school office.



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birthday, respectively, on or before September 1 of the 2014-15 school year and each school year thereafter. Any child who will have his/her birthday between the date listed above for the applicable school year and December 2 shall be offered a transitional kindergarten program in accordance with law and district policy.

PROSPECTUS OF SCHOOL CURRICULUM (EC §49091.14): The curriculum of every course offered by the schools of the district is compiled annually by each school in a prospectus. Each school prospectus is available for review upon request at each school site. Copies are available upon request for a reasonable fee not to exceed the actual copying cost.

STATEMENT OF NONDISCRIMINATION (Title VI Civil Rights Act of 1964): The district is required to have a policy of nondiscrimination on the basis of race, color, national origin, sex, age, or disability. This policy requires notification in native language if the district's service area contains a community of minority persons with limited English language skills. Notification must state that the district will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs. This policy applies to all students insofar as participation in programs and activities is concerned, with few exceptions such as contact sports. In accordance with federal law, complaints alleging noncompliance with this policy should be directed to the school principal. Appeals may be made to the district superintendent.

CHILDREN IN HOMELESS SITUATIONS (42 USC §11431-11435): The district shall appoint a liaison for homeless children who shall ensure the dissemination of public notice of the educational rights of students in homeless situations. El Centro Elementary District's Liaison is the Coordinator of Educational Services and can be contacted at 760-352-5712 ext. 525.

SPECIAL EDUCATION

SPECIAL EDUCATION; CHILD FIND SYSTEM (EC §56301): Any parent suspecting that a child has exceptional needs may request an assessment for eligibility for special education services through the school principal. Policy and procedures shall include written notification to all parents of their rights pursuant to EC §56300.

INDIVIDUALS WITH DISABILITIES (EC §56000): All individuals with exceptional needs are provided their rights to a free appropriate education (FAPE) with programs and services which are designed to meet their unique needs under the Individuals with Disabilities Act (IDEA 04). Every individual with exceptional needs, who are eligible to receive special education services, shall receive these at no cost to the parent. Contact the Director of Special Education & Student Services for specific information at 760-352-5712 ext. 534.

SPECIAL EDUCATION (EC §56300-56303): Requires each district, special education local plan area, or county office to actively and systematically seek out all individuals with exceptional needs, ages 0 to 21 years. Services for infants and preschool age children are coordinated through the Infant/Toddler Program and Early Intervention Program operated by the County Office of Education and the SELPA. If you suspect that you child may have a disability, contact your child's school or Special Education Office.

Written policies and procedures which address the relationships among identification, screening, referral, assessment, planning, implementation, review and triennial assessment are available through the SELPA and District. All children with disabilities who are homeless children or are wards of the state and children with disabilities attending private, including religious, elementary and secondary schools, regardless of their severity of their disabilities, and who are in need of special education and related services, shall be identified, located and assessed and a practical method developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

The District shall provide for the identification and assessment of a student's exceptional needs, and the planning of the students' individual program meet the assessed needs. Identification procedures shall include utilizing referral of students from teachers, parents, agencies, private schools, appropriate professional persons and from other members of the public. Identification procedures shall be coordinated with school site procedures for student referral of students with needs that cannot be met with medication of the regular instructional program.

A student shall be referred to special education services only after the resources of the regular educational program have been considered and where appropriate, utilized.

HEALTH EDUCATION



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INSTRUCTION IN COMPREHENSIVE SEXUAL HEALTH EDUCATION/HIV AND AIDS PREVENTION (EC §51938): Districts shall annually notify parents about instruction in comprehensive sexual health education and HIV/AIDS prevention education and research on student health behaviors and risks planned for the school year. If arrangement for the instruction is made after the beginning of the school year, you will be notified no fewer than 14 days prior to the commencement of any such instruction if the district elects to provide the instruction by outside consultants in class or during an assembly. The notice must include the date of instruction, the name of the organization or affiliation of each guest speaker and information stating that the parent/guardian has the right to request a copy of the law pertaining to such instruction. You may request in writing that your child not receive comprehensive sexual health education and/or HIV/AIDS prevention education. The law also authorizes the district to use anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age appropriate questions about the student's attitudes concerning or practices relating to sex. The district must notify you in writing before any such test, questionnaire, or survey is administered and provide you with an opportunity to review the test and request in writing that your child not participate.

HUMAN GROWTH AND DEVELOPMENT INSTRUCTION (EC §51550): Upon written request of a parent, students shall be excused from the part of any school instruction in which human reproductive organs and their function or processes are described, illustrated or discussed. Such materials may be previewed prior to instruction.

HUMAN GROWTH AND DEVELOPMENT INSTRUCTION (EC §51820): Requires parents to be notified in writing at least 15 days prior to any instruction or class or portion of a class in which human reproductive organs and their function or processes are described, illustrated or discussed. Such materials may be previewed prior to instruction.

HEALTH INSTRUCTION/CONFLICTS WITH RELIGIOUS TRAINING AND BELIEFS (EC §51240): Upon written request of a parent, students shall be excused from the part of any school instruction in health, if it conflicts with the religious training and beliefs of a parent.

RIGHT TO REFRAIN FROM HARMFUL USE OF ANIMALS (EC §§32255 et seq.): Pupils may choose to refrain from participating in educational projects involving the harmful or destructive use of animals.

SURVEYS (EC §51513 and 20 USC 1232h): Prohibits the use of test, questionnaires, surveys or examinations containing any questions about pupil's personal beliefs or practices in sex, family life, morality, and religion, unless the parent or guardian is notified in writing that the test questionnaire, survey, or examination is to be administered and the parent consents in writing.

SCHOOL ATTENDANCE/ATTENDANCE ALTERNATIVES

California law (EC §48980(h)) requires all school boards to inform each student's parent at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the ones assigned. Students who attend schools other than those assigned by the districts are referred to as "transfer students" throughout this notification. There is one process for choosing a school within the district which the parent lives (intradistrict transfer), and potentially multiple separate processes for selecting schools in other districts (interdistrict transfer). The general requirements and limitations of each process are described as follows:

INTRADISTRICT TRANSFER: CHOOSING A SCHOOL WITHIN DISTRICT WHERE PARENT LIVES

Board Policy 6001.1 and EC 35160.5 provides parents of students residing within the District with options in the selection of the school they wish their child to attend.

Student's residing within a school's attendance area shall have first priority for attending that school. Once enrolled in a school through this intradistrict open enrollment policy, students shall be considered to be residing in the school district's attendance area.

The open enrollment period for the District is April 1st through May 1st of each year. When applications for a given school(s) exceed available space, all requests will be handled in a random, unbiased manner. Parents will be notified of the status of their application by June 1st.

For Additional information, please contact Human Resources Office at 760-352-5712 Ext 513.



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INTERDISTRICT TRANSFER: CHOOSING A SCHOOL OUTSIDE DISTRICT WHERE PARENT LIVES

- EC §§46600 et seq. allows two or more districts to enter into an agreement for the transfer of one or more students. The agreement must specify the terms and conditions under which transfers are permitted. There are no statutory limitations on the kinds of terms and conditions districts are allowed to place on transfers. The law on interdistrict transfers also provides for the following:

If either district denies a transfer request, a parent may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision.

- **Districts of Choice (EC §§48300 through 48315):** Some schools may choose to become a district of choice, that is, a district that accepts transfer students from outside the district under terms of a resolution. If the school board of a district decides to become a “district of choice” it must determine the number of students it is willing to accept in this category each year and make sure that the students are selected through a “random and unbiased” process, which generally means a lottery process.
- **Parental Employment in Lieu of Residency Transfers (EC §48204(b)):** If at least one parent or legal guardian of a student is physically employed in the boundaries of a school district other than the one in which they live for a minimum of 10 hours during the school week, the student may be considered a resident of the school district in which his/her parents work. This code section does not require that a school district accept a student requesting a transfer on this basis, but a student may not be rejected on the basis of race/ethnicity, sex, parental income, academic achievement, or any other “arbitrary” consideration. Other provisions of EC §48204(b) include:

Either the district in which the parent or legal guardian live or the district in which the parent or legal guardian works may prohibit the student’s transfer if it is determined that there would be a negative impact on the district.

The district in which the parent or legal guardian works may reject a transfer if it determines that the cost of educating the student would be more than the amount of government funds the district would receive for educating the student.

There are set limits (based on total enrollment) on the net numbers of students that may transfer out of a district under this law, unless the district approves a greater number of transfers.

There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student must provide in writing to the parent or legal guardian the specific reasons for denying the transfer.

- **Open Enrollment Act (EC § 48350 et seq.)** Whenever a student is attending a district school on the Open Enrollment List, as identified by the Superintendent of Public Instruction, he/she may apply to transfer to another school within or outside of the District, if the school to which he/she is transferring has a higher Academic Performance Index. Districts with a school on the List must notify the parents/guardians at that school on or before the first day of the school year of their option to transfer to another public school. Information regarding the application process and applicable deadlines can be obtained from the district office.

EXCUSED ABSENCES (EC §48205)

- Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
 1. Due to his or her illness.
 2. Due to quarantine under the direction of a county/city health officer.
 3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
 4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
 5. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
 6. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance



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at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

7. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
 8. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
 - For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
 - Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
 - "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

TRUANCY DEFINITION (EC §48260): Any student who is absent from school without valid excuse more than three days or tardy an excess of 30 minutes on each of more than three days in one school year is a truant, and will be reported to the Associate Superintendent, or to the Superintendent of the District.

GRADE REDUCTION/LOSS OF ACADEMIC CREDIT (EC §48980(j)): No student shall have his/her grade reduced or lose academic credit for any excused absence pursuant to EC §48205 for missed assignments/tests that can reasonably be provided/completed.

ABSENCES FOR CONFIDENTIAL MEDICAL SERVICES (EC §46010.1): Students in grades 7-12 and their parents are notified that the law permits schools to excuse students for the purpose of obtaining confidential medical services without parental consent. The District will excuse such absences provided the pupil, upon return to school, submits medical verification of the appointment.

ABSENCE FOR RELIGIOUS INSTRUCTION (EC §46014): Absence for religious purposes at a place away from school property and after the pupil has attended school for a minimum day may occur for a maximum of four (4) days per school month with the written consent of the pupil's parent or guardians.

NOTICE OF MINIMUM DAYS AND PUPIL-FREE STAFF DEVELOPMENT DAYS (EC §48980(c)): The district is required to annually notify parents of its schedule(s) of minimum days and student-free staff development days at the beginning of the year or as early as possible, but no later than one month prior to the start of school. These are given with your child's registration packets, if you have questions contact your child's school site secretary.

NOTICE OF ALTERNATIVE SCHOOLS (EC §58501): State law authorizes all school districts to provide for alternative schools. Education Code section 58500 defines an alternative school as a school or separate class group within a school that is operated in a manner designed to:

1. Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
2. Recognize that the best learning takes place when the student learns because of his/her desire to learn.
3. Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may result in whole or in part from a presentation by his/her teachers of choices of learning projects.
4. Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.



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5. Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located. In the event any parent, student, or teacher is interested in further information concerning alternative schools, the County Superintendent of Schools, the administrative office of this district, and the principal's office in each attendance area shall have copies of the law available for your information. This law particularly authorizes interested persons to request that the governing board of the district to establish alternative school programs in each district.

Further, a copy of this notice shall be posted in at least two places normally visible to pupils, teachers and visiting parents in each attendance unit area for the entire month of March in each year.

PUPIL SUSPENSION AND EXPULSION (EC §48900-48900.4): Below is a list of infractions by State law and District policy that may cause the suspension and/or expulsion of pupils from the schools of the District:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or furnished any firearm, knife, explosive or other dangerous object.
4. Unlawfully possessed, used sold, furnished, or been under the influence of any controlled substance represented as alcohol, intoxicant or controlled substance.
5. Unlawfully offered, arranged, or negotiated to sell a substance represented as alcohol, intoxicant, or controlled substance.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school or private property.
8. Stolen or attempted to steal school or private property.
9. Possessed or used tobacco or tobacco products.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully offered, possessed, arranged or negotiated to sell any drug paraphernalia.
12. Disrupted school activities, defied valid authority of school officials, or school personnel.
13. Knowingly received stolen school property on private property.
14. Possessed and imitation firearm.
15. Committed or attempted to commit a sexual assault, or committed sexual battery.
16. Harassed, threatened, or intimidated a witness in school disciplinary proceeding.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in, hazing as defined in EC 48900.
19. Engaged in an act of bullying including but not limited to bullying by means of an electronic act as defined in EC 32261.
20. Aid or abet the infliction or attempted infliction of physical injury.
21. Made territory threats against school officials or school property or both.

The following three violations apply to students grades 4th through 8th.

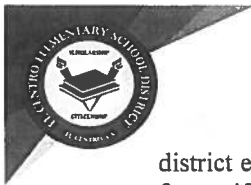
1. Committed sexual harassment (EC 48900.2)
2. Caused, attempted or threatened to cause, or participated in hate violence (EC 48900.3)
3. Intentionally engaged in harassment, threats or intimidation against school personnel or pupils. (EC 48900.4)

MANDATORY EXPULSION (EC §48914 & Board Policy): Policies require mandatory suspension and expulsion of a pupil who has committed any of the following acts at school or at a school activity off school grounds:

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

MISCELLANEOUS

PUPIL NUTRITION/NOTICE OF FREE AND REDUCED PRICE MEALS (EC §§48980(b), 49510, 49520 and 49558): Needy children may be eligible for free or reduced price meals. Individual records pertaining to student participation in any free or reduced-price meal program may, under appropriate circumstances, be used by school



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district employees to identify students eligible for supplemental educational services. When a household is selected for verification of eligibility for free and reduced meals, the District must notify the parent that their child(ren)'s eligibility is being verified. Applications are available at your school office and for additional information contact Child Nutrition Program at 760-353-9617 ext. 11.

NO CHILD LEFT BEHIND ACT OF 2001 (20 USC §§6301 et seq.): Under the NCLB, parents have the following rights:

- **Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides:** Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects s/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, whether s/he has any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications. Districts shall also notify parents if their child has been assigned to or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.
- **Information Regarding Individual Student Reports on Statewide Assessments:** Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.
- **Limited English Proficient Students:** The Act requires prior notice be given to parents of limited English proficient students regarding limited English proficiency programs, including the reasons for the identification of the student as limited English proficient, the need of placement in a language instruction educational program, the student's level of English proficiency, how such level was assessed, the status of the student's academic achievement, the methods of instruction used in the programs available, how the recommended program will meet the student's needs, program performance, parent options to remove a student from a program and/or to decline initial enrollment, and expected rate of transition into classrooms not tailored for limited English proficient students.
- **Program Improvement Schools:** Parents shall be notified when their child's school is identified a "program improvement" school and the opportunities for school choice and supplemental instruction.
- **Non-Release of Information to Armed Forces Recruiters:** Upon written request, parents may direct that their student's name, address and telephone listing not be released without prior written parental consent.

TITLE I (20 USC 6311, 34 CFR 200.61): Requires the school district, at the beginning of each school year, to notify parents of each student attending any school receiving Title I funds that they may request, and the district will provide upon request (in a timely manner), information regarding the professional qualification of the student's classroom teachers. ECESD participates in a school-wide Title I program, please contact your child's school site for a copy of the policy.

UNIFORM COMPLAINT POLICY (5 CCR 4622, EC §234.1, 32289, and 49013): Under this policy the District is required to do the following:

- Annual written notification to pupils, employees, parents, district advisory committee, school advisory committees, and other interest parties of the school district's uniform complaint process. A copy of the District's Board Policy is attached to this form.
- Establish policies concerning the provision of a free education to pupils. The district is also required to establish policies for filing a complaint of noncompliance under this section using the Uniform Complaint Procedures. Notice of the district's fee policies and complaint process shall be provided to pupils, parents, guardians, and employees on an annual basis.

TITLE IX DISCRIMINATION: It is against the law for the District to discriminate against any person by reason of sex. We do not so discriminate. Employment opportunities, curriculum offerings, right to take certain courses of study, extra-curricular opportunities, etc. are all open to all sexes. If you believe you have been or are being discriminated against, please contact your school principal or the District Title IX Coordinator Renato Montano at the District office, 1256 Broadway, El Centro, CA 92243 (760) 352-5712 for the proper procedures to file a grievance. This is your right (Title VI Civil Rights Act and Title IX, 1972 Education Act). If you choose to do so, a grievance may also be made to the Director's Office of Civil Rights, 760 Market Street, Room 700, San Francisco, CA, 94102 (415)556-8586.



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List of Attached Documents:

1. Uniform Complaints Procedures
2. Sexual Harassment Board Policy
3. Pupil Promotion and Retention Board Policy
4. School-wide Title I Parent Involvement Policy

UNIFORM COMPLAINT PROCEDURE

The Governing Board ("Board") recognizes that the District is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The District shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the District's uniform complaint procedures.

Discrimination Complaints

The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination in any program or activity that receives or benefits from state financial assistance. No person shall be subjected to discrimination on the basis of actual or perceived:

1. Mental or physical disability;
2. Gender (includes sex, a person's gender identity or gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth);
3. Nationality (includes citizenship, country of origin, and national origin);
4. Race or ethnicity (includes ancestry, color, ethnic background and ethnic group identification);
5. Religion (includes all aspects of religious belief, observance, and practice and includes agnosticism and atheism);
6. Sexual orientation (includes heterosexuality, homosexuality, or bisexuality);
7. Age; and
8. Association with a person or group with these actual or perceived characteristics (includes advocacy for, identification with, or being on the ground owned or rented by, or adjacent to, any facility or location or other entity, group, or person that has, or is identified with people who have, one or more of the characteristics listed-above in paragraphs one (1) through seven (7)).

Program Complaints

The District shall also use uniform complaint procedures when addressing failure to comply with state and/or federal laws in all educational programs including, but not limited to:

1. Nondiscrimination in District Programs and Activities
2. School-Based Coordinated Programs
3. School Improvement Programs
4. Special Education Programs

BOARD POLICY 5002

5. Child Nutrition Programs
6. Title I Programs
7. Education for Students of Limited-English Proficiency
8. Migrant Education
9. Career Technical and Technical Education
10. Child Care and Development Programs

Williams Complaints

The District shall use uniform complaint procedures to address complaints regarding insufficiency of textbooks and instructional materials, emergency or urgent facility conditions that pose a threat to the health and safety of students or staff and/or teacher vacancy or misassignment issues, including:

1. The following issues related to insufficiency of textbooks and instructional materials:
 - a. A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state adopted or District adopted textbooks or other required instructional materials to use in class.
 - b. A pupil does not have access to textbooks or instructional materials to use at home or after school.
 - c. Textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage.
2. Facility conditions that pose an emergency or urgent threat to the health or safety of pupils or staff. Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of pupils and staff while at school, including but not limited to:
 - a. Gas leaks
 - b. Nonfunctioning heating, ventilation, fire sprinklers, or air conditioning systems
 - c. Electrical power failure
 - d. Major sewer line stoppage
 - e. Major pest or vermin infestation
 - f. Broken windows or exterior doors or gates that will not lock and that pose a security risk
 - g. Abatement of hazardous materials previously undiscovered that posed an immediate threat to pupils or staff

- h. Structural damage creating a hazardous or uninhabitable condition;
or
- i. Any other emergency conditions that the school district determines appropriate

Emergency or urgent facility conditions do not include any cosmetic or nonessential repairs.

- 3. A school restroom has not been cleaned, maintained or kept open in accordance with state law. Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap and paper towels or functional hand dryers. Open restroom means, except as necessary for student safety or to make repairs, the school has kept all restrooms open during school hours when students are not in classes and has kept sufficient numbers of restrooms open during school hours when students are in classes.
- 4. The following teacher vacancy and misassignment issues:
 - a. A semester begins and teacher vacancy exists.
 - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
 - c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester.

Beginning of the year or semester means the first day classes necessary to serve all the student enrolled are established with a single designated certificated employee assigned for the for the duration of the class, but not later than twenty (20) working days after the first day students attend classes for the semester.

BOARD POLICY 5002

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

The Board encourages the early, informal resolution of complaints at the site level whether possible.

Prohibition of Retaliation/Confidentiality

The Board prohibits retaliation against any complainant in the uniform complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignment of the complainant.

The Board acknowledges and respects student and employee rights to privacy under the law. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent on a case-by-case basis or as required by law. The Board encourages the early informal resolution of complaints at the site level whenever possible.

Nothing in the exercise of these uniform complaint procedures is intended to prohibit complainants from pursuing actions based on unlawful harassment, as defined in District's Nondiscrimination/Harassment Policies.

I. Designation of Person to Receive Complaints

The Governing Board designates the following compliance officer to receive and investigate complaints and to ensure District compliance with law:

Dr. Robert J. Pletka
Superintendent
El Centro Elementary School District
1256 Broadway
El Centro, CA 92243

The compliance officer shall ensure that employees designated to investigate such complaints are knowledgeable about the laws and programs for which they are assigned to investigate.

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For complaints concerning insufficiency of instructional materials, emergency or urgent facility conditions, and/or teacher vacancy or misassignment issues, the complaint shall be filed with the school principal or his/her designee at the school site where the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed ten (10) working days.

II. Notifications

The compliance officer shall meet the notification requirements of California Code of Regulations, Title 5, Section 4622, and all other applicable law, including the annual dissemination of District complaint procedures and information to students, employees, parents or guardians of District students, school and District advisory committees, appropriate private school officials or representatives, and other interested parties. The notification shall include information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the State Department of Education.

The Superintendent or his or her designee shall annually provide written notification of the District's uniform complaint procedures to students, employees, parents/guardians, the District advisory committee, school advisory committees, appropriate private school officials or representatives, or other interested parties.

The Superintendent or his or her designee shall make available copies of the District's uniform complaint procedures free of charge.

Additionally, the school principal is responsible for ensuring that each classroom has the required standardized notice posted to notify parents, guardians, pupils and teachers of the opportunity to complain about instructional materials and facility issues. The notice shall be conspicuously posted in each classroom.

III. Procedures

The following procedures shall be used to address all written complaints by any individual, public agency, or organization based on one or more of the grounds as cited above.

A. Filing of Complaint

Complaints shall be made using the standard form attached (Appendix A). A complainant who identifies himself/herself is entitled to a response if he or she indicates that a response is requested.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

The Superintendent or designee shall have a form for complaints concerning insufficiency of instructional materials, emergency or urgent facility conditions, and/or teacher vacancy or misassignment issues, and will ensure that the complaint form contains a space to indicate whether the complainant desires a response to his/he complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he or she wishes. However, complainants need not use the District's complaint form in order to file a complaint. Complaints may be filed anonymously.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, District staff shall help him/her to file the complaint.

The compliance officer will maintain a log of complaints received, providing each one with a number and a date stamp.

The principal shall remedy a valid complaint within a reasonable time period not to exceed thirty (30) working days from the date the complaint was received.

B. Investigation of Complaint

The compliance officer or principal shall make all reasonable efforts to investigate any problem within his or her authority. The investigation shall provide an opportunity for the complainant or the complainant's representative, to present information relevant to the complaint. The investigation may include an opportunity for the parties to the dispute to meet to discuss the complaint or to question each other or each other's witnesses.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Refusal by the District to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail to refuse or cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

C. Response

For discrimination or program complaints, a written decision shall be issued to the complainant within sixty (60) calendar days of receiving the complaint unless the complainant agrees in writing to an extension of time. This decision shall contain the findings of fact based on the evidence gathered, conclusions of law, disposition of the complaint, the rationale for such disposition, corrective actions if any are warranted, notice of complainant's right to appeal the District's decision to the California Department of Education, and the procedure to be followed for initiating an appeal to the California Department of Education. If an employee is disciplined according to established District policy as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed by District expectations. The report shall not give any additional information as to the nature of the disciplinary action.

For complaints concerning insufficiency of instructional materials, emergency or urgent facility conditions, and/or teacher vacancy or misassignment issues, valid complaints must be remedied by the principal or his/her designee within a reasonable time period but not to exceed thirty (30) working days from the date the complaint was received. If the complainant has indicated on the complaint form that he or she would like a response to the complaint, the principal or his or her designee shall prepare and send the complainant a written report within forty-five (45) working days of the initial filing of the complaint. The report shall be made to the mailing address of the complainant as indicated in the complaint form. At the same time, the principal or his or her designee shall report the same information to the Superintendent or his or her designee. The time period may only be extended by written agreement between the complainant and the District.

When fifteen (15) percent or more of the students enrolled in a particular school speak a single primary language other than English, the response shall be written in English and the primary language in which the complaint was filed.

D. Appeal

For discrimination or program complaints a complainant may, within five (5) calendar days of receiving the written decision, file an appeal with the Board if he or she is dissatisfied with the compliance officer's decision. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. The Board may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the sixty (60) calendar days time limit in which the complaint must be answered.

If dissatisfied with the District's decision, the complainant may appeal in writing to the California Department of Education within fifteen (15) calendar days of receiving the District's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. The complainant shall comply with all of the appeal requirements set forth in the California Code of Regulations, Title 5, Section 4632. When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the District's decision and whether the facts are incorrect and/or the law has been misapplied. The appeal must include a copy of the locally filed complaint and the District's decision.

For complaints concerning insufficiency of instructional materials, emergency or urgent facility conditions, and/or teacher vacancy or misassignment issues, the complainant has the right to describe the complaint to the Governing Board of the school district at a regularly scheduled meeting of the Board, if he or she is dissatisfied with the resolution of the complaint.

If the complaint involves facility issues that pose an emergency or urgent threat to the health and safety of students, a complainant who is not satisfied with the resolution may file an appeal to the Superintendent of Public Instruction within fifteen (15) days of receiving the District's response.

IV. Civil Law Remedies

A complainant may pursue available civil law remedies outside of the District's complaint procedures as provided by law. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. Except as provided by law, for discrimination complaints, a complainant must wait until sixty (60) days have elapsed from filing an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the District has properly notified in writing as applicable, its students, employees, parents or guardians of its students, the district advisory committees, school advisory committees, and other interested parties of the District's complaint procedures, including the complainant's opportunity to appeal if dissatisfied with a decision.

V. Direct State Intervention

The California Department of Education may directly intervene in the complaint without waiting for action by the District when one of the conditions listed in 5 CCR 4650 and other applicable laws exists. In addition, the California Department of Education may also intervene in those cases where the District has not taken action within sixty (60) calendar days of the date the complaint was first filed with the District.

VI. Reporting Requirements

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by the general subject area with the number of resolved and unresolved complaints (Appendix B). The summaries must be publicly reported on a quarterly basis at a regularly scheduled meeting of the Governing Board.

VII. Public Records

Complaints, responses and quarterly reports concerning insufficient instructional materials, teacher vacancies and misassignments and emergency or urgent facilities issues will all be considered public records, to the extent required by law.

Legal Reference:

Education Code

210 et seq.	Prohibition of Discrimination
1240	County Superintendent of Schools, Duties
17592.72	Urgent or Emergency Repairs, School Facility Emergency Repair Account
33126	School Accountability Report Card
35186	Alternative Uniform Complaint Procedure
35292.5	Restrooms, Maintenance and Cleanliness
48985	Notice to Parents in Language Other than English
60119	Hearing on Sufficiency of Instructional Materials

Penal Code

422.55	Hate Crime Defined
422.56	Definition of "Association with a Person or Group with These Actual or Perceived Characteristics"

Code of Regulations, Title 5

4600-4671	Uniform Complaint Procedures
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Date Policy Adopted By The Board: 4/11/00

Policy Revised: 11/17/03

3/8/05 (Effective Date of Policy 1/1/05)

10/11/05

8/19/08

SEXUAL HARASSMENT OF PUPILS

A. Introduction

The District recognizes that harassment on the basis of sex is unlawful.

Employees and pupils will not engage in conduct constituting sexual harassment. This board policy prohibits any act of sexual harassment as defined by this board policy where such act is related to any school activity or school attendance as allowed by law. The District will not condone or tolerate sexual harassment. The District will take appropriate disciplinary action against all employees or pupils found to have engaged in sexual harassment.

B. Definitions of Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. It includes but is not limited to circumstances in which:

1. Submission to such conduct is made a term or condition of a pupil's academic status or progress.
2. Submission to or rejection of such conduct is used as the basis for any academic decision affecting such pupil.
3. Such conduct has the purpose or effect of unreasonably interfering with a pupil's academic performance or creating an intimidating, hostile or offensive educational environment.

C. Forms of Sexual Harassment

Forms of sexual harassment include but are not limited to the following:

1. Oral harassment such as derogatory comments, jokes or slurs;
2. Physical harassment such as unnecessary, unwelcome or offensive touching, or impeding or blocking movement;
3. Visual harassment such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures; and

4. Unwelcome sexual advances, requests, or demands for sexual favors, and other oral or physical conduct of a sexual nature.

D. Complaint Procedure For All Illegal Harassment

Any pupil wishing to make a complaint of sexual harassment should immediately report it to the Associate Superintendent or the Principal. However, there is absolutely no requirement that a pupil must make a complaint to the alleged harasser. A pupil making a complaint of sexual harassment shall not suffer any reprisal for doing so. The District will promptly and thoroughly investigate all complaints of sexual harassment. The District also will take immediate and appropriate action to resolve such complaints. All incidents of sexual harassment will be remedied. A report of the results of the investigation will be made to the complainant, the alleged harasser, and the supervisor of the alleged harasser.

Upon receipt of a complaint alleging sexual harassment, the District representative conducting the investigation shall do the following:

1. Inform the complainant of the rights under this board policy;
2. Authorize the investigation of the complaint and supervise and/or conduct the investigation of the complaint. The investigation, at a minimum, shall include interviews with the complainant, the alleged harasser, and all other persons who reasonably may have relevant knowledge about the complaint, including possible witnesses or victims of prior similar conduct;
3. Take reasonable steps to protect the complainant from any retaliation for filing the complaint;
4. Review factual information gathered to determine whether the alleged conduct constitutes sexual harassment;
5. Report the results of the investigation to the complainant, the alleged harasser, and the supervisor of the alleged harasser;
6. If harassment occurred, take and/or recommend prompt and effective remedial action against the harasser;
7. Take reasonable steps to protect the complainant and other potential victims from further harassment if such harassment is determined;
8. Take reasonable steps to alleviate the effects of the harassment.

E. Dissemination Of Policy

Any pupil wishing to make a complaint of sexual harassment shall immediately file a written complaint, except that no pupil is required to file any complaint with the alleged harasser.

All employees and pupils shall be notified of this board policy on a regular basis, and consistent with Education Code Sections 212.6 and 48980.

Legal Reference:

Education Code Sections 212.6, 48980

Date Policy Adopted By The Board: 8/20/96

PROMOTIONAL/ACCELERATION/RETENTION

- A. The El Centro Elementary School District Board of Trustees expects students to progress through each grade level demonstrating growth in learning and meeting grade-level standards of expected student achievement. To accomplish this, instruction should accommodate the varying interest and growth patterns of individual students and include strategies for addressing academic deficiencies when needed.
- B. Identification Criteria
As early as possible in the school year, classroom teachers shall identify students who are at risk of being retained in grades 1 through 8. Students in grades 1 through 3 shall be identified primarily on the basis of their level of proficiency in reading. Students in grades 4 through 8 shall be identified on the basis of their level of proficiency in reading, English language arts and mathematics.
- C. Interventions
When a student is recommended for retention or is identified as being at risk for retention, the District shall provide intervention opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such intervention opportunities may include but are not limited to tutorial programs, afterschool and summer school programs.
- D. Exceptions
If a student meets the retention criteria, the student shall be retained unless the pupil's regular classroom teacher or the 7th/8th grade leadership team, in consultation with the site principal, specifies in writing, that retention is not the appropriate intervention. This written determination shall specify the reasons retention is not appropriate and shall specify recommendations for interventions other than retention that are necessary to assist the pupil to attain acceptable levels of academic achievement.
- E. Parental Notification
When a student is identified as being at risk of retention, the teacher shall notify the student's parents as early in the school year as practicable (preferably no later than the fall parent-teacher conference). The teacher shall also inform the parent of the opportunities being provided for remedial instruction to assist that student in overcoming his/her academic deficiencies. This notification shall provide a pupil's parent or guardian the opportunity to consult with the teacher or 7th/8th grade leadership team responsible for the decision to promote or retain the pupil.

Parents shall be kept informed during the course of the school year of the progress the pupil is making toward meeting the requirements for promotion to the next grade. If the pupil is recommended for retention, a conference must be held with the parents prior to or during the spring parent teacher conferences or 4th progress reporting period for middle school and junior high school students. Written notification by certified mail no later than May 20 to parents may be substituted to meet the requirements of this policy if efforts to contact the parents have failed.

F. Appeals

A parent or guardian may appeal the teacher's or 7th/8th grade leadership team's decision to promote or retain a child by submitting a written request to the Superintendent or his/her designee specifying the reasons why a teacher's or 7th/8th grade leadership team's decision should be overruled. The burden shall be on the appealing party to show why the decision of the teacher or 7th/8th grade leadership team should be overruled. The appeal process is as follows:

1. The appeal should be initiated no later than May 30.
2. The teacher or 7th/8th grade leadership team shall be provided an opportunity to state orally or in writing the criteria on which his/her/their decision was based.
3. Prior to making this determination, the Superintendent or his/her designee may meet the appealing party, the teacher or 7th/8th grade leadership team and the principal.
4. If the Superintendent or his/her designee determines that the appealing party has overwhelmingly proven that the teacher's or 7th/8th grade leadership team's decision should be overruled, he/she shall overrule the decision.
5. The decision of the Superintendent shall be final.

ACCELERATION OR DOUBLE PROMOTION

An acceleration or double promotion shall be preceded by a careful study of all factors involved. No pupil shall be accelerated unless the teacher specifies in writing that acceleration is the most appropriate intervention for the pupil. The Superintendent shall be consulted on proposed acceleration or double promotion. The principal shall recommend and the parents shall concur in such acceleration or double promotion.

Legal Reference:

Education Code Section 48070
Assembly Bill 1626

Date Policy Adopted by the Board: 4/8/97

Revised: 5/11/99

SCHOOLWIDE TITLE I PARENT INVOLVEMENT POLICY

- A. The parents of children enrolled in Schoolwide Programs shall be involved in the planning, reviewing and improvement of these programs in an organized ongoing and timely manner. They shall have regular opportunities to make recommendations on the educational needs of their children and on ways in which they can help their children benefit from the programs.

- B. Through consultation with parents, the District shall annually assess the effectiveness of parental involvement programs and determine what action needs to be taken, if any, to increase parental participation.

- C. El Centro Elementary School District schoolwide programs shall aim to:
 - 1. Involve parents in its plan to review annually each school's program to determine whether each school is making adequate progress to enable students to meet the District's adopted student performance standards.
 - 2. Conduct an annual evaluation of the parent involvement policy to determine its effectiveness and use findings of the evaluation to revise/improve parent involvement strategies.
 - a. Parents annually will complete a parent involvement survey to provide data for program/policy evaluation.
 - b. Parents will annually evaluate the content and effectiveness of the District and school site parent involvement policy. The District will use the findings of the annual evaluation to design more effective parental involvement opportunities.
 - 3. Continually support parents' efforts and train them insofar as practical, to work with their children at home to attain instructional objectives, understand program requirements and build a partnership between the home and the school.

- D. The following procedures shall be taken to ensure that parents are consulted and participate in the planning, review and improvement of schoolwide programs and the District LEA Plan.
 - 1. School site policies ensuring parental involvement in schoolwide programs shall be provided to parents and shall be subject to their ongoing review. Additionally, every parent of the child eligible for schoolwide services shall be provided a copy of the El Centro Elementary School District Parent Involvement Policy.

2. Each school site shall invite all parents of eligible children to a public meeting each year in order to discuss schoolwide programs and activities. An annual statement shall identify specific schoolwide programs objectives.
3. Parents shall be informed of schoolwide parental involvement requirements and their right to consult in the program's design and implementation.
4. Parents of children participating in schoolwide programs shall receive timely information about the programs and shall have opportunities to meet regularly to formulate program input, if desired.
5. Staff shall provide parents with reports on their children's progress. Parent teacher conferences shall be held to discuss the student's progress and placement and to describe methods the parents can use to compliment the student's instruction.
6. Parent programs held periodically throughout the school year shall provide training and information on:
 - a. Parental ability to affect their children's success in learning.
 - b. Home activities, strategies and materials that can enhance learning.
 - c. Parent skills that promote positive discipline, healthy relations and understanding of child development needs.
7. Parents shall be involved in the annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of schools.
8. Parents shall participate annually in the planning, reviewing and improvement of the Local Educational Agency (LEA) Plan, the Single Plan for Student Achievement (SPSA) through the School Site Council.

Additionally, parents will participate in the development and review of the Corrective Action/Alternative Governance Plan for program improvement schools.

- a. Parents will be invited to participate on the District Leadership Team to assist in the evaluation of the SPSA and the development of the Corrective Action/Alternative Governance Plan.

Legal Reference:

Education Code Sections 11500-11506, 35021, 44814, 44815, 45349
Labor Code Section 3364.5
20 U.S.C. Section 2726 (1988)
20 U.S.C. Section 6318(a) 2007
Title 1, Part A, Sections 1116 (c)(1) and 1118

Date Policy Adopted by the Board: 4/8/97

Revised: 7/10/07

EL CENTRO ELEMENTARY SCHOOL DISTRICT

The El Centro Elementary School District (ECESD) is required, by Education Code 48980, to give annual notification to parents regarding certain portions of the instructional program and matter related to school administration. This document serves as your notice that the Annual Parent Notification is no longer being provided in print and is available through our district website www.ecesd.org. If you are unable to view these documents online or prefer a printed copy, please contact your child's school-site secretary.

YOUR SIGNATURE IS REQUIRED ON THIS DOCUMENT. Please return to your child's school site by September 8th, 2014.

Form A: PARENT SIGNATURE REQUIRED: This notice shall be signed by the parent or guardian and returned to the school. Signature of this notice is an acknowledgment by the parent or guardian that he/she has been informed of his/her rights but does not indicate consent to participate in any particular program has been given or withheld.

My Child's

Last Name: _____ First Name: _____ Middle Initial: _____ Grade: _____

I HAVE READ AND DISCUSSED THE RIGHTS AND RESPONSIBILITIES AS REQUIRED BY EC 48980 AND EC 48982

- If this box is checked, I grant permission to release directory information regarding my child.
- If this box is checked, I grant permission for my child to be photographed by the media.

Parent/Guardian Signature

Form B: PARENT SIGNATURE REQUIRED Parent understanding and permission for students using internet resources.

As a parent or legal guardian of:

Child's Name: _____ Grade: _____

I have read the "Guidelines for Students Using Computing Resources" on this document and understand it is designed for educational purposes. I understand that it is impossible for ECESD District to restrict access to all controversial materials on the Internet, and I will not hold the District responsible for materials acquired on the network. I also agree to report any misuse of the information system to the ECESD system administrator/instructor/staff. Misuse can come in many forms but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language and other issues described in the policy.

I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give my permission to issue an account for my child and certify the information contained on this form is correct.

Parent/Guardian Signature

Pesticide Use for 2014-15: The Healthy School Act of 2000 requires that all schools provide parents or guardians of students with annual written notification of expected pesticide use on school sites. A full list of the pesticides used and application dates are part of the Annual Parent Notification found on our website.

GUIDELINES FOR STUDENTS USING COMPUTING RESOURCES

- 1. General Information:** The ECESD has actively pursued making advanced technology and increased access to learning opportunities available to our students and staff. Using the Internet will allow students and staff to access and use information resources from distant computers and this will significantly expand our student's knowledge base. The district will put forth its best effort in filtering unacceptable material and protect users from any misuses or abuses as a result of their experiences with the Internet information service. All the rules of conduct described in the Board Policies of the District will apply when you child is on the Network.
- 2. Conditions and Rules for Use:**
 - a. Acceptable Use:** the purpose for providing Internet is to facilitate communication in support of research and education, facilitating collaboration with others. The use of an account must be in support of and consistent with the education objectives of the District.
 - b. Inappropriate use of electronic information resources** can be a violation of local, state and federal laws. Users of information system can be prosecuted for violating those laws.
 - c. Network Etiquette and Privacy:** The user is expected to abide by the general accepted rules of network etiquette, these rules include, but are not limited to, the following: be polite, use appropriate language, and electronic mail is not guaranteed private.
- 3. Services:** The ECESD makes no warranties of any kind, whether expressed or implied for the service it is providing.
- 4. Security:** Security on any computer system is high priority because there are so many users. Any user identified as a security risk will be denied access to information system.
- 5. Vandalism:** Any vandalism will result in the loss of computer services, disciplinary action, and legal referral.
- 6. School Site Procedures:** All students using internet resource must have a signed parent permission form on file. Each teacher shall sign each form and maintain a roster of approved student.

