

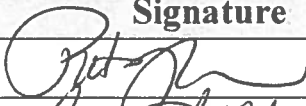






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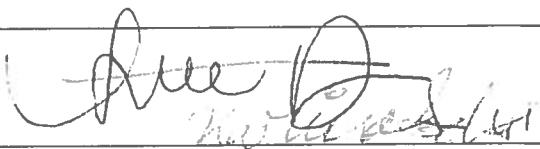
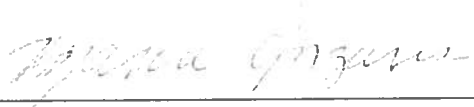

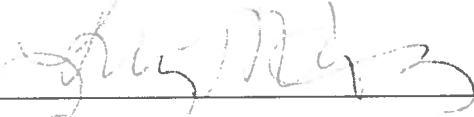

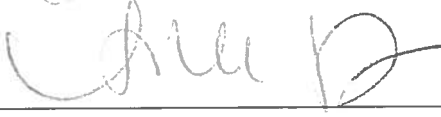
Safe School Plan Approval 2014-2015

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: McKinley Elementary School

Member	Signature	Date
Principal		12/11/14
Teacher		12/11/14
Parent		12/11/14
Classified Employee		12/11/14
Other:	 Mariela Moreno / Lizeth	12/11/14
Other:		12/11/14
Other:		12-11-14
Other:		
Other:		
Other:		

McKinley Elementary
SSC/ELAC Meeting Sign In
December 11, 2014
Room 18

Name	Signature
Karina Solis	
Rosa Diaz	
Daniel Garcia	
Maria Anzures	
Lizeth Moreno	Mariula Moreno
Norma Pantoja	
Luz Marquez	
Patti Weeks	
Anabel Reyes	



1177 N. 8th St. El Centro, CA 92243 760-352-3225
Patti Weeks, Principal

School Site Council / English Advisory Committee
Agenda

Thursday, December 11, 2014

7:15 a.m.

McKinley Elementary Room 18

7:15 a.m.

Members Present: Karina Solis, Norma Pantoja, Anabel Reyes, Luz Marquez, Maricela Moreno (Lizeth) Maria Anzures, and Patti Weeks. There is a quorum.

1. Welcome-Mrs. Weeks welcomed all the members to the meeting.
2. Safe School Plan: Discussion and Revision: Action Item
 - a. Mrs. Weeks went through the Safe School Plan. Members then reviewed the Safe School Plan and supporting documents. Luz Marquez moved to approve the plan as written and Karina Solis seconded the motion. All were in favor. No oppositions.
3. Review of safety at McKinley and suggestions for improvement
 - a. Suggestion to train Pupil Supervisors in how to deal with student behaviors
4. Mrs. Weeks went over school budget and expenditures for each category of funding to date.
5. Mrs. Weeks reviewed student data for Unit 2 with members.
6. English Language Learners continue to be a challenge. Rosetta Stone is being done each morning for 30 minutes and we are planning on adding Linda Mood-Bell interventions in the afternoon for English Learners.
7. Mrs. Weeks laid out the plan for beautification of the office wall in order to finish the Quad area and make it more attractive. ASES would fund it and students would be involved in creating it.
Meeting adjourned at 8:40 a.m.

Next meeting will be scheduled in January 2015

AGENDA
SCHOOL SITE COUNCIL AND
ENGLISH LANGUAGE ADVISORY COMMITTEE
Thursday, December 11, 2014
7:15 a.m.

**School Site Council
7:15**

1. Welcome
2. Safe School Plan: Discussion and Revision: Action Item
3. Review of safety practices at McKinley 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.

**English Language Advisory Committee
8:00**

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**

8:30

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

McKinley Elementary School

Our vision is to create a school that is safe, supportive, and is highly regarded for its academic excellence, but also helps develop the next generation of leaders and good citizens.

McKinley is a place where:

- We strive for our students to learn skills in order to be successful in the 21st Century.
- We value the partnerships that exist between school, home, and community
- We believe that our staff and our community are cohesive and involved which contributes to the success of every student
- We set high standards of learning and celebrate the achievements of each child
- We respect diversity and embrace differences

We are Achieving our Goals and Beyond...Together!

**ECESD Safe School Plan
2014-2015
McKinley Elementary
SUMMARY SHEET: AREAS OF DESIRED
CHANGE AND ACTION**

1. Data sources reviewed by Committee.

- a. Parent and teacher Surveys
- b. Behavior data: suspensions, expulsions, discipline referrals
- c. Attendance and Truancy data
- d. Property loss / accident reports / vandalism work incidents

2. Areas needing improvement or change (from data).

- a. Secured campus. Front and South side gates of campus need locking mechanisms and buzzers to open gates.
- b. Despite efforts to control it, we continue to have occurrences of graffiti on playground equipment especially during the off school days.
- c. Increased awareness and methods of prevention of instances of bullying, including cyber-bullying.

3. Possible causes of safety concerns in these areas.

- a. Efforts need to be made to continually repair fencing that is damaged in order for community to enter campus on the south end of the playground. Limited access will help with graffiti.
- b. We currently experience a lack of intervention resources (mainly due to funding issues – loss of counseling services, etc.); in addition, phone and computer technology has made “cyber bullying” easier to do while remaining essentially anonymous.
- c. An increase of technology --cyber bullying and mis-use of Web-based sites like “Facebook” have let to student disagreements and arguing.

4. Desired actions.

- a. Decrease bullying including cyberbullying. We will continue working with the El Centro Police department and We will continue our efforts to recruit outside resources willing to come in and offer counseling and/or strategies for dealing with the growing problem of bullying and harassment
- b. Decrease graffiti and vandalism by installing security cameras at various locations around campus.
- c. Secure campus: fences, gates, locks, and windows. Work with District to secure campus with technology and locking mechanisms.

ECESD Safe School Plan

**DATA SUMMARY
for Component 1 – People and Programs**

<p>Areas of Pride and Strength (Based on qualitative and quantitative data)</p>	<p>What Do We Want to Change? (Based on qualitative and quantitative data)</p>
<p>1. Attendance significantly improved from last school year to this school year by approximately 4%. School-wide efforts are continued to reach a 98% attendance rate by the end of the year.</p> <p>2. Students, staff, and parents are actively involved in maintaining a positive, needs-based discipline policy, including Student Study Team efforts towards behavior issues and Peace Builders Program, with close interagency support from FACT Center and I.C. Behavioral Health Services.</p> <p>3. McKinley has implemented numerous academic programs as part of our Response to Intervention (RtI) that promote and accelerate student learning and mastery of Common Core State Standards: Rosetta Stone for non English speakers, Linda-Mood Bell Interventions, Think Central Personal Math Trainer, Afterschool interventions in Math and Language Arts for Migrant and English Learners, Writing Interventions, Parent Trainings, and After School Education and Safety (ASES) tutoring and enrichment.</p> <p>4. School-wide participation in a physical education program including daily physical fitness activity and implementation of the SPARKS PE program. The entire school goes out to P.E. at 8:15 a.m. each day for 15 minutes. Additionally, we augmented new playground equipment: goals, volleyball setup, tetherball setup, and a cart of P.E. equipment for students to check out during recess.</p>	<p>1. Enhance and broaden positive discipline practices on the playground and in the classroom. Based on parent feedback, continued efforts towards decreasing bullying including cyber bullying. We want all students and their parents to feel comfortable and safe at our school at all times and will continue to work on this issue.</p> <p>2. Based on academic performance of our English Learners, increase our capacity to offer appropriate and timely services and strategies to English Learners underperforming i.e. additional Rosetta Stone support and additional English Learner instructional strategies in the classroom.</p> <p>3. Expand and continue to make physical fitness, health, and well being an integrated part of McKinley and curriculum.</p> <p>4. Train staff in CPR and CPI.</p> <p>5. Increase a positive culture through the Peace Builder Principles. Offer activities that instill good citizenship and academic achievement.</p>

5. 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.

6. Continued Implementation of ASB in grades 4th-6th

Adapted from Safe Schools: A Planning Guide for Action Planning form 2A

ECESD Safe School Plan

**DATA SUMMARY
for Component 2 – Place**

<p>Areas of Pride and Strength (Based on qualitative and quantitative data)</p>	<p>What Do We Want to Change? (Based on qualitative and quantitative data)</p>
<p>1. School Beautification of the campus with community support. With Lowes, Home Depot, and JoAnn’s generous donation over the past two years, plants, trees, benches, playground equipment, and flowers have been purchased, planted, and/or installed to enhance the attractiveness of our campus.</p> <p>2. School Grounds and Williams Act Visitation ratings. Part-time grounds staff and 2 full-time custodial staff maintain the campus grounds, classrooms, offices, and restrooms well maintained and compliant with Williams Act Legislation. In fact, we increased our rating from FAIR to GOOD with an 98.6% rating this school year.</p> <p>3. Campus Security: The implementation of new student drop-off & pick up procedures, installation of one security camera facing the front gate, & new fencing around campus to close existing gaps.</p>	<p>1. Plant some additional trees to enhance the beauty of our school. Parent feedback includes adding more shade on the playground for students especially needed during summer months. In addition, teachers have expressed need for a shade structure on the lower grade playground court area.</p> <p>3. Continue early morning pupil supervision at the FACT Center parking lot, and front of school to assist with the safe bus loading and unloading of students. We want to ensure that students feel safe on their way to and from school.</p> <p>4. In conjunction with the District and Emergency Response community experts, we will establish, practice, and maintain safety procedures for emergency situations including lock down, fire and earthquake drills.</p> <p>5. With District support, purchase and mount remaining security cameras needed, install/upgrade locking and opening mechanisms for front and east side of school. In short, maintain a secure campus with timely upgrades and repairs to all fences, gates, locks, doors, windows, and alarm systems.</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 efforts toward discouraging bullying including cyber bullying as much as possible. Utilize the partnership with EL Centro Police Department, school assigned officer, to provide presentations and interventions when needed.
 - b. Secure campus including installation of surveillance cameras located around campus to discourage graffiti and vandalism, along with repairs and upgrades to fences, gates, doors, locks, windows, and alarms.
 - c. Promote student engagement, effective behavior management system (PBIS & restorative justice) to create a positive, safe, welcoming, and supportive learning environment.
 - d. Continue beautification of our school by working with custodial, grounds maintenance, parents, students, and community.
 - e. Continue and expand our parental involvement through close working relationships with PTO.
 - f. Provide greater assistance to English Learners. Provide additional support such as Rosetta Stone, after-school interventions, and increased instructional strategies targeted for this sub group and specific needs.

2. Our overall goal(s) for the school year 2014-15 is (are):

Component 1: Continue to implement programs under the RtI model that promotes learning for all students, expand capacity to provide intervention programs, enhance Newcomer and English Learner support in order to ensure academic and behavioral success for all students.

Component 2: To create and maintain a secure, safe, and welcoming environment for all stakeholders.

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/fg/fo/ca/>, select Part 1 and then "Instructions"

Site Name
McKinley

County-District-School Code
1363123-6008478

Report Period
2013-14

Students With 3 or More Unexcused Absences	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).		
Number of identified students _____	EC SECTION	NUMBER OF EXPULSIONS	NUMBER OF SUSPENSIONS
Definition: Count each student meeting the definition of a truant in Section 48260 of the <i>EC</i> . Count each student only once per year. A student is truant per the <i>EC</i> if the student has an unexcused absence of more than 30 minutes on three different days or more.	48900(a)(1)		9
	48900(a)(2)		1
	48900(b)		
	48900(c)		
	48900(d)		
	48900(e)		
	48900(f)		1
	48900(g)		
	48900(h)		2
	48900(i)		2
	48900(j)		
	48900(k)		
	48900(l)		
	48900(m)		
	48900(n)		
	48900(o)		
	48900(p)		
	48900(q)		
	48900(r)		
	48900(t)		
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 _____	48900.2		1
	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)			
GRAND TOTAL REPORTING PERIOD			17

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	1	0	0	1	0
7	580	29	5.0%	144	6	5	11	11	1	8	4	0	11	7
8	617	43	7.0%	114	5	3	8	8	1	5	2	0	8	4
9														
10														
11														
12														
All 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	0	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	M L K	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

Monthly Attendance Percentages Comparison 13-14 to 14-15

Year	School Month	DeAnza	Desert Garden	Harding	Hedrick	Kennedy	King	Lincoln	McKinley	Sunflower	Washington	Wilson	District Wide Average
2014-15	Month 1	97.79%	97.47%	97.73%	97.26%	97.18%	97.88%	96.66%	97.74%	97.38%	96.12%	98.26%	97.41%
2013-14	Month 1	97.33%	96.81%	96.91%	97.42%	97.33%	97.31%	97.29%	97.00%	97.07%	97.55%	98.07%	97.28%
2014-15	Month 2	97.07%	96.89%	96.88%	96.63%	96.95%	97.20%	96.55%	96.73%	96.22%	95.31%	97.65%	96.73%
2013-14	Month 2	96.77%	96.08%	96.12%	95.96%	96.99%	96.93%	95.36%	96.58%	95.70%	95.89%	97.84%	96.38%
2014-15	Month 3	96.68%	96.88%	96.41%	96.88%	95.83%	97.15%	96.50%	96.32%	96.18%	94.59%	97.56%	96.45%
2013-14	Month 3	96.40%	95.57%	96.32%	95.76%	96.74%	96.47%	96.01%	95.93%	96.49%	94.90%	97.02%	96.15%

ATTENDANCE



STUDENT ACCIDENT REPORT (14-15)

INJURY OCCURRED

DATE

- | | DATE | INJURY OCCURRED |
|----|---------------|---|
| 1 | Apr. 2, 2014 | The Student was playing with the tether ball and hit the ball so hard that she hurt her hand. |
| 2 | Apr. 8, 2014 | The Student was bitten by another student. |
| 3 | Apr. 15, 2014 | The Student was playing at the playground, kicked the ball and slipped. |
| 4 | Mar. 31, 2014 | The Student opened the door from room 19 but the door opened so fast that he hurt his arm. |
| 5 | Oct. 15, 2014 | The Student fell forward on his knees and hit a filing cabinet with his forehead. |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |



CDWG.com | 800.594.4239

OE400SPS

SALES QUOTATION

QUOTE NO.	ACCOUNT NO.	DATE
FCBB724	2021581	2/20/2014

BILL TO:
 EL CENTRO SCHOOL DISTRICT
 1256 BROADWAY ST

SHIP TO:
 EL CENTRO SCHOOL DISTRICT
 Attention To: TONY ROMAYOR
 1256 BROADWAY ST

Accounts Payable
 EL CENTRO , CA 92243-2317

EL CENTRO , CA 92243-2317
 Contact: TONY
 ROMAYOR 760.352.5712

Customer Phone #

Customer P.O. # FCBB724 QUOTE

ACCOUNT MANAGER		SHIPPING METHOD	TERMS	EXEMPTION CERTIFICATE
BETH GIRARDINI 866.339.3527		FEDEX Ground	NET 30 Days-Govt/Ed	
QTY	ITEM NO.	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
1	2565744	ELMO TT-12 DOCUMENT CAMERA Mfg#: 1331 Contract: MARKET	625.00	625.00
1	2646213	HP SB LV1911 18.5" LED LCD DISPLAY Mfg#: A5V72A8#ABA Contract: MARKET	93.05	93.05
1	2683253	HP LJ PRO 400 M401N Mfg#: CZ195A#BGJ Contract: MARKET	256.41	256.41
1	654810	pricing good til 2/28 RECYCLING FEE 15" TO LESS THAN 35" Contract: Standard Pricing Fee Applied to Item: 2646213	4.00	4.00
			SUBTOTAL	978.46
			FREIGHT	37.34
			TAX	77.95
				US Currency
TOTAL				1,093.75

CDW Government
 230 North Milwaukee Ave.
 Vernon Hills, IL 60061

Fax: 847.371.7315

Please remit payment to:
 CDW Government
 75 Remittance Drive
 Suite 1515
 Chicago, IL 60675-1515



FERGUSON H&C #1581
 1224 NORTH MARSHALL
 EL CAJON, CA 92020-1517

Deliver To: brent.wischneck@ferguson.com
 From: Brent Wischnack
 Comments:

17:08:59 FEB 20 2014

FERGUSON H&C #794
 Price Quotation
 Phone : 619-258-9382
 Fax : 619-258-9390

Page # 1

Bid No.....: B398401

Bid Date.....: 02/20/14

Quoted By.: BDW

Cust 780-353-7570

Terms.....: NET 10TH PROX

Customer: R & K AIR CONDITIONING
 798 INDUSTRY WAY
 EL CENTRO, CA 92243

Ship To: R & K AIR CONDITIONING
 798 INDUSTRY WAY
 EL CENTRO, CA 92243

Cust PO#....:

Job Name: MCKINLEY SCHOOL

Item	Description	Quantity	Net Price	UM	Total
	M# 2WCC3048A1000AA				
	SN# 646443W9H				
SP-SCOV03895	COVER; OUTDOOR, TOP, 58.33 X 44.08	1	145.080	EA	145.08
SFAN04072	FAN 3 BLD ALUM 27.6 DIA 20 DEG	1	29.000	EA	29.00
SP-SGRD01440	GUARD; TROUGH-LEAD	1	2.410	EA	2.41
SSCR01976	SCRW & EYELET	8	0.242	EA	1.94
SCAP00913	CAP RTNR	8	2.089	EA	16.55
SCOV03250	CVR MTR	1	5.391	EA	5.39
SSCR02088	SCREW 10-32 TR-3 HXW 3/8 S	4	1.410	EA	5.64
SGRL01530	GRL OUTDR FAN W/ 30.84 DIA MNT	1	49.543	EA	49.54
SMOT12401	1/4HP 200-230/60/1 825RPM OUTDR MTR	1	193.083	EA	193.08

Net Total: \$448.59
Tax: \$47.87
Freight: \$150.00
Total: \$646.46

Quoted prices are based upon receipt of the total quantity for immediate shipment (48 hours). SHIPMENTS BEYOND 48 HOURS SHALL BE AT THE PRICE IN EFFECT AT TIME OF SHIPMENT UNLESS NOTED OTHERWISE. Seller not responsible for delays, lack of product or increase of pricing due to causes beyond our control, and/or based upon Local, State and Federal laws governing type of products that can be sold or put into commerce. This quote is offered contingent upon the buyer's acceptance of Seller's terms and conditions, which are incorporated by reference and found either following this document, or on the web at http://wolseley.com/terms_conditionsSale.html.
 Govt Buyers: All items are open market unless noted otherwise.

LEAD LAW WARNING: It is illegal to install products that are not "lead free" in accordance with US Federal or other applicable law in potable water systems anticipated for human consumption. Products with "NP" in the description are NOT lead free and can only be installed in non-potable applications. Buyer is solely responsible for product selection.

Teacher Survey Data 2014:

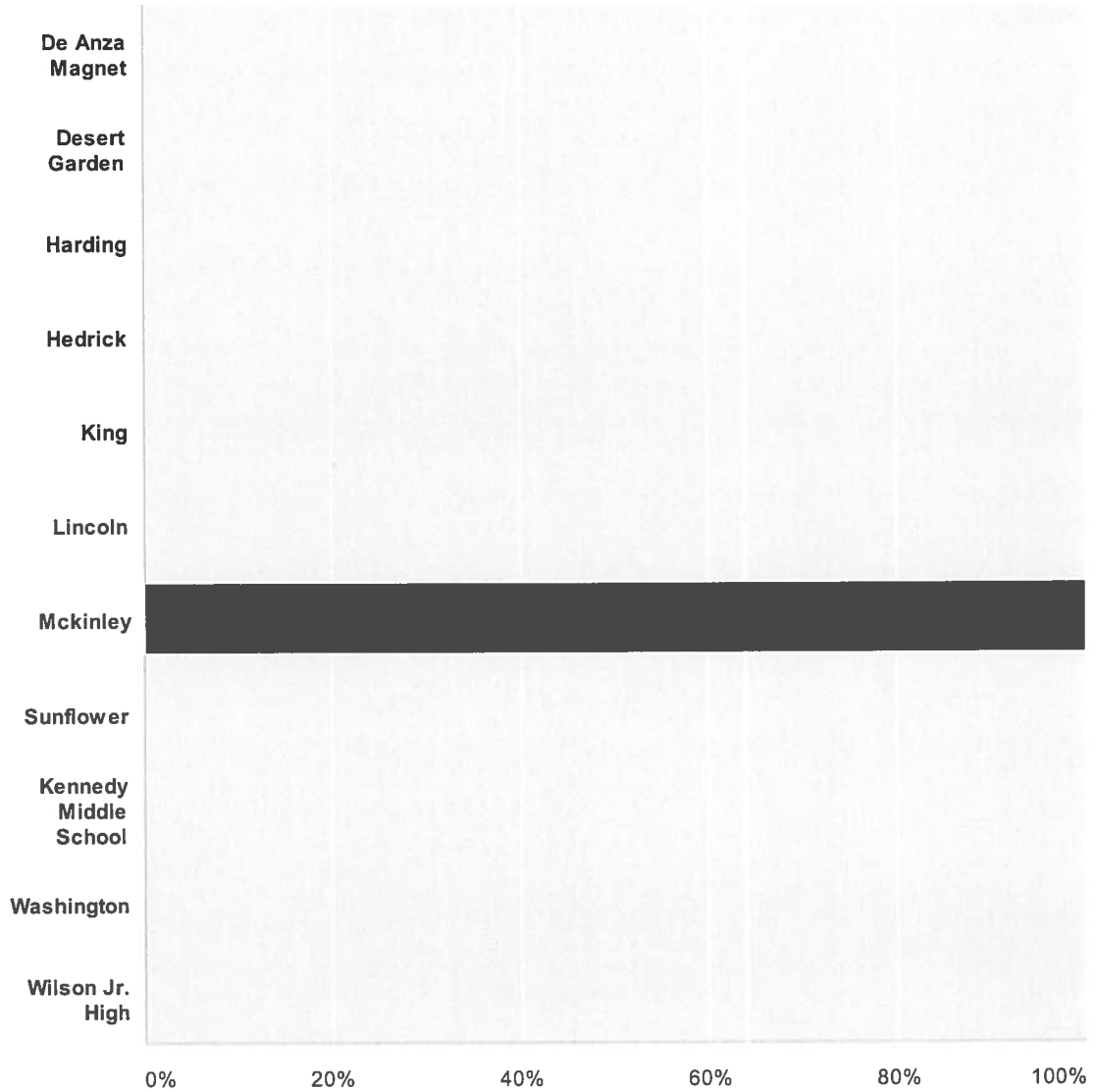
- 100% of Teachers completed and returned the Teacher Survey.
- 100% of teachers reported being pleased with school mission communication, leadership, expectations, feedback, meetings, staff development.
- 90-100% of teachers reported positively that they frequently monitor student progress using assessment data in math and language arts.
- 30% of teachers reported experiencing difficulty in completing activities in ELA and Math in the allotted time frame outlined in the pacing guides. Because CCSS are new and we have adopted a new math curriculum this year along with adding supplemental bridge materials, some teachers are experiencing difficulty in completing all lessons on the pacing guide, particularly in math. As a result, release time will be provided for teachers throughout the school year to analyze data, plan lessons, and prepare for benchmarks in order to assist with pacing difficulties.
- Teachers generally agreed in having high expectations for student success, however, there was a slight difference regarding the belief that all students can attain mastery of core content (35% disagreed).
- There is teacher agreement of 90-100% that the school has a safe and orderly environment and that student discipline is fair and consistent.
- 100% of teachers agree that they keep parents informed about their child's progress in school.

Parent Survey Data 2013:

- Out of the 84 parents that completed the survey, 98% of them feel that they are provided with information about how they can help their child with his/her homework.
- Over 90% of parent felt that activities to help them assist their children in Math Skills would be valuable.
- Reading Strategies was another area parents wanted more information in order to help their child with schoolwork.
- Goal: CCSS Parent Training--Parents general feel they get the information they need, however; we plan on offering parents training in both English and Spanish on Common Core State Standards and how parents can help their students be successful. In addition, Kindergarten teachers provide parent training on expectations, family literacy, etc. each year.

Q1 My child attends:

Answered: 38 Skipped: 0



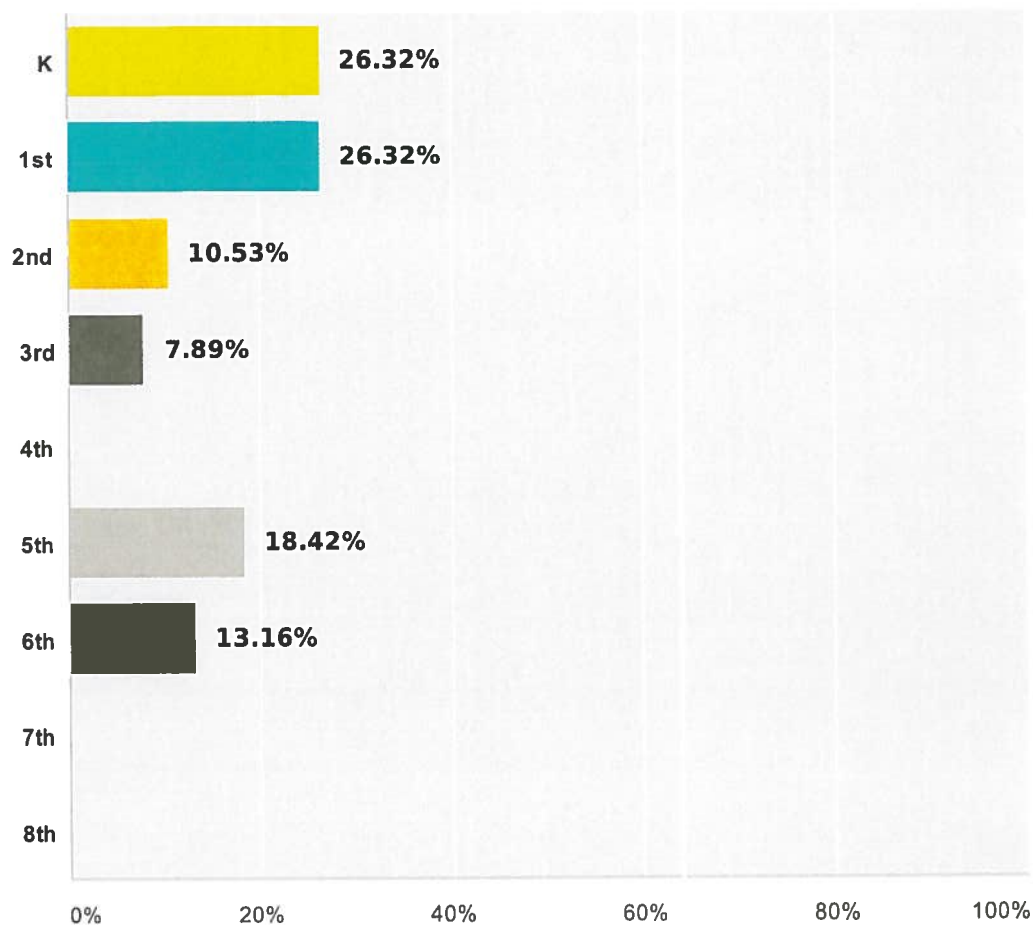
Answer Choices	Responses
De Anza Magnet	0% 0
Desert Garden	0% 0
Harding	0% 0
Hedrick	0% 0
King	0% 0
Lincoln	0% 0
Mckinley	100% 38
Sunflower	0% 0
Kennedy Middle School	0% 0

ECESD Parent Involvement Survey 2013-2014

Washington	0%	0
Wilson Jr. High	0%	0
Total		38

Q2 My child is in grade:

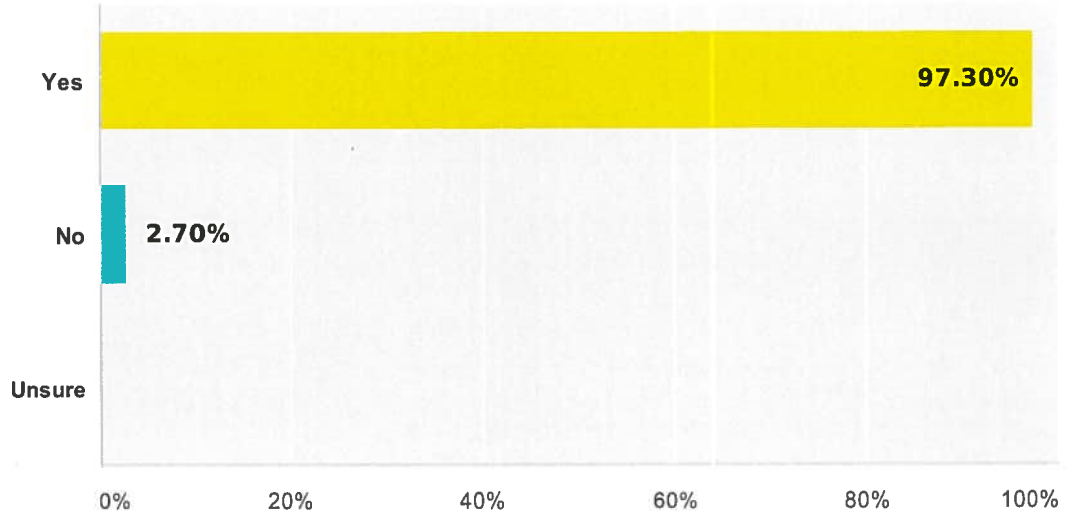
Answered: 38 Skipped: 0



Answer Choices	Responses	
K	26.32%	10
1st	26.32%	10
2nd	10.53%	4
3rd	7.89%	3
4th	0%	0
5th	18.42%	7
6th	13.16%	5
7th	0%	0
8th	0%	0
Total Respondents: 38		

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

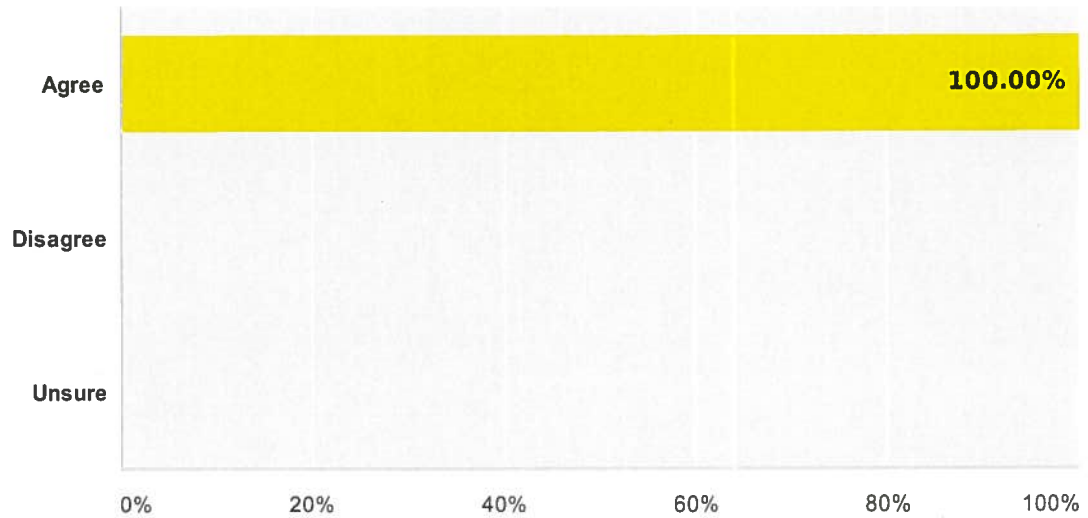
Answered: 37 Skipped: 1



Answer Choices	Responses	
Yes	97.30%	36
No	2.70%	1
Unsure	0%	0
Total		37

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

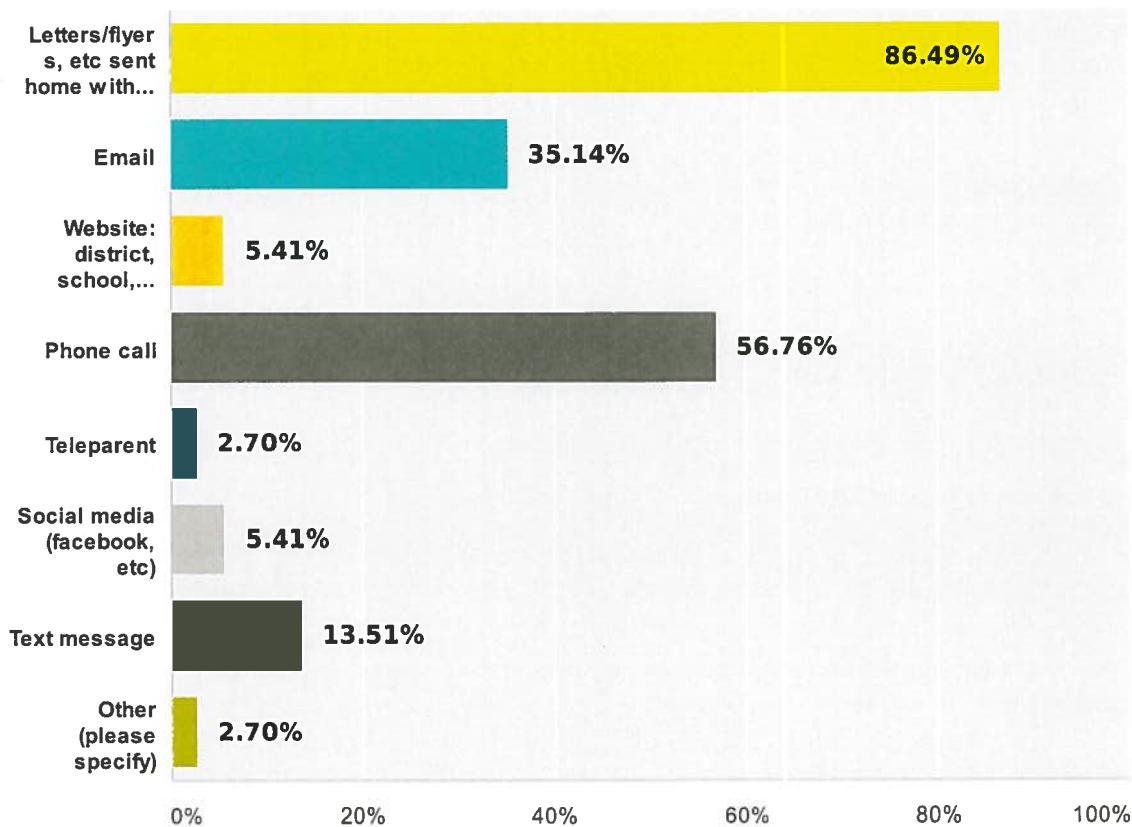
Answered: 38 Skipped: 0



Answer Choices	Responses	
Agree	100%	38
Disagree	0%	0
Unsure	0%	0
Total		38

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

Answered: 37 Skipped: 1

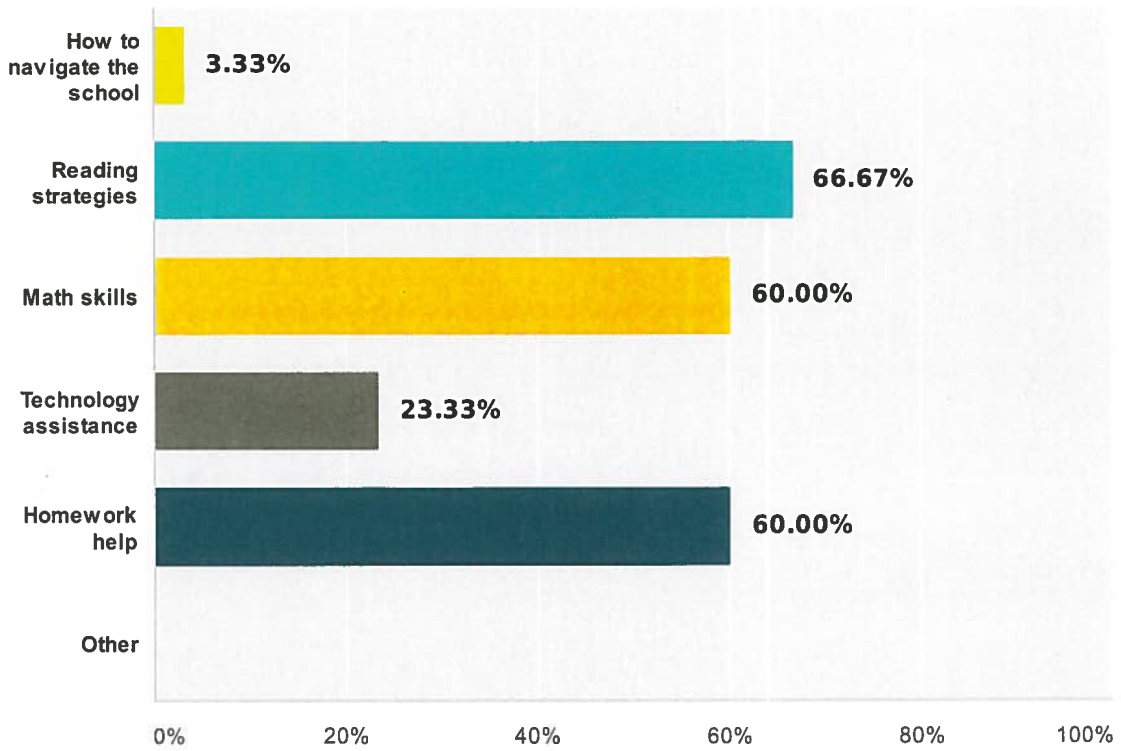


Answer Choices	Responses
Letters/flyers, etc sent home with students	86.49% 32
Email	35.14% 13
Website: district, school, classroom, etc.	5.41% 2
Phone call	56.76% 21
Teleparent	2.70% 1
Social media (facebook, etc)	5.41% 2
Text message	13.51% 5
Other (please specify)	2.70% 1
Total Respondents: 37	

#	Other (please specify)	Date
1	I am fine with the way McKinley is.	12/2/2013 2:42 PM

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

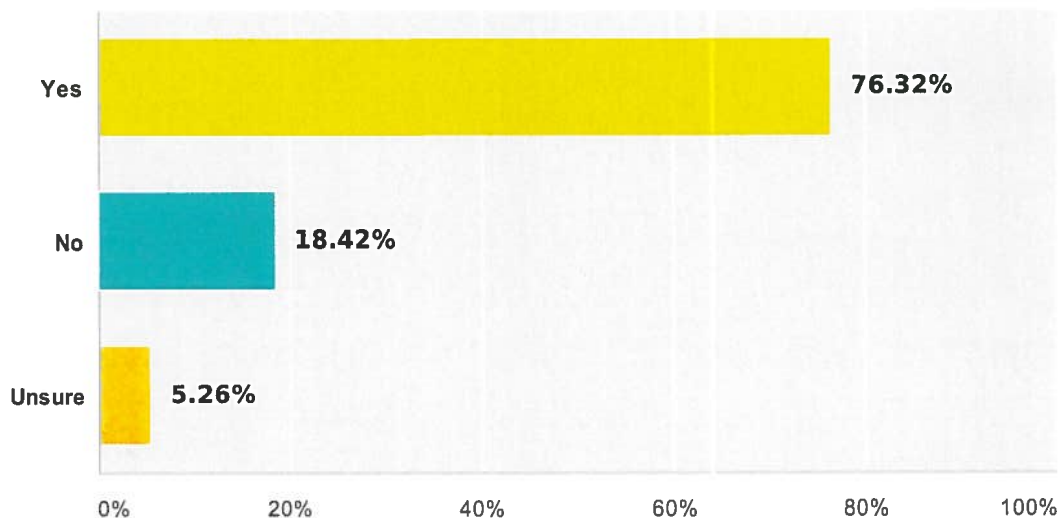
Answered: 30 Skipped: 8



Answer Choices	Responses	Count
How to navigate the school	3.33%	1
Reading strategies	66.67%	20
Math skills	60%	18
Technology assistance	23.33%	7
Homework help	60%	18
Other	0%	0
Total Respondents: 30		

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

Answered: 38 Skipped: 0



Answer Choices	Responses	
Yes	76.32%	29
No	18.42%	7
Unsure	5.26%	2
Total		38

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

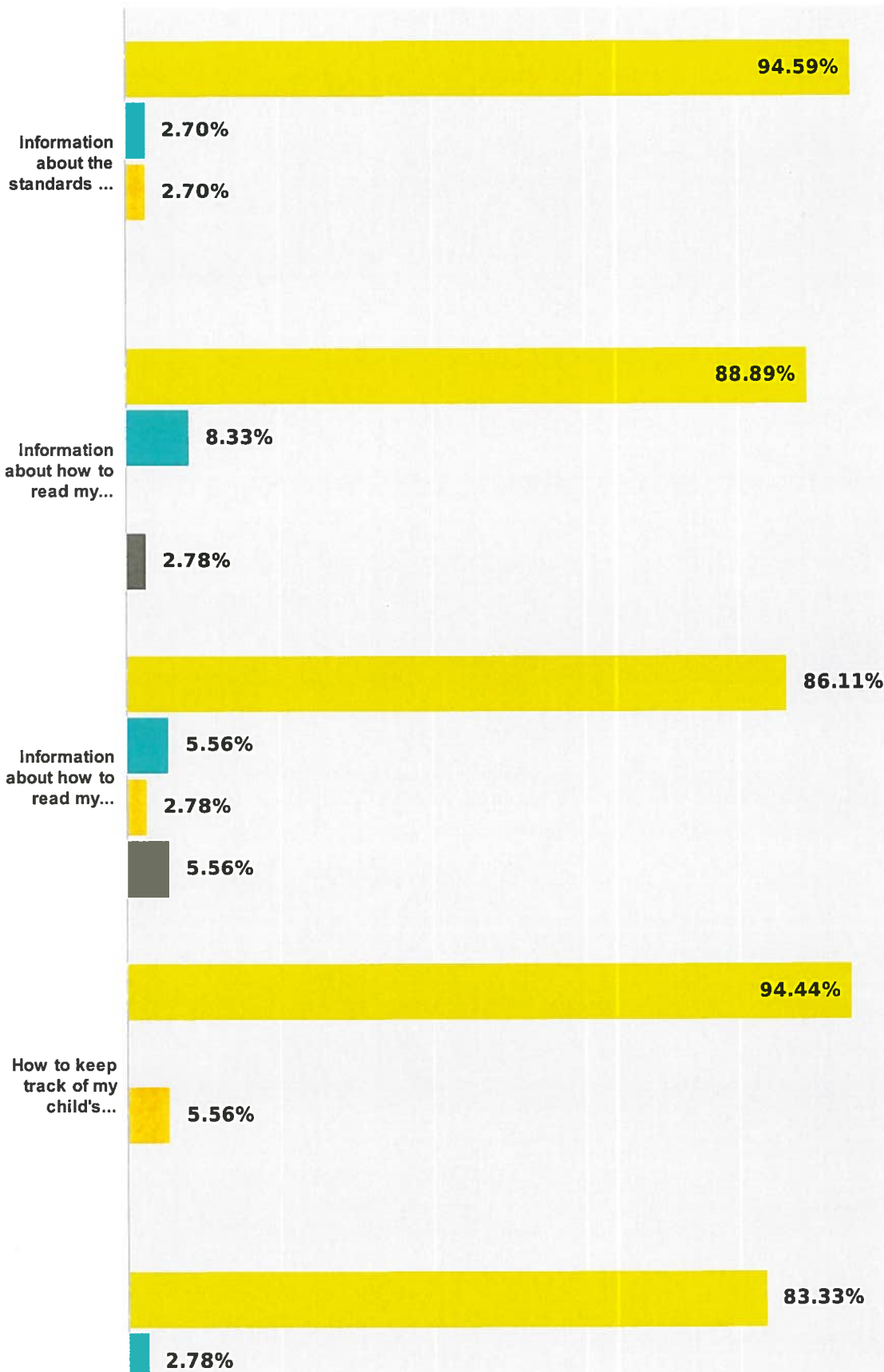
Q8 I have the following suggestions to increase parent involvement at school and home:

Answered: 12 Skipped: 26

#	Responses	Date
1	I am pleased so far with everything provided for my child.	12/2/2013 2:51 PM
2	Have once a month workshop for parents and/or parent-child w/focus on fun-educational activities on how to help our children succeed & community connection.	12/2/2013 2:50 PM
3	Give students extra points if their parents are involved.	12/2/2013 2:47 PM
4	Educational pages so the kids can practice at home.	12/2/2013 2:44 PM
5	My child and I are happy with the school. Mrs. Caloca is a wonderful teacher.	12/2/2013 2:42 PM
6	Need new speech teacher.	12/2/2013 2:33 PM
7	Make up daily games or schedules on what to work on.	12/2/2013 2:19 PM
8	More charismatic teachers like Mrs. Gilkison.	12/2/2013 2:17 PM
9	If you need me for anything, just send a letter home with my child.	12/2/2013 2:11 PM
10	Parent volunteer program.	12/2/2013 2:09 PM
11	Yes, working with my child.	12/2/2013 2:08 PM
12	n/a	11/4/2013 1:29 PM

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

Answered: 37 Skipped: 1



ECESD Parent Involvement Survey 2013-2014

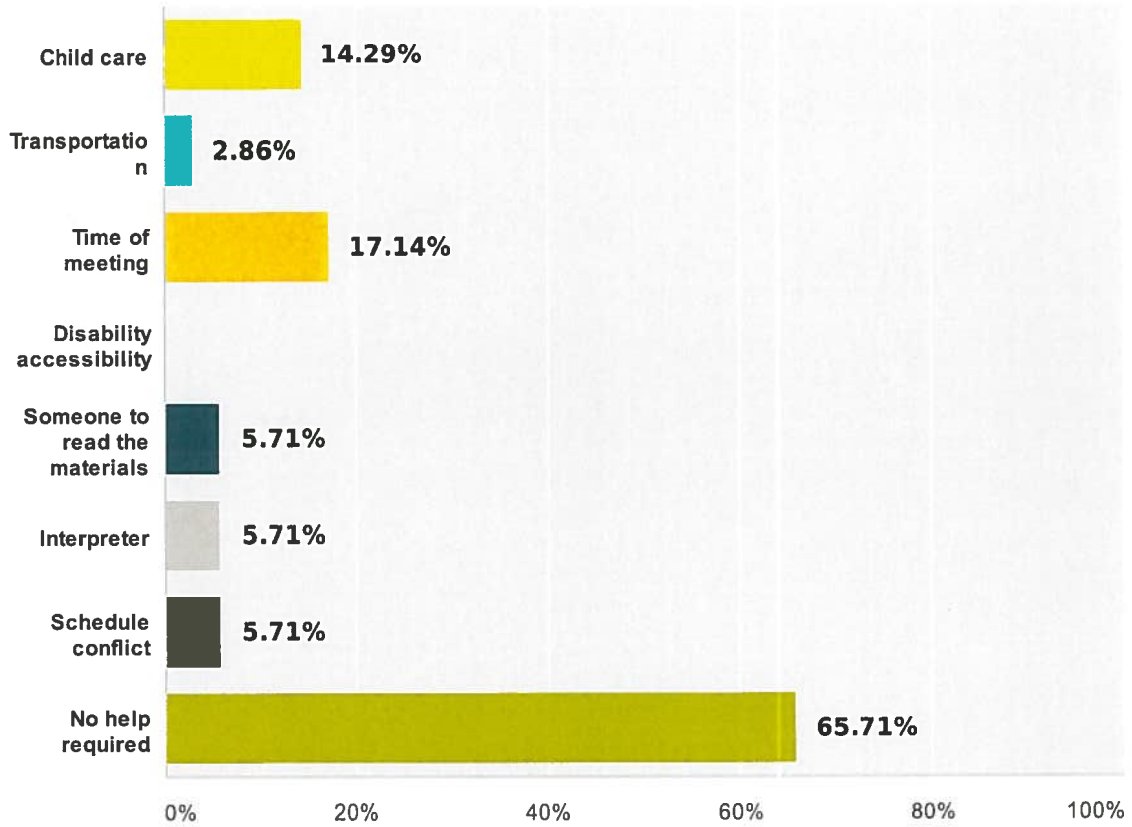


■ Received and I understood it
 ■ Received but I need more help understanding it
■ Definitely not received
 ■ Uncertain

	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.	94.59% 35	2.70% 1	2.70% 1	0% 0	37
Information about how to read my child's state test scores	88.89% 32	8.33% 3	0% 0	2.78% 1	36
Information about how to read my school benchmark scores	86.11% 31	5.56% 2	2.78% 1	5.56% 2	36
How to keep track of my child's progress in school	94.44% 34	0% 0	5.56% 2	0% 0	36
Information about available interventions and enrichment at this school	83.33% 30	2.78% 1	8.33% 3	5.56% 2	36

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

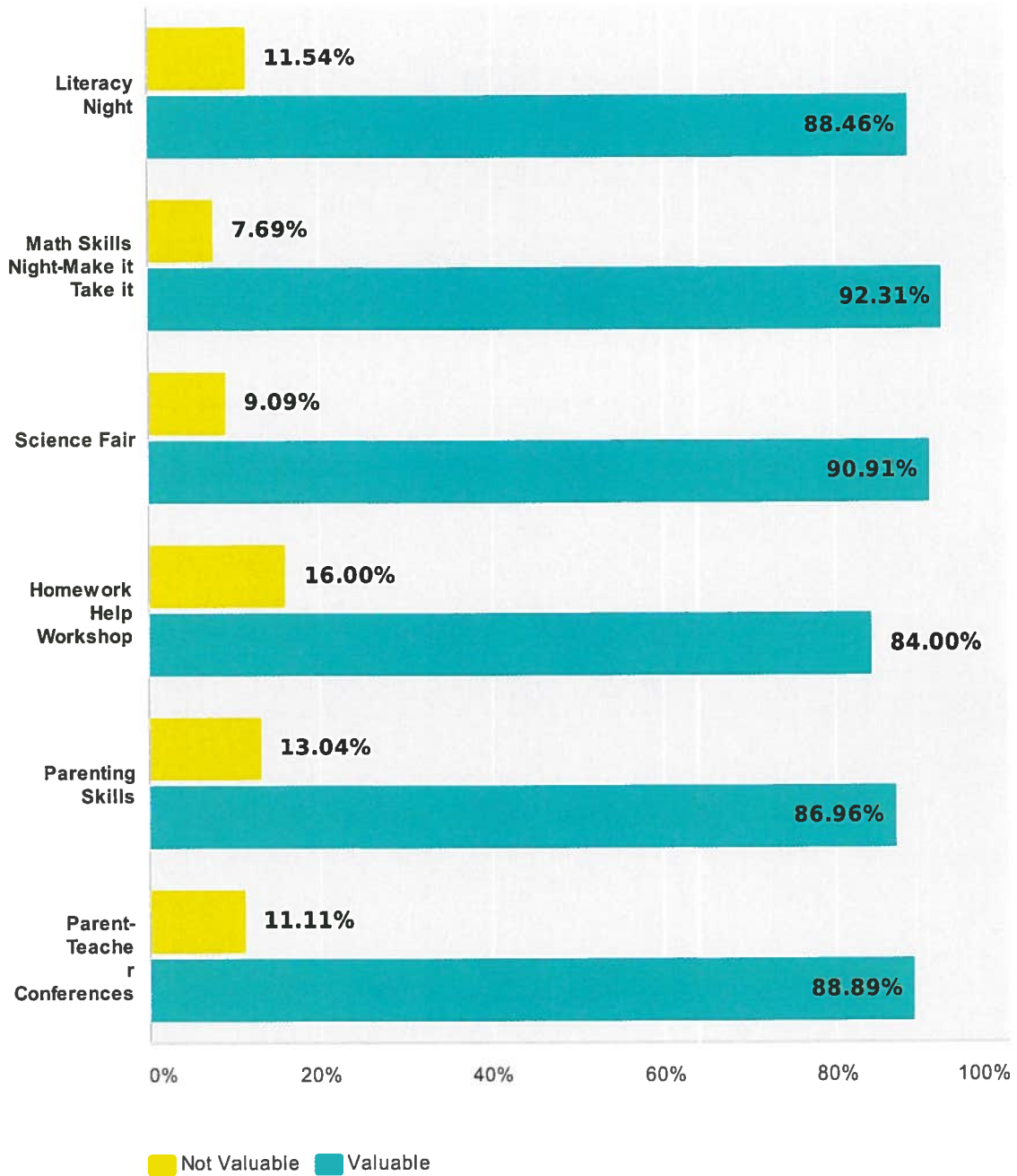
Answered: 35 Skipped: 3



Answer Choices	Responses	
Child care	14.29%	5
Transportation	2.86%	1
Time of meeting	17.14%	6
Disability accessibility	0%	0
Someone to read the materials	5.71%	2
Interpreter	5.71%	2
Schedule conflict	5.71%	2
No help required	65.71%	23
Total Respondents: 35		

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

Answered: 30 Skipped: 8



	Not Valuable	Valuable	Total
Literacy Night	11.54% 3	88.46% 23	26
Math Skills Night-Make it Take it	7.69% 2	92.31% 24	26
Science Fair	9.09% 2	90.91% 20	22

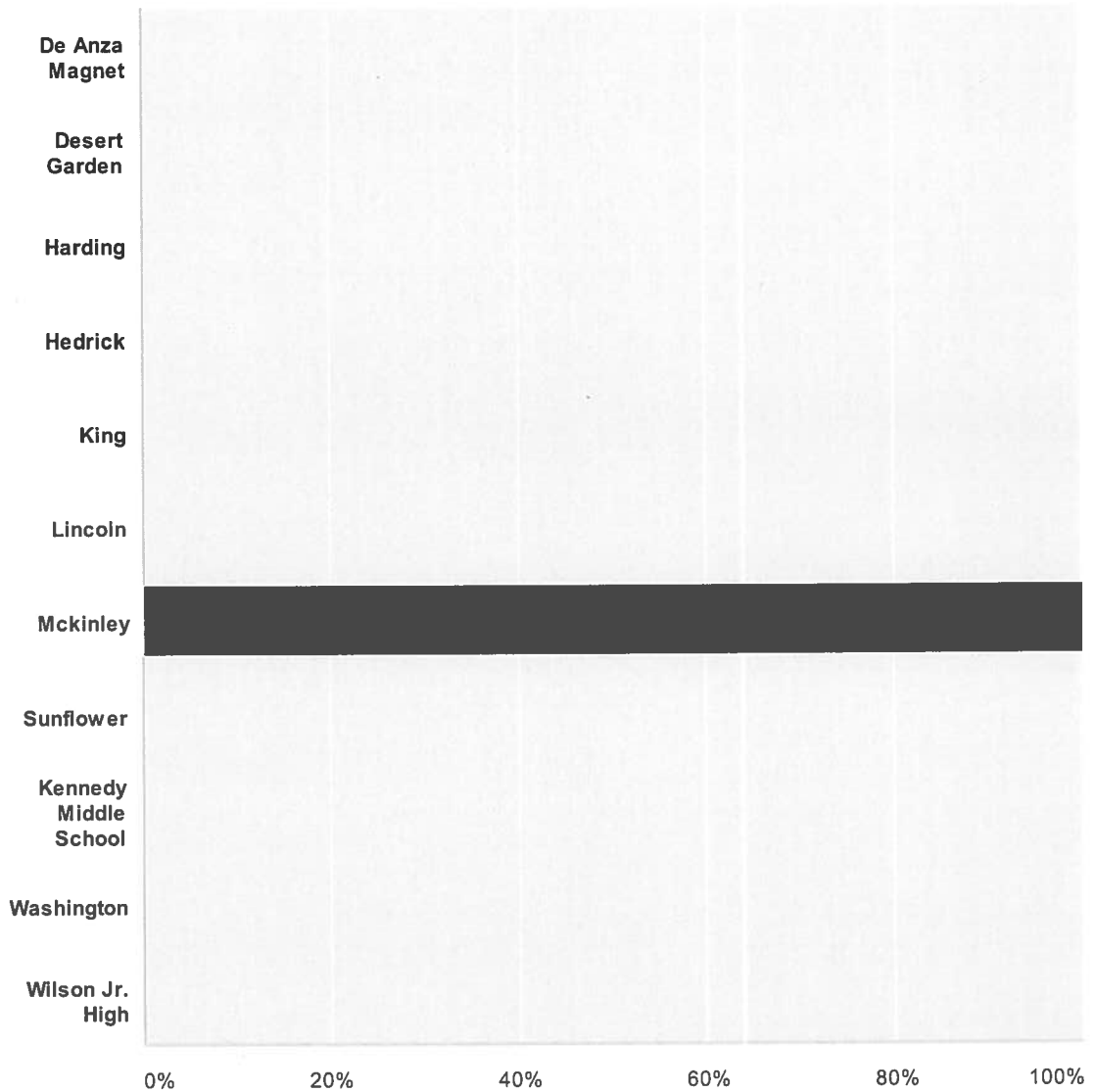
ECESD Parent Involvement Survey 2013-2014

Homework Help Workshop	16% 4	84% 21	25
Parenting Skills	13.04% 3	86.96% 20	23
Parent-Teacher Conferences	11.11% 2	88.89% 16	18

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

Q1 Mi hijo/a asiste a la escuela:

Answered: 46 Skipped: 0



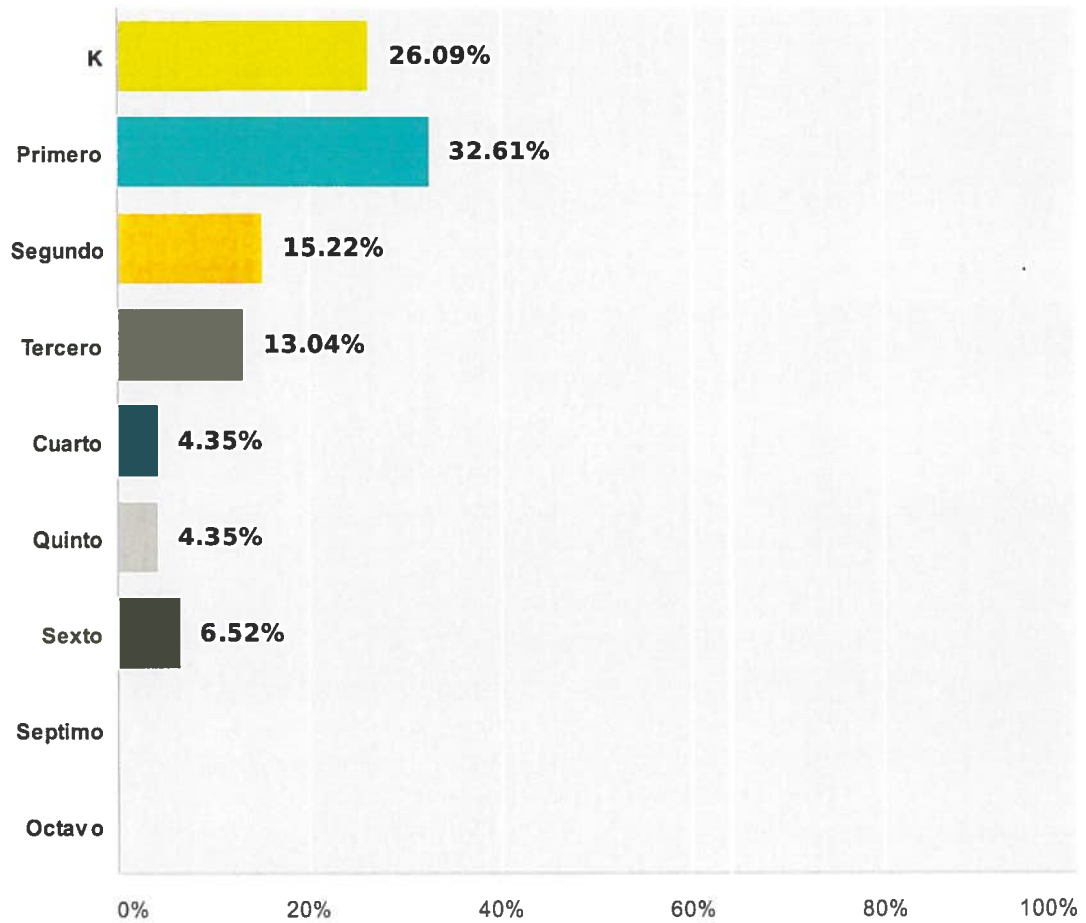
Answer Choices	Responses
De Anza Magnet	0% 0
Desert Garden	0% 0
Harding	0% 0
Hedrick	0% 0
King	0% 0
Lincoln	0% 0
Mckinley	100% 46
Sunflower	0% 0
Kennedy Middle School	0% 0

ECESD Parent Involvement Survey Spanish 2013-2014

Washington	0%	0
Wilson Jr. High	0%	0
Total		46

Q2 Mi hijo/hija esta en el grado:

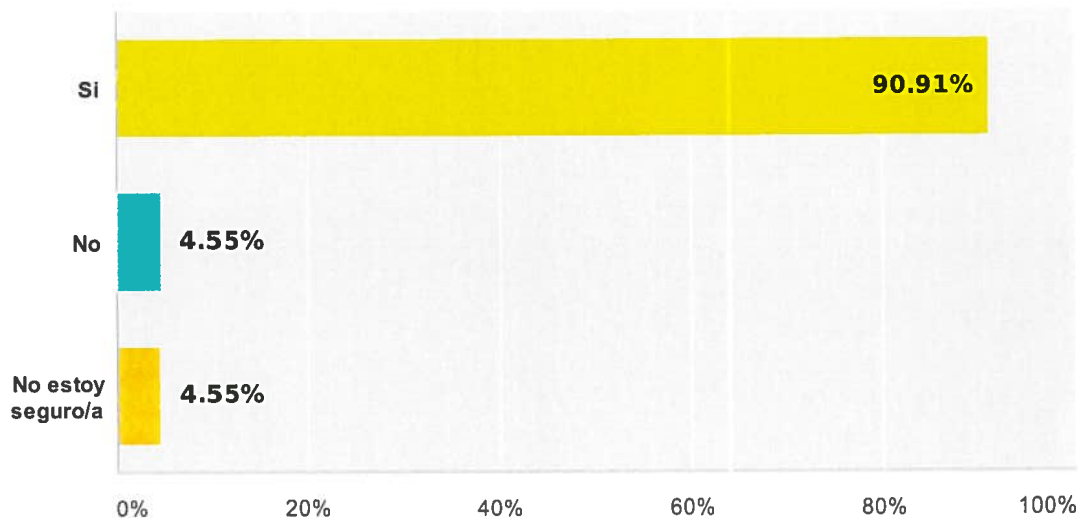
Answered: 46 Skipped: 0



Answer Choices	Responses	
K	26.09%	12
Primero	32.61%	15
Segundo	15.22%	7
Tercero	13.04%	6
Cuarto	4.35%	2
Quinto	4.35%	2
Sexto	6.52%	3
Septimo	0%	0
Octavo	0%	0
Total Respondents: 46		

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?

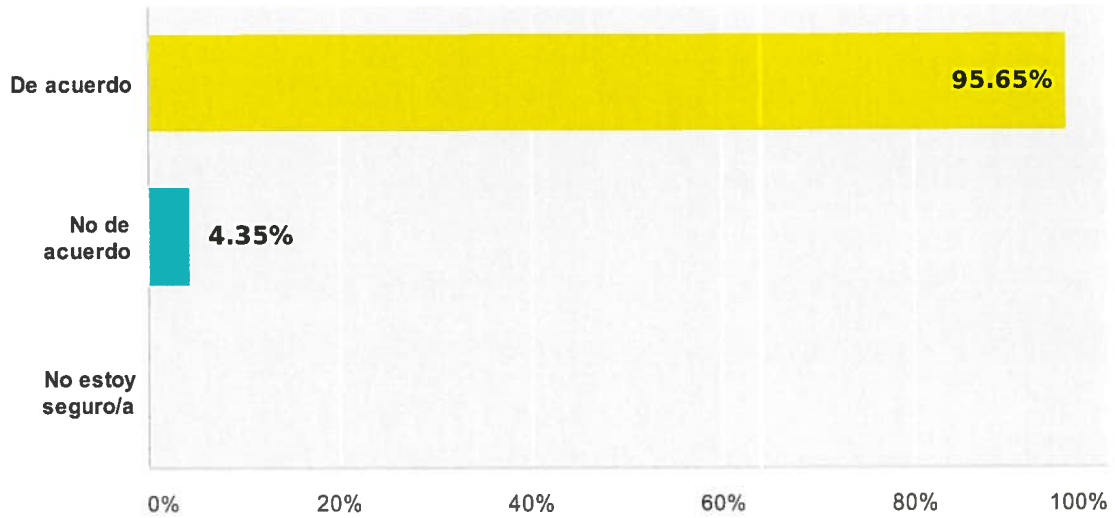
Answered: 44 Skipped: 2



Answer Choices	Responses	
Si	90.91%	40
No	4.55%	2
No estoy seguro/a	4.55%	2
Total		44

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

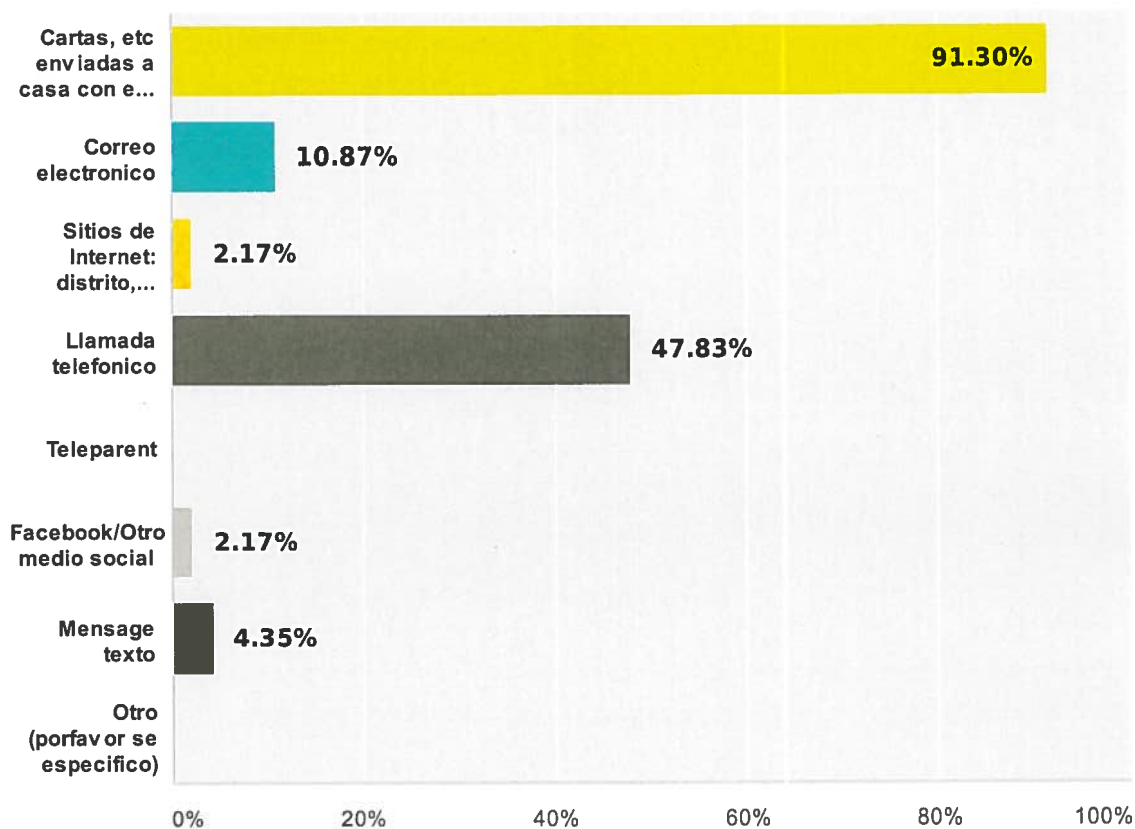
Answered: 46 Skipped: 0



Answer Choices	Responses	
De acuerdo	95.65%	44
No de acuerdo	4.35%	2
No estoy seguro/a	0%	0
Total		46

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

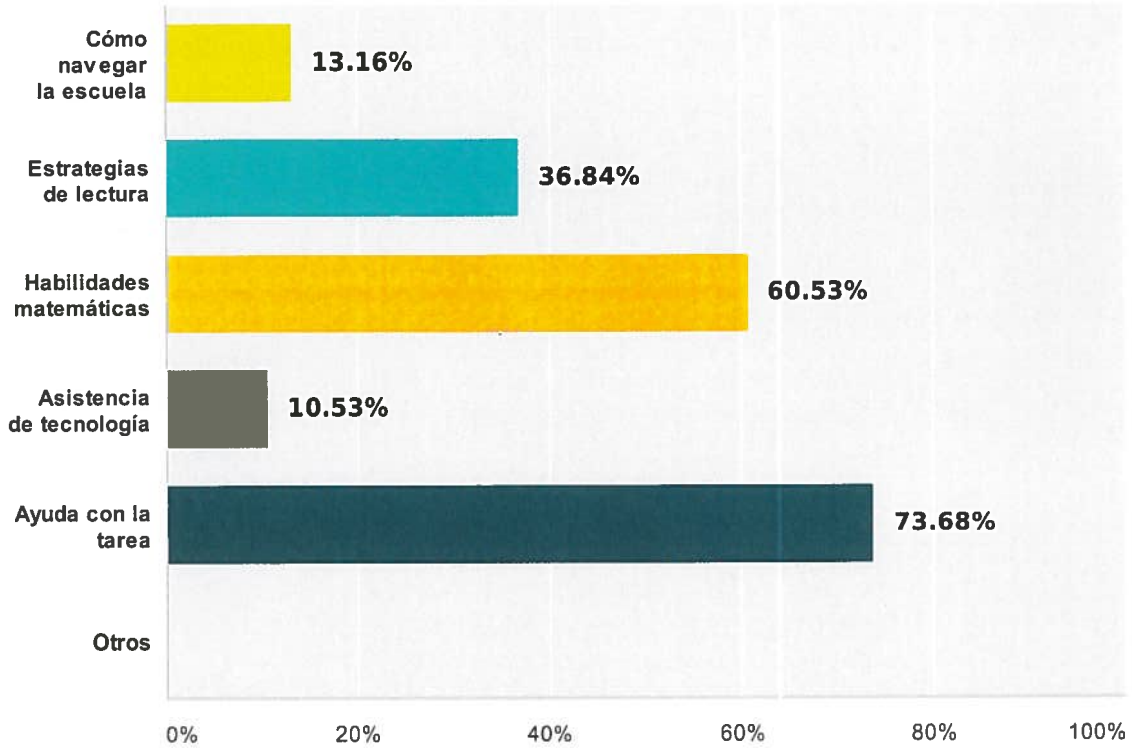
Answered: 46 Skipped: 0



Answer Choices	Responses	
Cartas, etc enviadas a casa con el estudiante	91.30%	42
Correo electronico	10.87%	5
Sitios de Internet: distrito, escuela, salon etc	2.17%	1
Llamada telefonico	47.83%	22
Teleparent	0%	0
Facebook/Otro medio social	2.17%	1
Mensage texto	4.35%	2
Otro (porfavor se especifico)	0%	0
Total Respondents: 46		

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

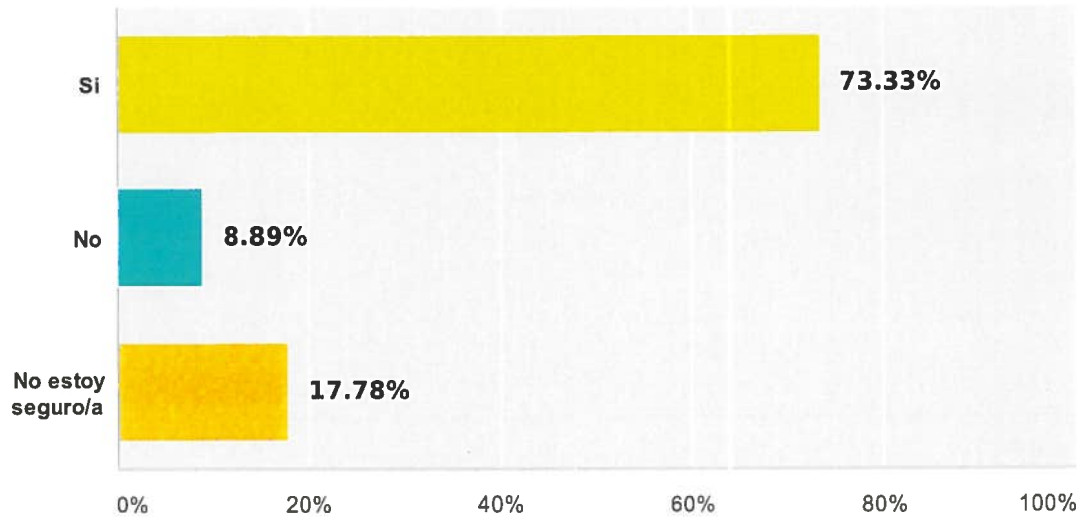
Answered: 38 Skipped: 8



Answer Choices	Responses	
Cómo navegar la escuela	13.16%	5
Estrategias de lectura	36.84%	14
Habilidades matemáticas	60.53%	23
Asistencia de tecnología	10.53%	4
Ayuda con la tarea	73.68%	28
Otros	0%	0
Total Respondents: 38		

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: 45 Skipped: 1



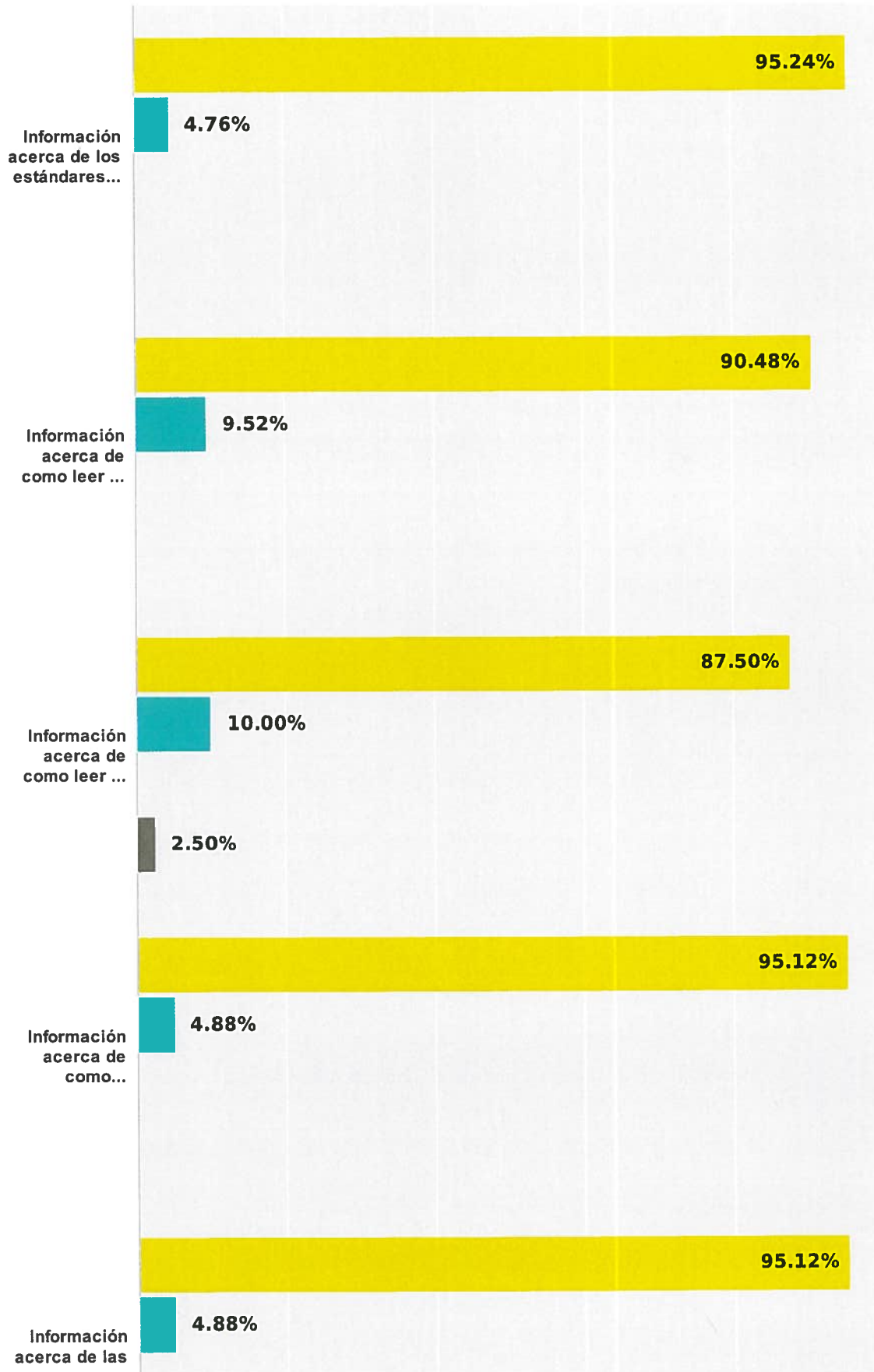
Answer Choices	Responses	
Si	73.33%	33
No	8.89%	4
No estoy seguro/a	17.78%	8
Total		45

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

Answered: 3 Skipped: 43

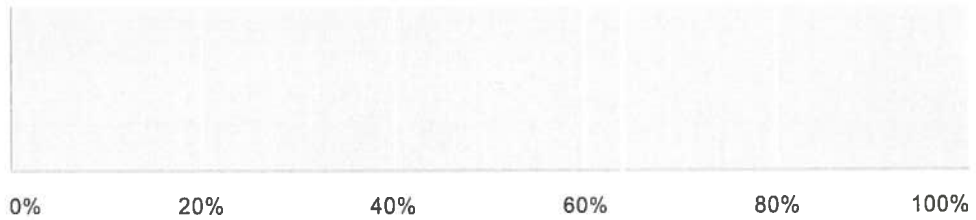
Q9 Por favor indique si recibio la siguiente informacion por medio de la escuela:

Answered: 43 Skipped: 3



ECESD Parent Involvement Survey Spanish 2013-2014

intervenci...

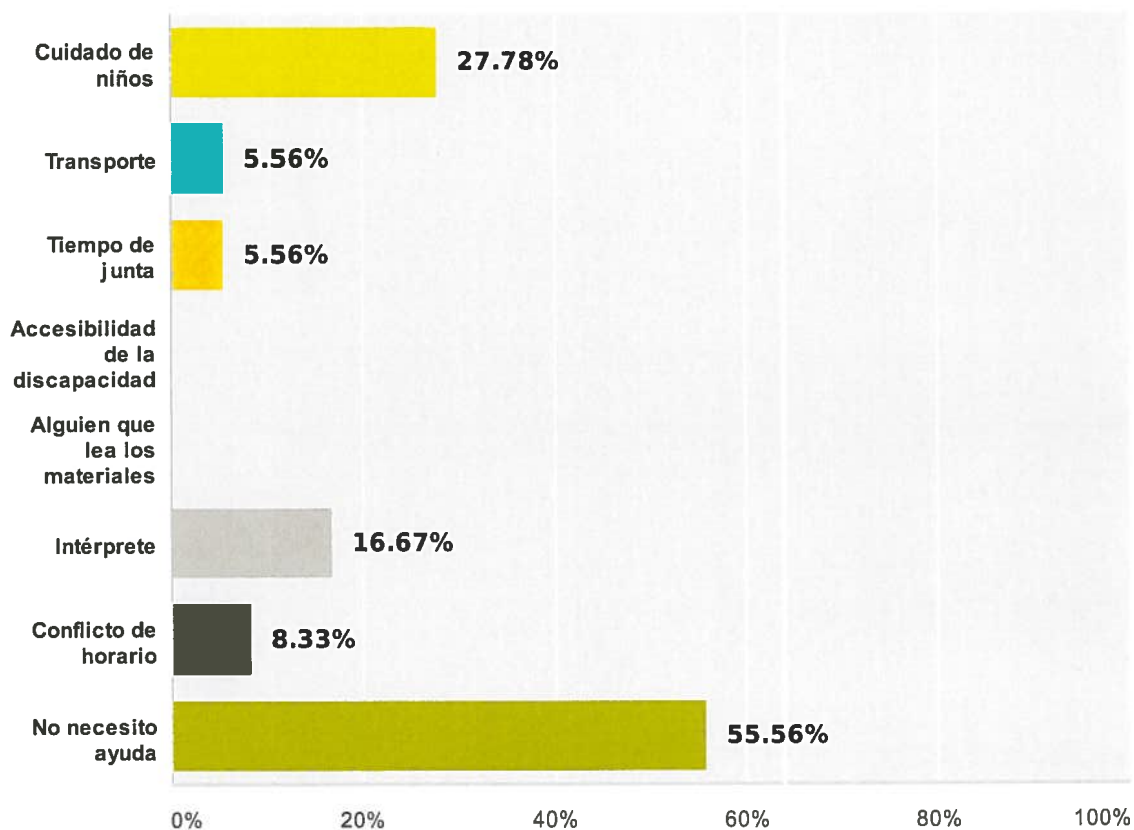


- Recibida y entendida
- Recibida pero, necesito ayuda para entenderla
- Definitivamente no recibida
- No estoy seguro/a

	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.	95.24% 40	4.76% 2	0% 0	0% 0	42
Información acerca de como leer los resultados de los exámenes del estado de mi hijo/a	90.48% 38	9.52% 4	0% 0	0% 0	42
Información acerca de como leer los resultados de los exámenes de la escuela	87.50% 35	10% 4	0% 0	2.50% 1	40
Información acerca de como enterame del progreso de mi hijo/a en la escuela.	95.12% 39	4.88% 2	0% 0	0% 0	41
Información acerca de las intervenciones y enriquecimientos disponibles en la escuela.	95.12% 39	4.88% 2	0% 0	0% 0	41

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

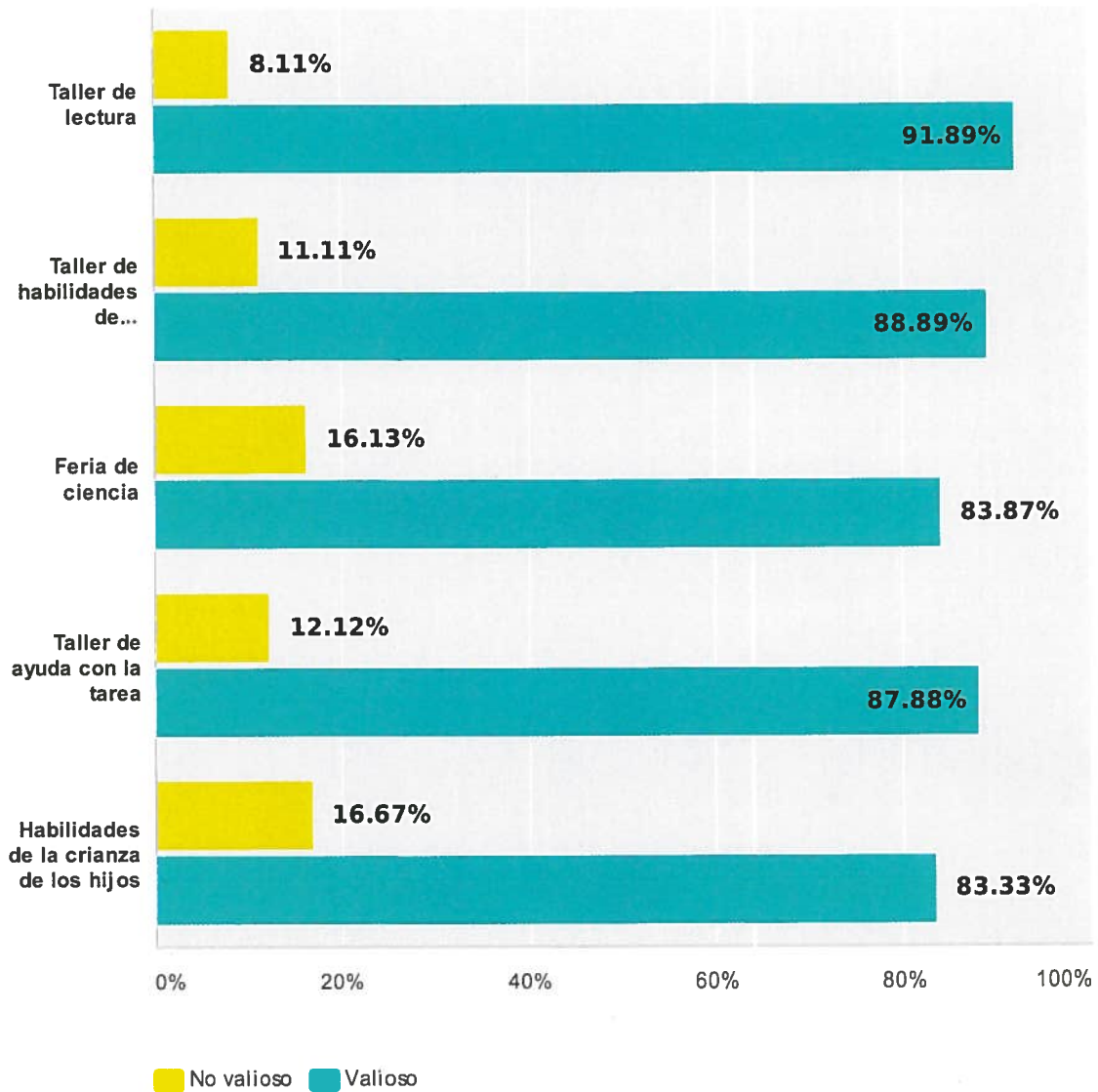
Answered: 36 Skipped: 10



Answer Choices	Responses	
Cuidado de niños	27.78%	10
Transporte	5.56%	2
Tiempo de junta	5.56%	2
Accesibilidad de la discapacidad	0%	0
Alguien que lea los materiales	0%	0
Intérprete	16.67%	6
Conflicto de horario	8.33%	3
No necesito ayuda	55.56%	20
Total Respondents: 36		

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

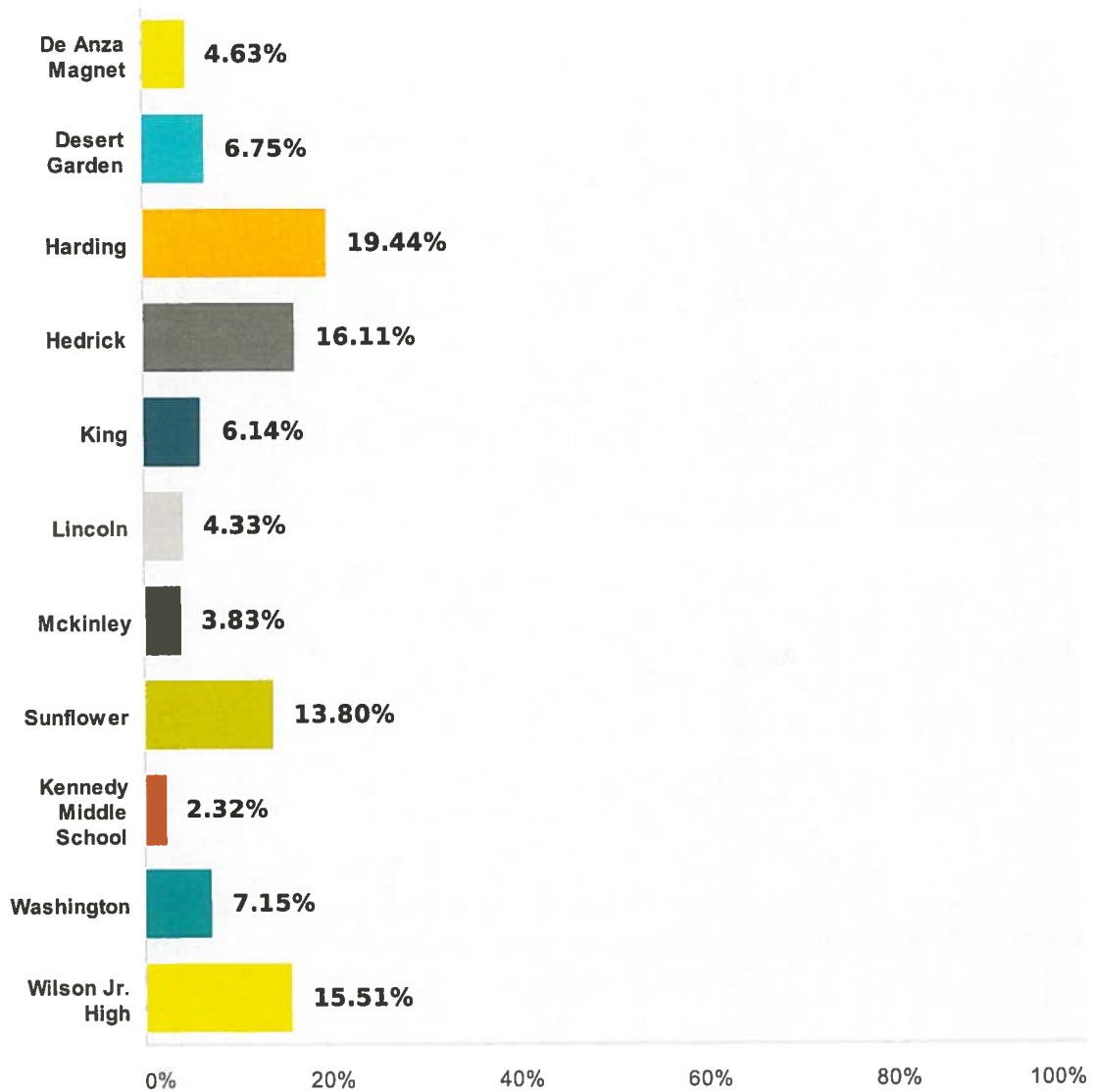
Answered: 40 Skipped: 6



	No valioso	Valioso	Total
Taller de lectura	8.11% 3	91.89% 34	37
Taller de habilidades de matemáticas	11.11% 4	88.89% 32	36
Feria de ciencia	16.13% 5	83.87% 26	31
Taller de ayuda con la tarea	12.12% 4	87.88% 29	33
Habilidades de la crianza de los hijos	16.67% 4	83.33% 20	24

Q1 My child attends:

Answered: 993 Skipped: 0



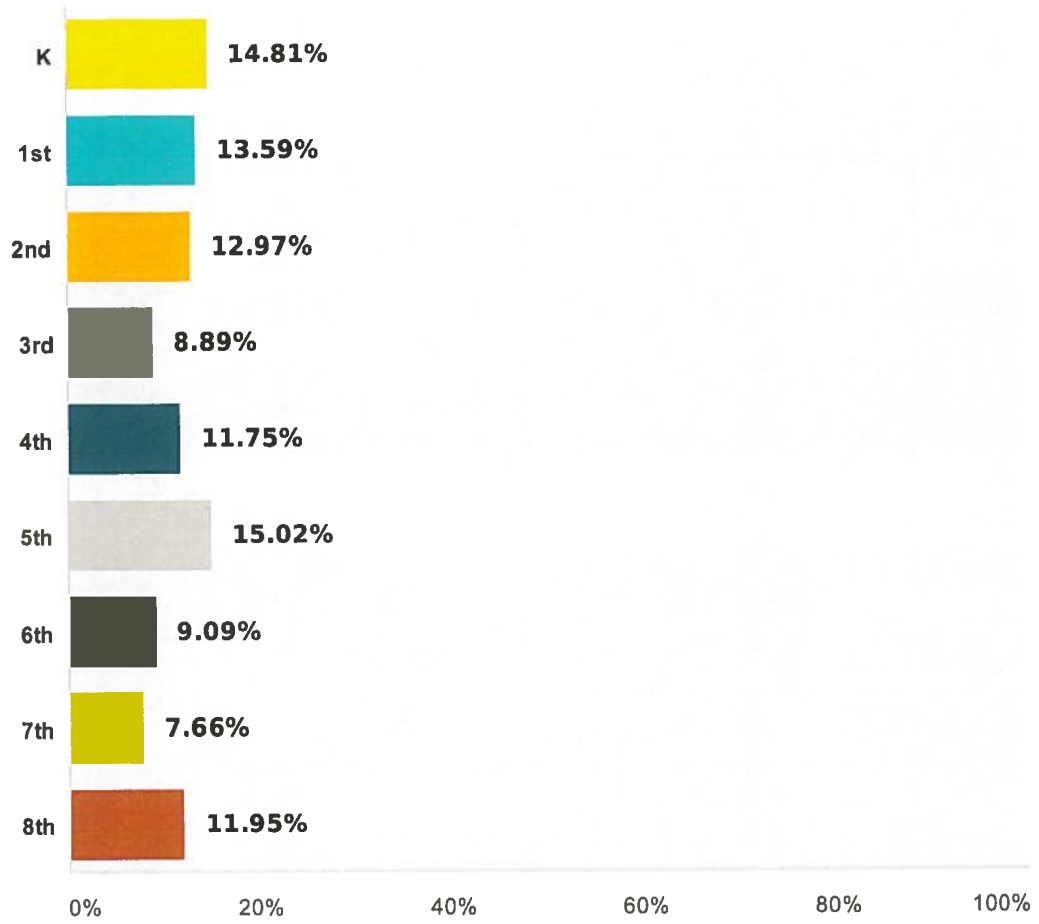
Answer Choices	Responses	Count
De Anza Magnet	4.63%	46
Desert Garden	6.75%	67
Harding	19.44%	193
Hedrick	16.11%	160
King	6.14%	61
Lincoln	4.33%	43
Mckinley	3.83%	38
Sunflower	13.80%	137
Kennedy Middle School	2.32%	23

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Washington	7.15%	71
Wilson Jr. High	15.51%	154
Total		993

Q2 My child is in grade:

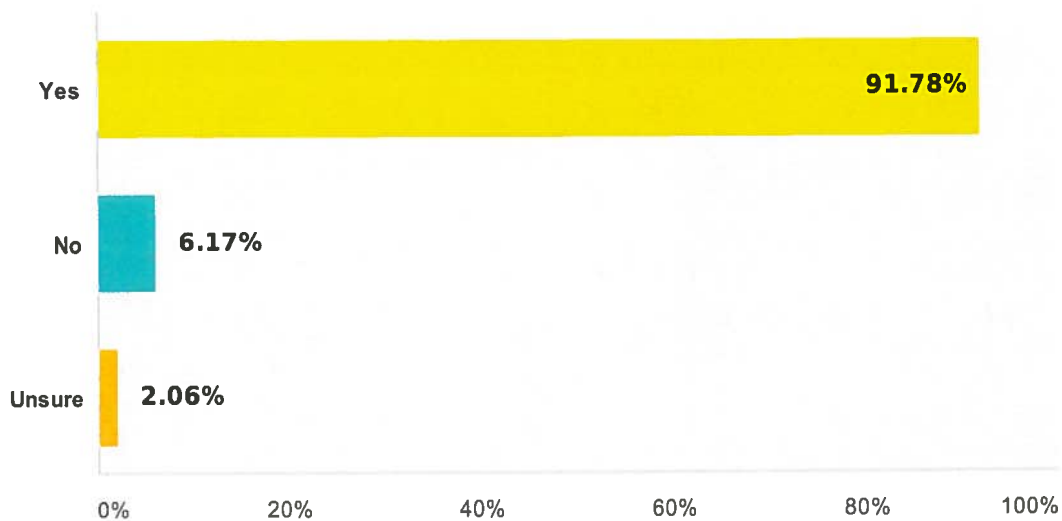
Answered: 979 Skipped: 14



Answer Choices	Responses	Count
K	14.81%	145
1st	13.59%	133
2nd	12.97%	127
3rd	8.89%	87
4th	11.75%	115
5th	15.02%	147
6th	9.09%	89
7th	7.66%	75
8th	11.95%	117
Total Respondents: 979		

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

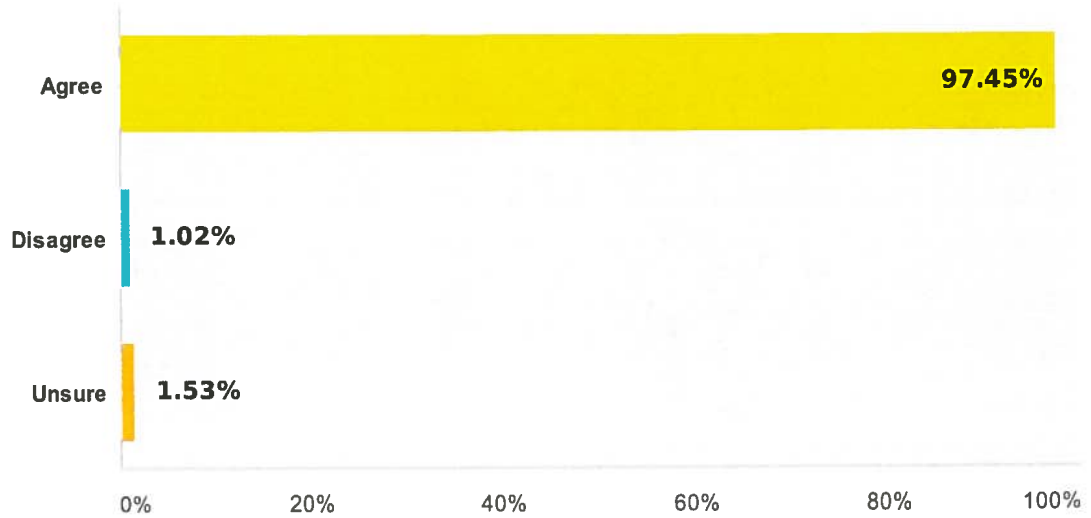
Answered: 973 Skipped: 20



Answer Choices	Responses	
Yes	91.78%	893
No	6.17%	60
Unsure	2.06%	20
Total		973

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

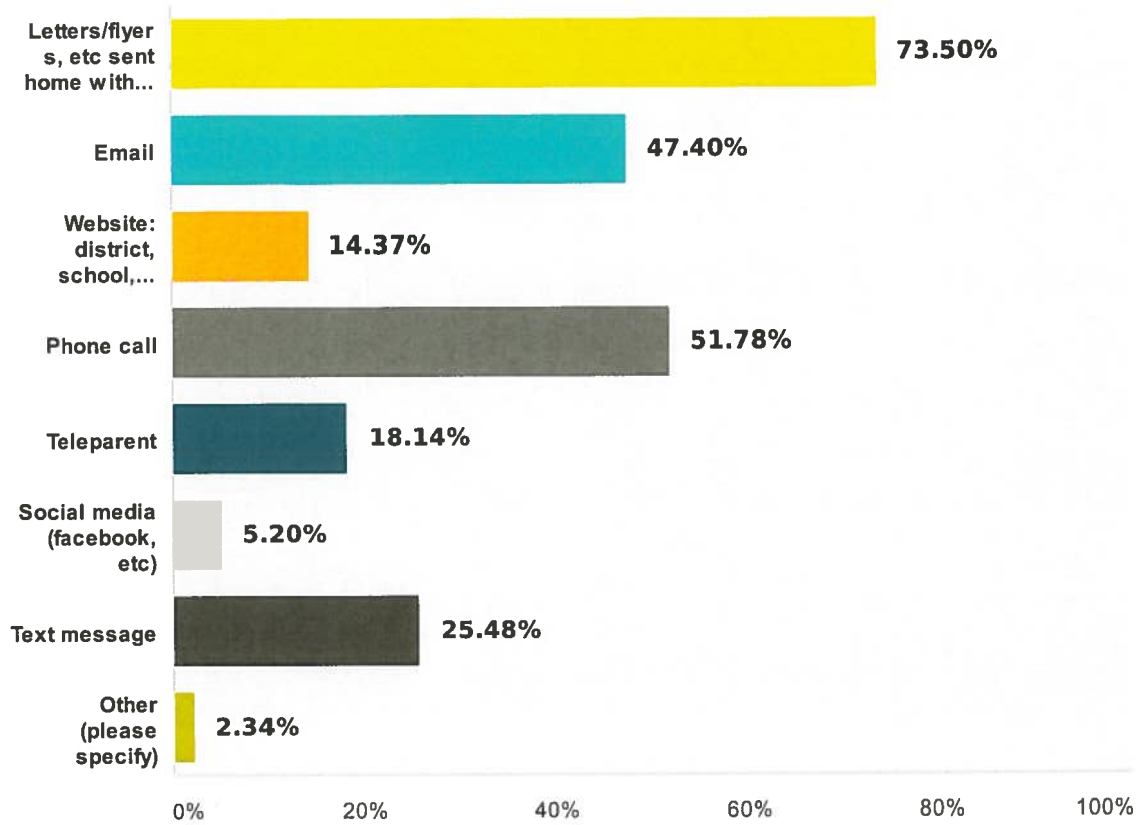
Answered: 982 Skipped: 11



Answer Choices	Responses	
Agree	97.45%	957
Disagree	1.02%	10
Unsure	1.53%	15
Total		982

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

Answered: 981 Skipped: 12



Answer Choices	Responses	Count
Letters/flyers, etc sent home with students	73.50%	721
Email	47.40%	465
Website: district, school, classroom, etc.	14.37%	141
Phone call	51.78%	508
Teleparent	18.14%	178
Social media (facebook, etc)	5.20%	51
Text message	25.48%	250
Other (please specify)	2.34%	23
Total Respondents: 981		

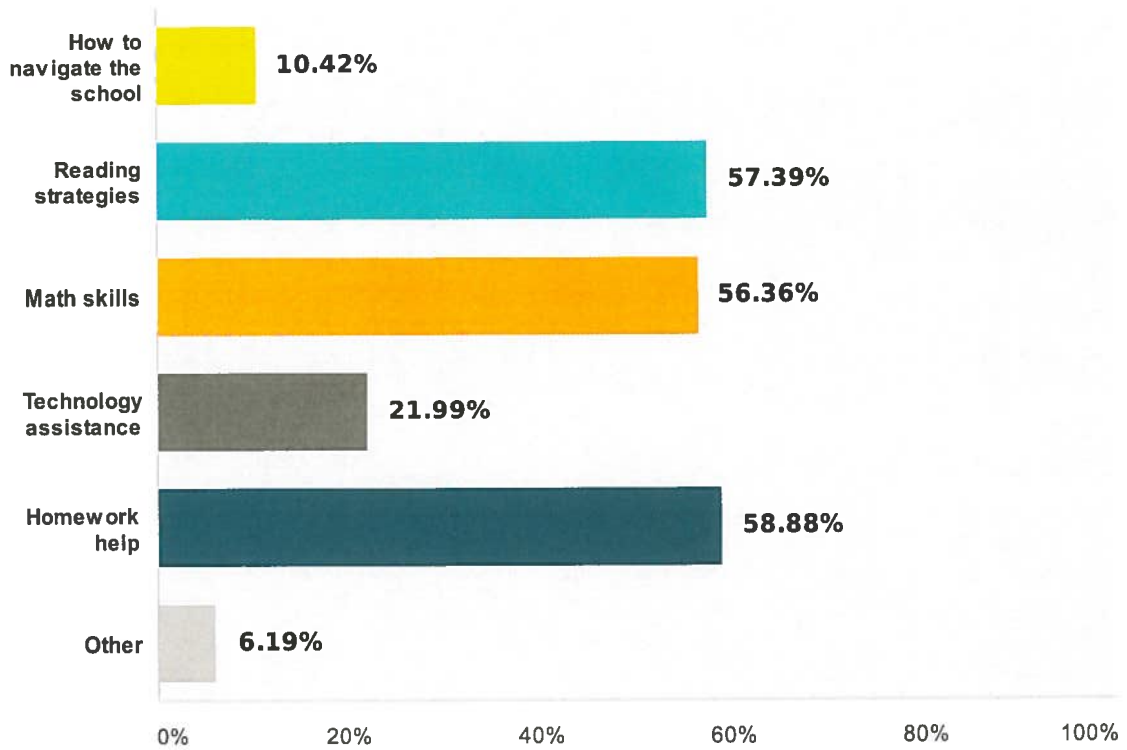
#	Other (please specify)	Date
1	I am fine with the way McKinley is.	12/2/2013 2:42 PM
2	There is nothing better than to be in front of the teacher	11/22/2013 8:42 AM
3	kyle.lopez@live.com	11/21/2013 3:16 PM

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4	mail	11/21/2013 3:01 PM
5	17694273150	11/8/2013 1:10 PM
6	Lorenasilva284@gmail.com	11/7/2013 5:19 PM
7	Nydiaromo@yahoo.com	11/7/2013 3:11 PM
8	In person	11/7/2013 1:25 PM
9	in person	11/7/2013 1:10 PM
10	Lorenasilva284@gmail.com	11/5/2013 5:45 PM
11	Class specific parent login to webpage	11/5/2013 4:07 PM
12	rossymoctezuma@hotmail.com	11/5/2013 3:56 PM
13	with teacher	11/5/2013 3:51 PM
14	jcruzarr@gmail.com	11/5/2013 3:00 PM
15	eddiedesert@yahoo.com	11/5/2013 2:56 PM
16	parent teacheer conference	11/5/2013 2:50 PM
17	jonelcera@hotmail.com	11/5/2013 2:00 PM
18	Good information thank you	11/5/2013 1:58 PM
19	760-222-7477	11/5/2013 1:37 PM
20	Call me if it is serious	11/4/2013 4:39 PM
21	morajun@aol.com	10/18/2013 1:24 PM
22	loveybabyjah@hotmail.com	10/14/2013 3:03 PM
23	verbal communication through student/teacher/parent	10/14/2013 1:30 PM

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

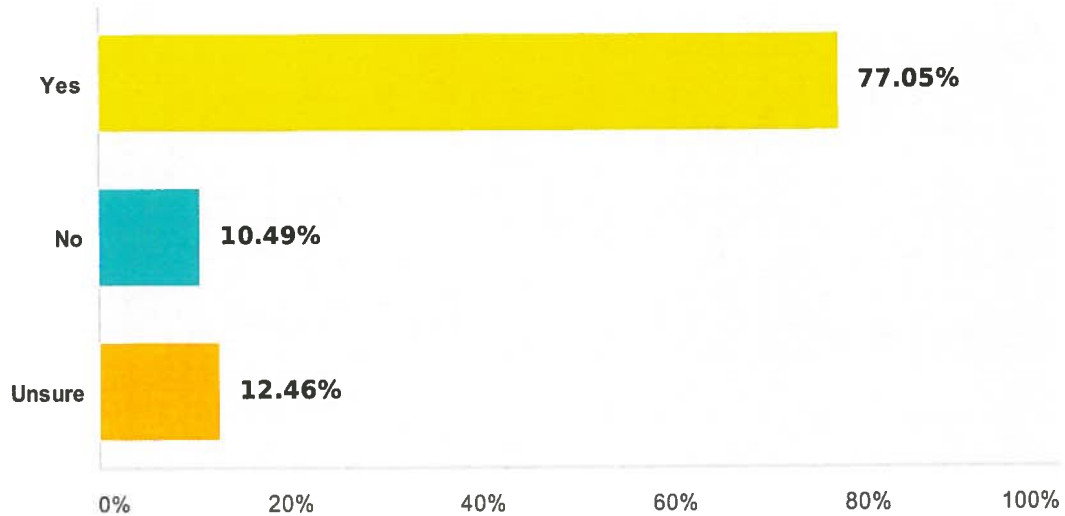
Answered: 873 Skipped: 120



Answer Choices	Responses	
How to navigate the school	10.42%	91
Reading strategies	57.39%	501
Math skills	56.36%	492
Technology assistance	21.99%	192
Homework help	58.88%	514
Other	6.19%	54
Total Respondents: 873		

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

Answered: 963 Skipped: 30



Answer Choices	Responses	
Yes	77.05%	742
No	10.49%	101
Unsure	12.46%	120
Total		963

#	Other (please specify)	Date
1	Sometimes.	11/22/2013 1:20 PM
2	Websites for school related work	11/8/2013 1:38 PM
3	Provide reading tutoring	11/7/2013 5:21 PM
4	more instructions on how to help my childrens homework	11/7/2013 1:27 PM
5	they answer any questions i may have	11/6/2013 4:12 PM
6	Maybe instructions or information on project to be done but not materials	11/6/2013 3:55 PM
7	I would say yes to materials but not trainings	11/6/2013 3:13 PM
8	options	11/6/2013 2:56 PM
9	options	11/6/2013 2:55 PM
10	The introduction of a school/class specific webpage to view material to assist the parents would provide the needed training for parents.	11/5/2013 4:07 PM
11	need more training	11/4/2013 4:31 PM
12	no comment	10/16/2013 1:24 PM
13	would like the school to provide help in Algebra 1 & beyond	10/14/2013 1:30 PM

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

Answered: 171 Skipped: 822

#	Responses	Date
1	I am pleased so far with everything provided for my child.	12/2/2013 2:51 PM
2	Have once a month workshop for parents and/or parent-child w/focus on fun-educational activities on how to help our children succeed & community connection.	12/2/2013 2:50 PM
3	Give students extra points if their parents are involved.	12/2/2013 2:47 PM
4	Educational pages so the kids can practice at home.	12/2/2013 2:44 PM
5	My child and I are happy with the school. Mrs. Caloca is a wonderful teacher.	12/2/2013 2:42 PM
6	Need new speech teacher.	12/2/2013 2:33 PM
7	Make up daily games or schedules on what to work on.	12/2/2013 2:19 PM
8	More charismatic teachers like Mrs. Gillison.	12/2/2013 2:17 PM
9	If you need me for anything, just send a letter home with my child.	12/2/2013 2:11 PM
10	Parent volunteer program.	12/2/2013 2:09 PM
11	Yes, working with my child.	12/2/2013 2:08 PM
12	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
13	None, I think the parent involvement is done well at Desert Garden.	11/22/2013 12:58 PM
14	Have more parents meetings on how to help students advance.	11/22/2013 12:43 PM
15	I believe Desert Garden School makes a good effort to have parents involved in school.	11/22/2013 12:33 PM
16	Parent-teacher meetings.	11/22/2013 12:12 PM
17	None, I love Hedrick School, teachers, and staff are awesome!	11/22/2013 11:58 AM
18	Make it fun?	11/22/2013 11:14 AM
19	We need more parent-teacher conferences.	11/22/2013 10:53 AM
20	Parents should take a day or a little time and spend it in their child's classroom.	11/22/2013 10:42 AM
21	None, great school!	11/22/2013 10:38 AM
22	More parent trainings.	11/22/2013 10:37 AM
23	I believe we should have more activities at school. Fall Harvest past and there was no involvement of parents with kids and personally I believe this help kids see that parents have time to involve with them and participate.	11/22/2013 8:42 AM
24	Have more activities	11/22/2013 8:08 AM
25	Let parents know how their children are doing weekly.	11/22/2013 8:05 AM
26	Do more activities with parents	11/22/2013 7:56 AM
27	None	11/22/2013 7:52 AM
28	The jay walkers in front of the school are ignoring the school rules. The cross guard is not doing his job.	11/22/2013 7:46 AM
29	Good job, keep up the good work	11/21/2013 4:42 PM

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30	Review child's homework- erase incorrect answers and explain why they are incorrect. Knowing why is a key in them actually understanding the material. Have them redo and go over them.	11/21/2013 4:41 PM
31	Enjoyed the new carnival event. They should have this every year. The crosswalk needs help, maybe cones so that they can keep kids from walking outside the lines.	11/21/2013 4:39 PM
32	We need to have better cross walk rules for the ignorant parents who don't follow the safety rules!! Its a mess out there	11/21/2013 4:37 PM
33	emails where we can contact teacher directly or other phone numbers (cell)	11/21/2013 4:35 PM
34	Have kids on more keyboards (computers) technology	11/21/2013 4:34 PM
35	Me gusta como va mi hijo en su clase con su maestra y como las maestras (las señoras de afuera) los cuidan. Se aseguran de su seguridad	11/21/2013 4:33 PM
36	Sell tickets for no uniform days from Margie	11/21/2013 4:32 PM
37	Training to stop bullying	11/21/2013 4:29 PM
38	Thank yo Mrs. Pechtl for your immediate response to my son's bullying incident. He feels safe in your room.	11/21/2013 4:24 PM
39	A precios el carino para mis hijos	11/21/2013 4:23 PM
40	Can you bring back the flag team?	11/21/2013 4:21 PM
41	Emails directly to parents are more effective than engrave	11/21/2013 3:55 PM
42	none	11/21/2013 3:53 PM
43	Do more class meetings, social days so we can come and work on problem solution, get to know the teacher a little better and help in any way we can.	11/21/2013 3:46 PM
44	Need help/information about AR	11/21/2013 3:44 PM
45	Set a time frame and stick to it	11/21/2013 3:42 PM
46	Send email reminders of events	11/21/2013 3:38 PM
47	More school activities that involve parents	11/21/2013 3:35 PM
48	none	11/21/2013 3:26 PM
49	Have more parent meetings	11/21/2013 3:22 PM
50	Provide incentives for students and parents	11/21/2013 3:12 PM
51	More information on School's website for each class ex: weekly planner	11/21/2013 3:10 PM
52	All Good Everything is ok	11/20/2013 2:28 PM
53	Everything is fine for now	11/20/2013 1:49 PM
54	I would like to have the time to volunteer in classroom, unfortunately due to work some times is hard to get a free time. Volunteer is my suggestion.	11/8/2013 4:18 PM
55	It would be nice to have assistance in any way possible.	11/8/2013 3:37 PM
56	More internet participation	11/8/2013 3:35 PM
57	Not at this time	11/8/2013 3:30 PM
58	None I like the activities that already exist at school	11/8/2013 3:16 PM
59	I would like to have more parent conferences, send letters with students about student progress.	11/8/2013 3:14 PM
60	Parent Child projects	11/8/2013 3:08 PM
61	Activities should be on a schedule more feasible for working parents.	11/8/2013 3:05 PM
62	Yes internet computer	11/8/2013 2:38 PM
63	Make it a requirement to attend meetings and training as part of the community service requirement.	11/8/2013 2:31 PM
64	None	11/8/2013 2:27 PM

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65	N?A	11/8/2013 2:26 PM
66	No suggestion so far.	11/8/2013 2:05 PM
67	N/A	11/8/2013 1:25 PM
68	Weekly reminder of what student is expected to learn that week, how the parent can help and what materials to use at home to help.	11/8/2013 1:24 PM
69	None	11/8/2013 1:16 PM
70	none	11/8/2013 12:06 PM
71	Parent workshops	11/7/2013 4:44 PM
72	None at this time.	11/7/2013 3:46 PM
73	no, thanks.	11/7/2013 3:42 PM
74	more parent and child homework activities.	11/7/2013 3:39 PM
75	N/A	11/7/2013 3:20 PM
76	More parent nights	11/7/2013 3:08 PM
77	Evening activities like science night or other parent nights	11/7/2013 3:06 PM
78	None	11/7/2013 3:06 PM
79	Have parents volunteer at the students classes, that way the kids get to meet all the parents and the child could feel better.	11/7/2013 2:55 PM
80	No	11/7/2013 2:49 PM
81	N/A	11/7/2013 2:33 PM
82	N/a	11/7/2013 2:20 PM
83	DETENTION TICKETS SHOULD HAVE THE REASON FOR THE TICKET (BESIDES BREAKING SCHOOL RULES; WRITE DWN THE EXACT MANNER OF THE RULE BROKEN, WHAT THE CHILD DID, AND WHOM THE TICKET WAS GIVEN BY.) IN ORDER FOR DISCIPLINARY ACTION AT HOME TO MATCH.	11/7/2013 2:14 PM
84	having more parents conference	11/7/2013 2:03 PM
85	N/A	11/7/2013 2:02 PM
86	Bigger books to take home to read.	11/7/2013 2:01 PM
87	yes	11/7/2013 1:56 PM
88	Call me or notify me of any way I can be involved other than homework	11/7/2013 1:54 PM
89	not appicable	11/7/2013 1:48 PM
90	I'm happy with the commucation I have with my teachers and staff. Keep up the good work	11/7/2013 1:27 PM
91	Yes	11/7/2013 1:04 PM
92	None	11/7/2013 1:02 PM
93	Need tutoring for children	11/6/2013 4:19 PM
94	I dont have any that arent already being used.	11/6/2013 4:12 PM
95	Parents should be be more involved in their classes with the teacher, volunteering.	11/6/2013 4:10 PM
96	E-Mails with updates on homework, behavior and examples on how I can better help my child with his homework .	11/6/2013 4:10 PM
97	Good School	11/6/2013 3:46 PM
98	Streamlined method of communication; instead of announcements any day make one day where all papers came home	11/6/2013 3:13 PM
99	Have classes or nights for students to attend with their parents, so parents are able to see progress and help at home.	11/6/2013 3:11 PM

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100	I would like to see the school website updated daily with the accurate information that pertains to the activities and events offered/held at the school. I find that the website is not updated and is not very useful. If I have a question about school functions after hours, the website is usually not very helpful.	11/6/2013 3:03 PM
101	None	11/6/2013 3:03 PM
102	I would like to see the website for my school updated daily with proper and accurate information on school events and programs. I find that the website is not updated and, after school hours, it is difficult for me to find out what will be happening the following day at school.	11/6/2013 2:59 PM
103	The school is doing good!!!,	11/6/2013 2:21 PM
104	Have more fun activities where parents come and enjoy the activities with their kids, but in a educational way. Do challenges to motivate parents and kids to read stories or math quizzes, and have parents help them study at home before the quizzes at school. Rewards could be given to them if they pass, that is the motivation key: rewards.	11/6/2013 2:17 PM
105	Have more fun activities where parents come and enjoy the activities with their kids, but in a educational way. Do challenges to motivate parents and kids to read stories or math quizzes, and have parents help them study at home before the quizzes at school. Rewards could be given to them if they pass, that is the motivation key: rewards.	11/6/2013 2:16 PM
106	none	11/6/2013 2:05 PM
107	Communication	11/6/2013 1:40 PM
108	Have parents volunteer as a classroom parent at least once during the school year	11/6/2013 1:39 PM
109	Provide tutoring	11/6/2013 1:30 PM
110	N/a	11/6/2013 1:26 PM
111	just some some pointers or tips sent home with them on different studying or behavior parent tips.	11/6/2013 1:24 PM
112	need more information for help my child at home.	11/6/2013 1:01 PM
113	none	11/6/2013 1:01 PM
114	You are already doing a great job!	11/5/2013 5:12 PM
115	None everything is fine	11/5/2013 4:28 PM
116	All info has been explained	11/5/2013 4:20 PM
117	Workshopes to learn about the homework of my son. To help him be better in his school work.	11/5/2013 4:18 PM
118	Texting Messages	11/5/2013 4:12 PM
119	Constant teacher communication via class-specific website where the parent is able to log in and view the progress of their student.	11/5/2013 4:07 PM
120	give the notices with a few more days in advance	11/5/2013 3:51 PM
121	NA	11/5/2013 3:42 PM
122	Reading night or math night	11/5/2013 3:34 PM
123	n/a	11/5/2013 3:22 PM
124	I have no suggestions at the moment. I think that the school is doing a very good job.	11/5/2013 3:07 PM
125	n/a	11/5/2013 3:01 PM
126	No question at this time	11/5/2013 2:56 PM
127	workshops for parents	11/5/2013 2:55 PM
128	No suggestions. I believe this school provides good enough parent involvement for school and home.	11/5/2013 2:50 PM
129	Providing behavior reports daily/weekly when a child is prone to misbehavior.	11/5/2013 2:24 PM
130	fund raising or academic contests	11/5/2013 2:19 PM

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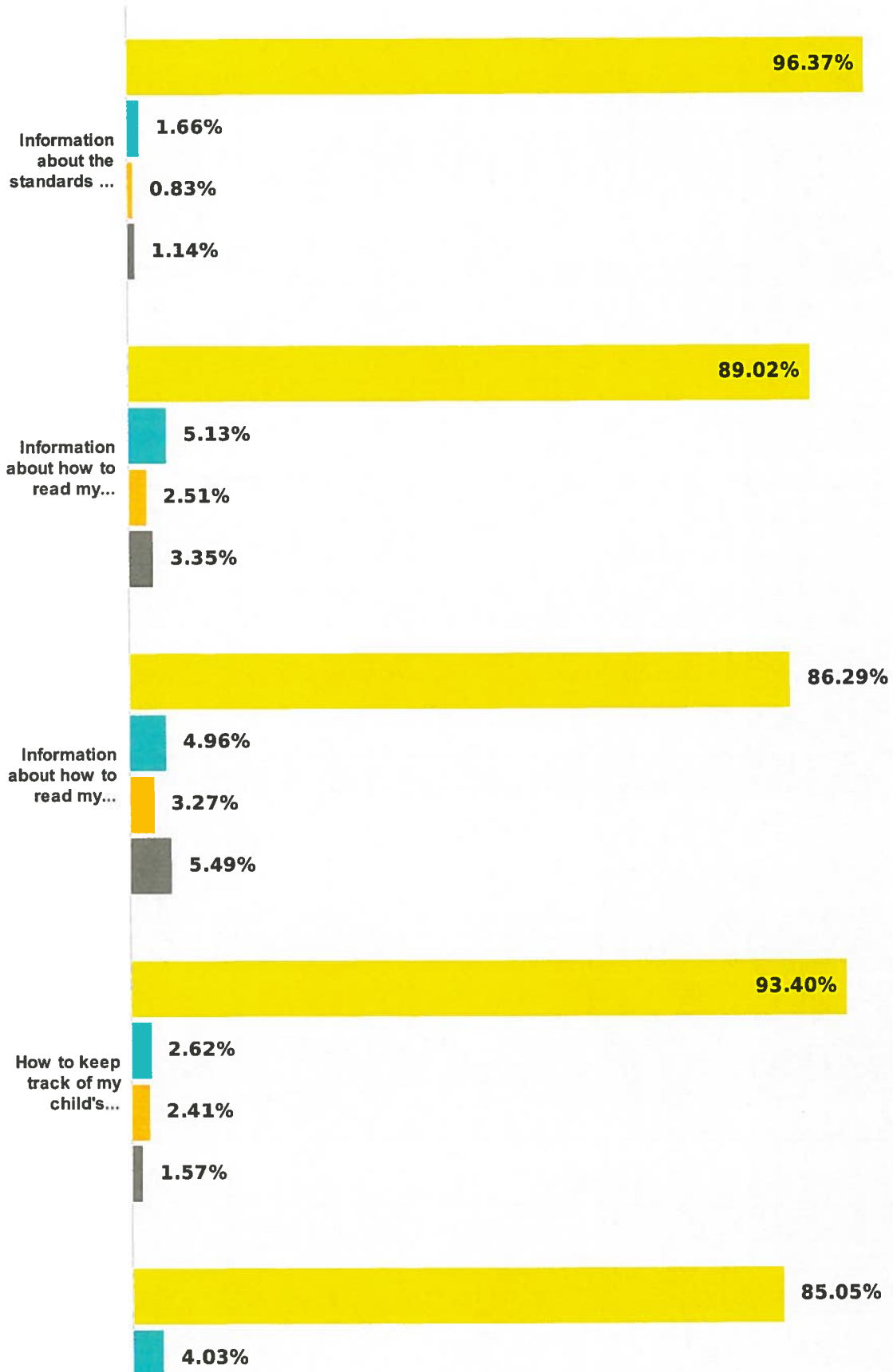
131	I just think parents should have a good relationship with their child's teacher. Parents should always let their child know that they can come to them with whatever help they may need. Just open lines of communication period.	11/5/2013 2:07 PM
132	I just think parents should have a good relationship with their child's teacher. Parents should always let their child know that they can come to them with whatever help they may need. Just open lines of communication period.	11/5/2013 2:06 PM
133	none	11/5/2013 2:05 PM
134	have more pto meetings.	11/5/2013 2:04 PM
135	no suggestions	11/5/2013 2:01 PM
136	No suggestion	11/5/2013 2:01 PM
137	Keep asking for volunteer according to their abilities.	11/5/2013 2:01 PM
138	none	11/5/2013 2:00 PM
139	none	11/5/2013 1:55 PM
140	None	11/5/2013 1:48 PM
141	n/a	11/5/2013 1:37 PM
142	Have literacy and math nights once a month.	11/5/2013 1:15 PM
143	more communication between teachers and parents. like a weekly log or a bi weekly log. That discusses behavior and were there on there school work at that time.	11/5/2013 12:56 PM
144	parents need to communicate with the teacher more and also i understand that parents work but we need to make time with our children help them with there homework and other helping activities. Our children are our future and we need to focus on making sure they are learning at school and at home.	11/5/2013 8:27 AM
145	Please let us know on Friday night instead of Sunday that our child is missing assignments so that we have the weekend to make sure they get caught up.. Just an idea!	11/4/2013 4:39 PM
146	PTO is a good way to involve parents. I would suggest to have the parents of children in same grades.	11/4/2013 4:31 PM
147	yes	11/4/2013 4:27 PM
148	more family fun activities, like movie night.	11/4/2013 4:16 PM
149	some activities and homework to interact with the parents	11/4/2013 2:54 PM
150	More in depth instruction on how to assist my child with her homework	11/4/2013 2:21 PM
151	We need parent center where they can prepare things for teachers. ie, cutting, running copies, etc.	11/4/2013 2:18 PM
152	none	11/4/2013 1:46 PM
153	n/a	11/4/2013 1:29 PM
154	None	10/18/2013 1:24 PM
155	none at the time. im very pleased	10/18/2013 12:31 PM
156	activities should be on a schedule more feasible for working parents	10/18/2013 12:28 PM
157	parent/child project	10/18/2013 12:22 PM
158	n/a	10/18/2013 12:19 PM
159	n/a	10/18/2013 12:18 PM
160	none	10/18/2013 12:17 PM
161	unsure yet	10/17/2013 2:23 PM
162	yes	10/16/2013 2:25 PM
163	some how communicate with parents, lunch in the lawn and make parents feel more comfortable and welcome!!	10/16/2013 1:54 PM

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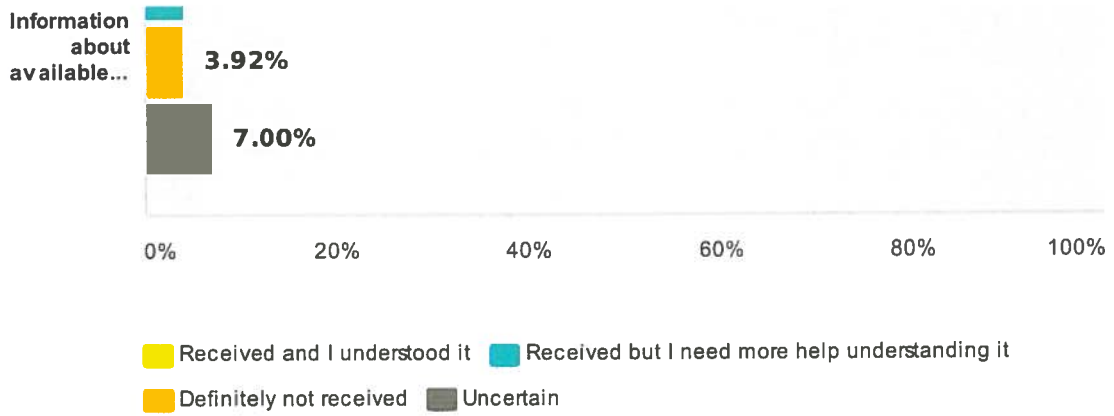
164	no comment	10/16/2013 1:24 PM
165	n/a	10/16/2013 12:14 PM
166	n/a	10/15/2013 2:13 PM
167	basically becoming involved in whatever activities there are for the parents and always volunteering to help with school functions. sending parents flyers to let us know what activities is there for us to help with.	10/15/2013 2:09 PM
168	make it a requierment to attend meetings/trainings as a part of the community service requierment	10/15/2013 12:24 PM
169	yes internet computer	10/15/2013 12:17 PM
170	please update grades as so as possible to be viewed on jupiter grades.	10/14/2013 3:03 PM
171	Having a child in jr. high school, makes it harder to be a volunteer. I love helping teachers as well as any special projects at school. I just think jr. high, is a little less parent welcoming.	10/14/2013 10:49 AM

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

Answered: 968 Skipped: 25



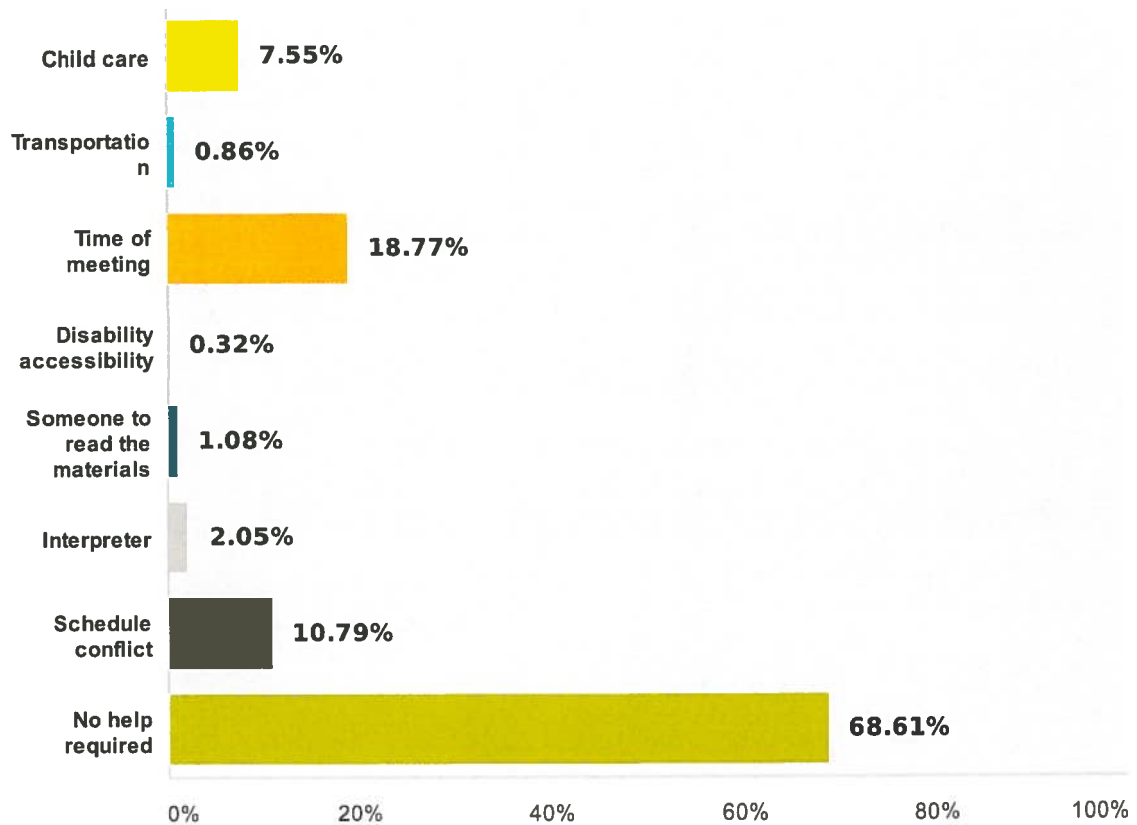
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	Received and I understood it	Received but I need more help understanding it	Definitely not received	Uncertain	Total
Information about the standards and expectation for the grade level.	96.37% 929	1.66% 16	0.83% 8	1.14% 11	964
Information about how to read my child's state test scores	89.02% 851	5.13% 49	2.51% 24	3.35% 32	956
Information about how to read my school benchmark scores	86.29% 818	4.96% 47	3.27% 31	5.49% 52	948
How to keep track of my child's progress in school	93.40% 892	2.62% 25	2.41% 23	1.57% 15	955
Information about available interventions and enrichment at this school	85.05% 802	4.03% 38	3.92% 37	7.00% 66	943

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

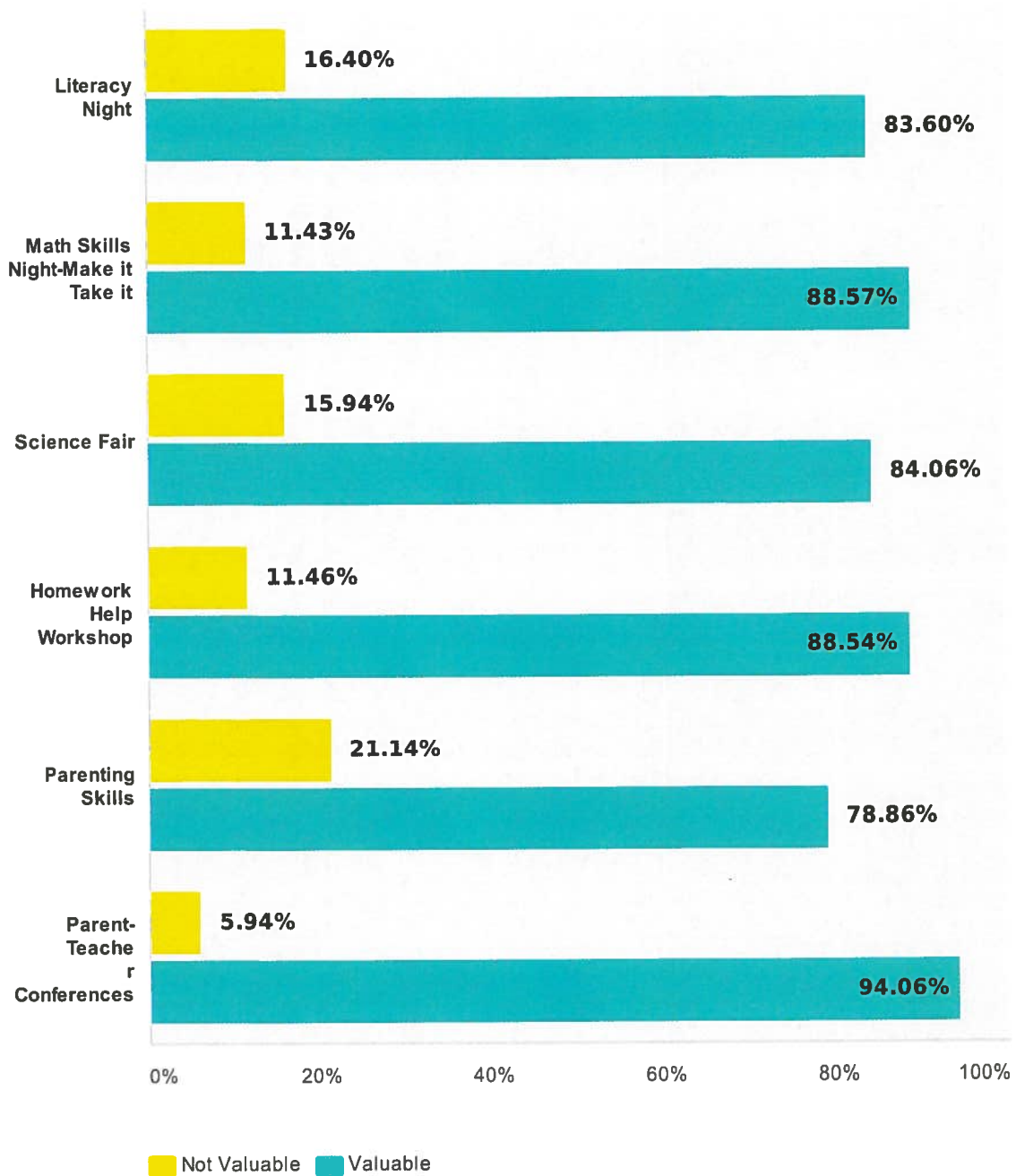
Answered: 927 Skipped: 66



Answer Choices	Responses	
Child care	7.55%	70
Transportation	0.86%	8
Time of meeting	18.77%	174
Disability accessibility	0.32%	3
Someone to read the materials	1.08%	10
Interpreter	2.05%	19
Schedule conflict	10.79%	100
No help required	68.61%	636
Total Respondents: 927		

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

Answered: 926 Skipped: 67



	Not Valuable	Valuable	Total
Literacy Night	16.40% 123	83.60% 627	750
Math Skills Night-Make it Take it	11.43% 91	88.57% 705	796
Science Fair	15.94% 117	84.06% 617	734

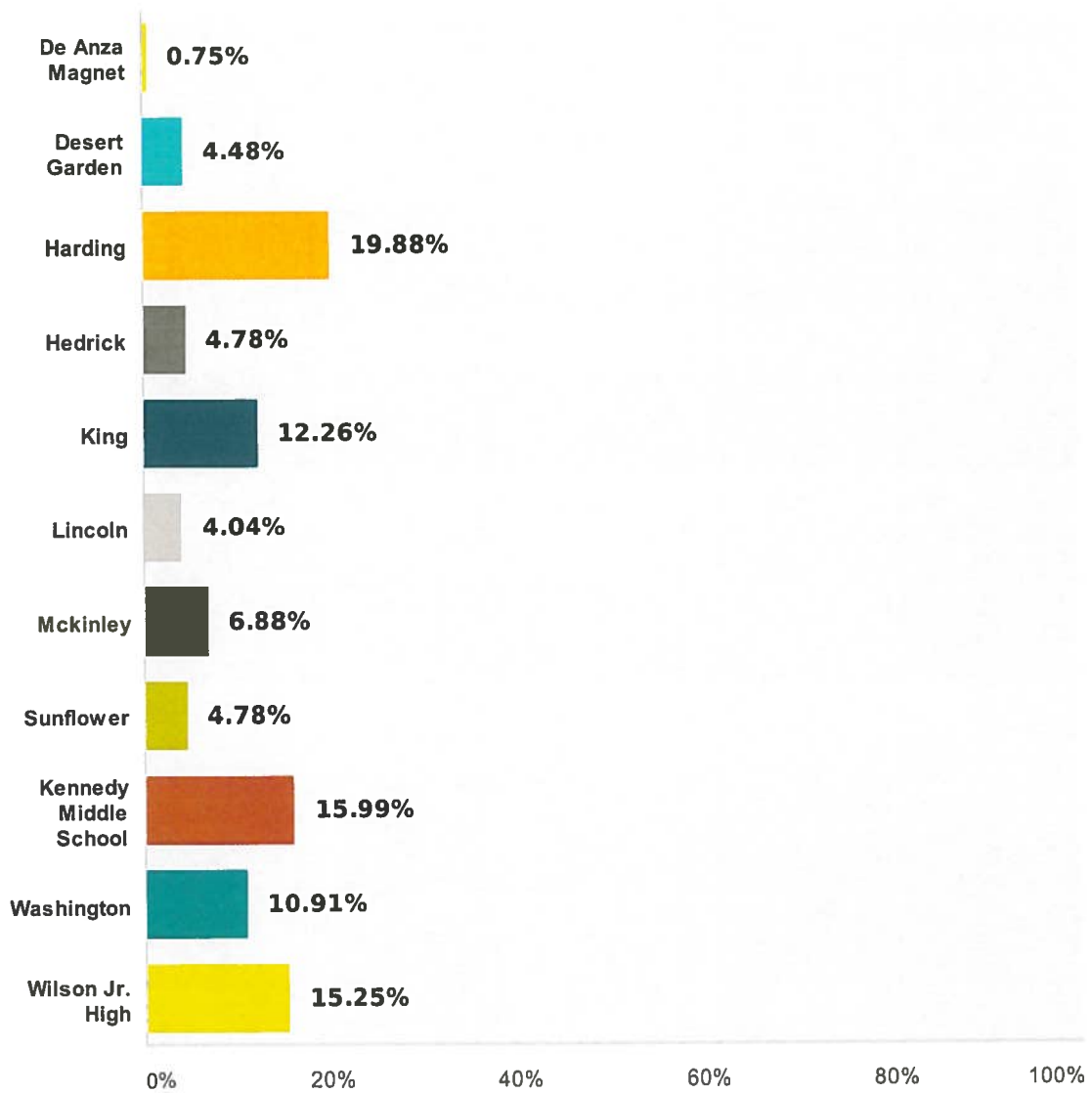
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Homework Help Workshop	11.46% 90	88.54% 695	785
Parenting Skills	21.14% 152	78.86% 567	719
Parent-Teacher Conferences	5.94% 45	94.06% 713	758

#	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
3	Teachers need more assistance in classroom and classroom need more technology to help students and teachers.	11/22/2013 10:37 AM
4	Any information is always a good thing	11/22/2013 8:12 AM
5	Thank you Mr. Valenzuela	11/20/2013 1:50 PM
6	Help in the computer web site	11/8/2013 4:39 PM
7	I would like to be able to email my children's teachers with questions and concerns. I have not been provided with their email address. I would like a way to get ahold of them after school hours.	11/6/2013 3:03 PM
8	I would like to be able to have contact with teachers through their email. I have not received an email address for the teachers and this would greatly help me with getting ahold of them after school hours.	11/6/2013 2:59 PM
9	All that is needed is a website with a parent login to access an area with all of the above listed training. If additional assistance is needed the parent can then contact the teacher or have a two-way communication to ask questions or post concerns.	11/5/2013 4:07 PM
10	Am very happy about everything	11/4/2013 1:21 PM
11	proud parent	10/15/2013 2:09 PM
12	Patterns of proficient writing styles & research papers, citing	10/14/2013 1:30 PM

Q1 Mi hijo/a asiste a la escuela:

Answered: 669 Skipped: 0



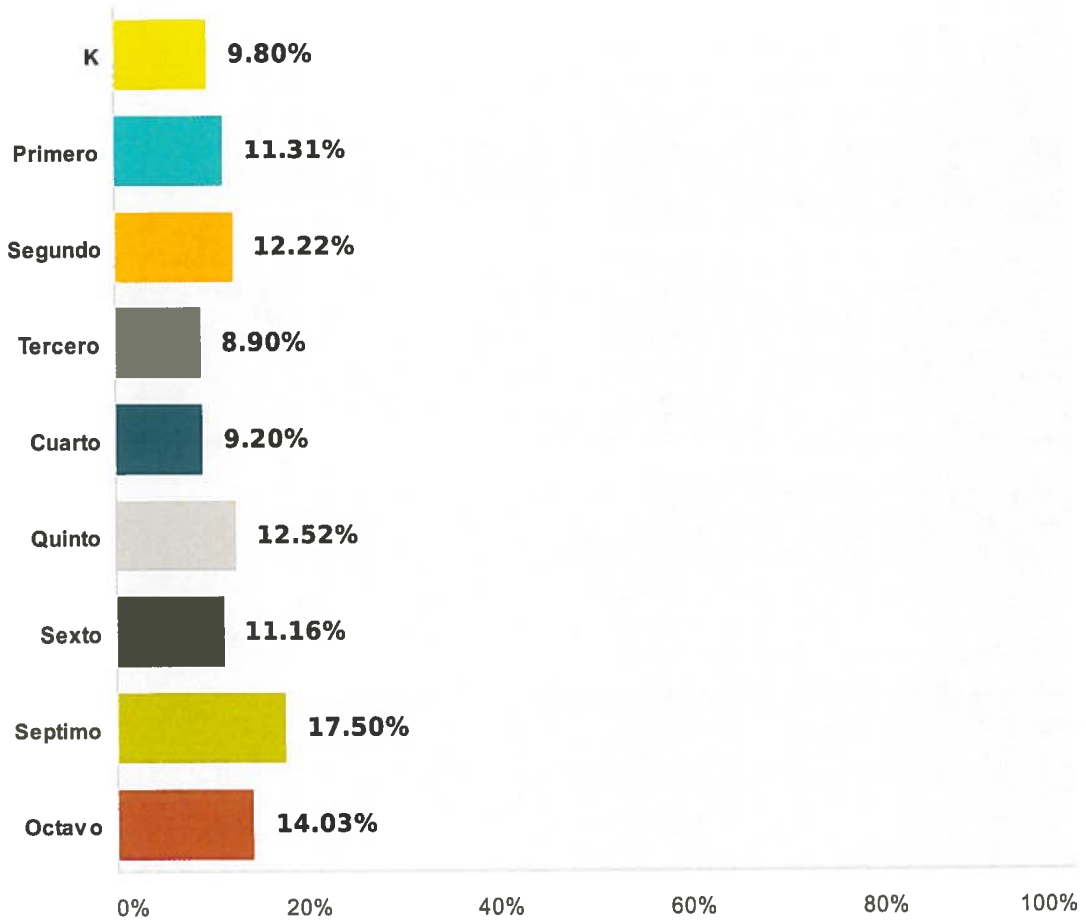
Answer Choices	Responses
De Anza Magnet	0.75% 5
Desert Garden	4.48% 30
Harding	19.88% 133
Hedrick	4.78% 32
King	12.26% 82
Lincoln	4.04% 27
Mckinley	6.88% 46
Sunflower	4.78% 32
Kennedy Middle School	15.99% 107

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Washington	10.91%	73
Wilson Jr. High	15.25%	102
Total		669

Q2 Mi hijo/hija esta en el grado:

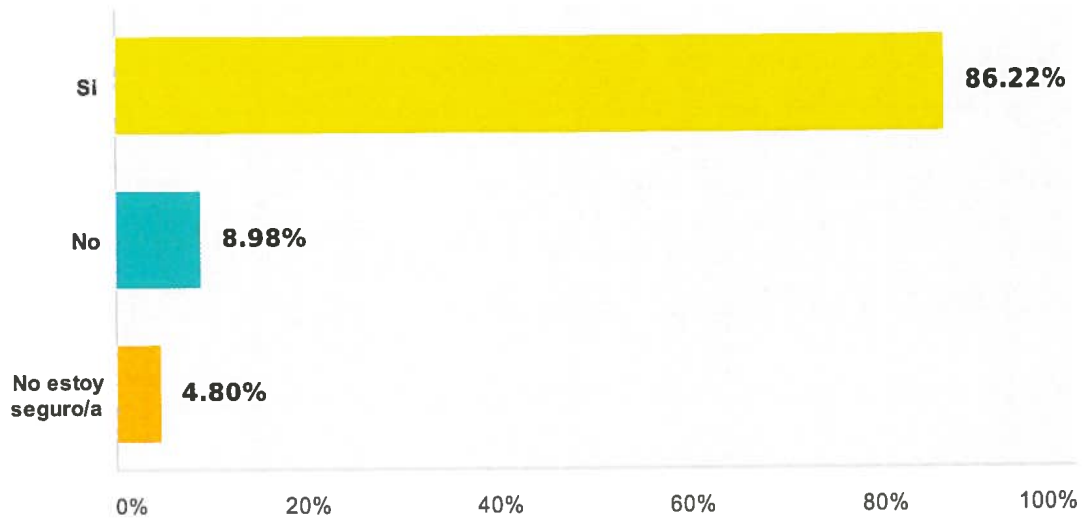
Answered: 663 Skipped: 6



Answer Choices	Responses	Count
K	9.80%	65
Primero	11.31%	75
Segundo	12.22%	81
Tercero	8.90%	59
Cuarto	9.20%	61
Quinto	12.52%	83
Sexto	11.16%	74
Septimo	17.50%	116
Octavo	14.03%	93
Total Respondents: 663		

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?

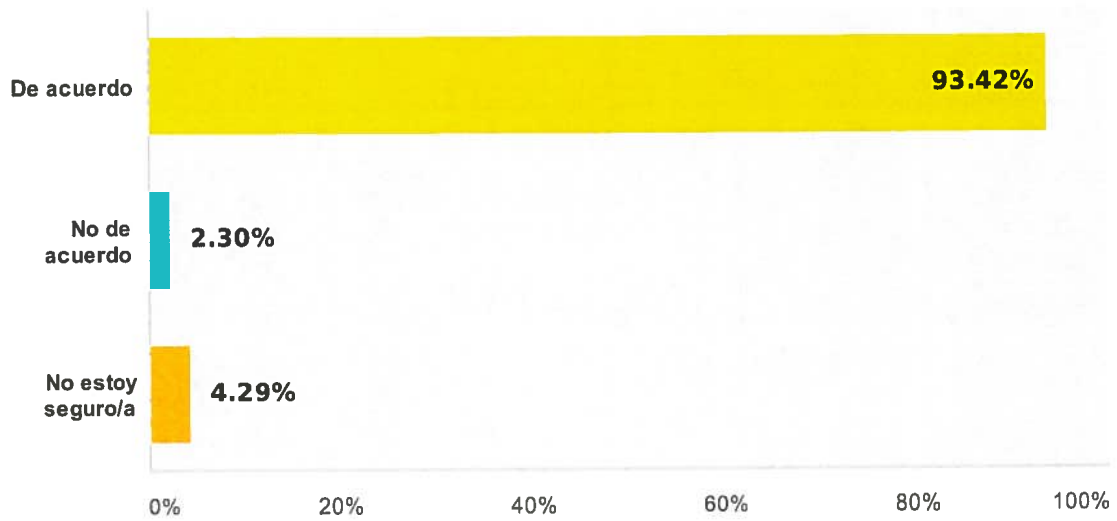
Answered: 646 Skipped: 23



Answer Choices	Responses	
Si	86.22%	557
No	8.98%	58
No estoy seguro/a	4.80%	31
Total		646

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

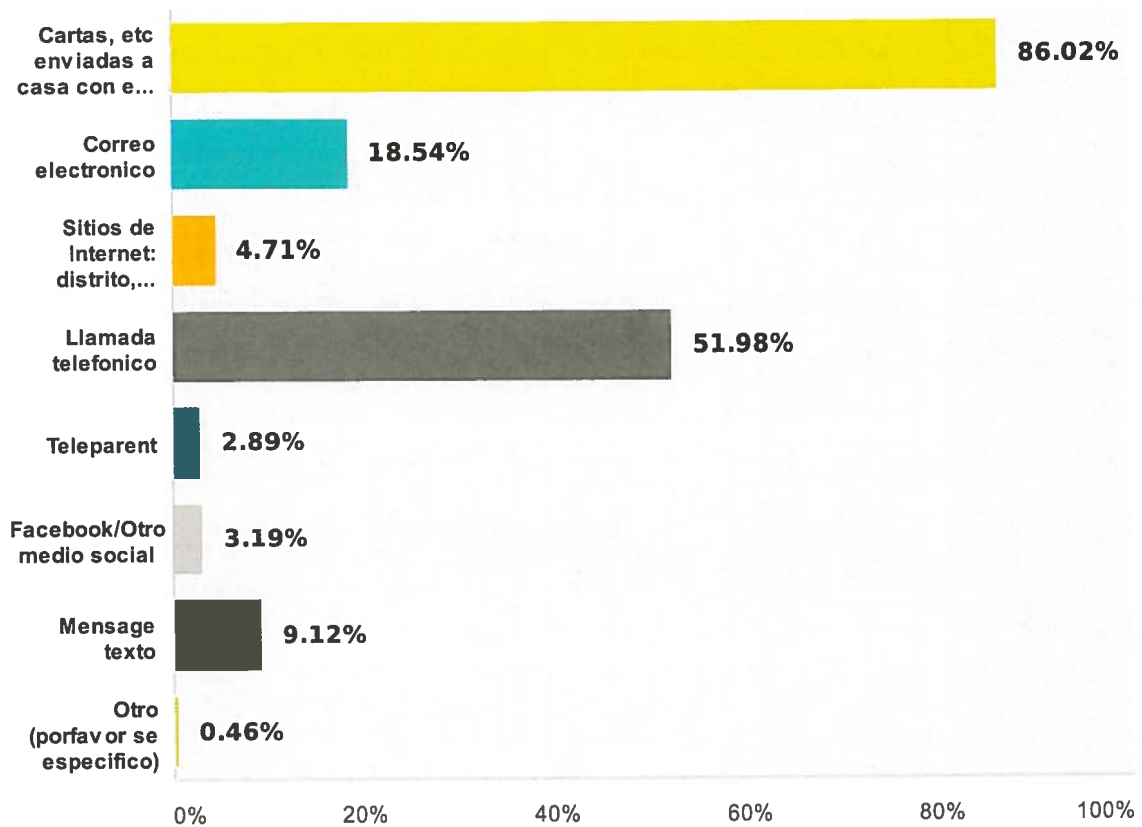
Answered: 653 Skipped: 16



Answer Choices	Responses	
De acuerdo	93.42%	610
No de acuerdo	2.30%	15
No estoy seguro/a	4.29%	28
Total		653

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

Answered: 658 Skipped: 11

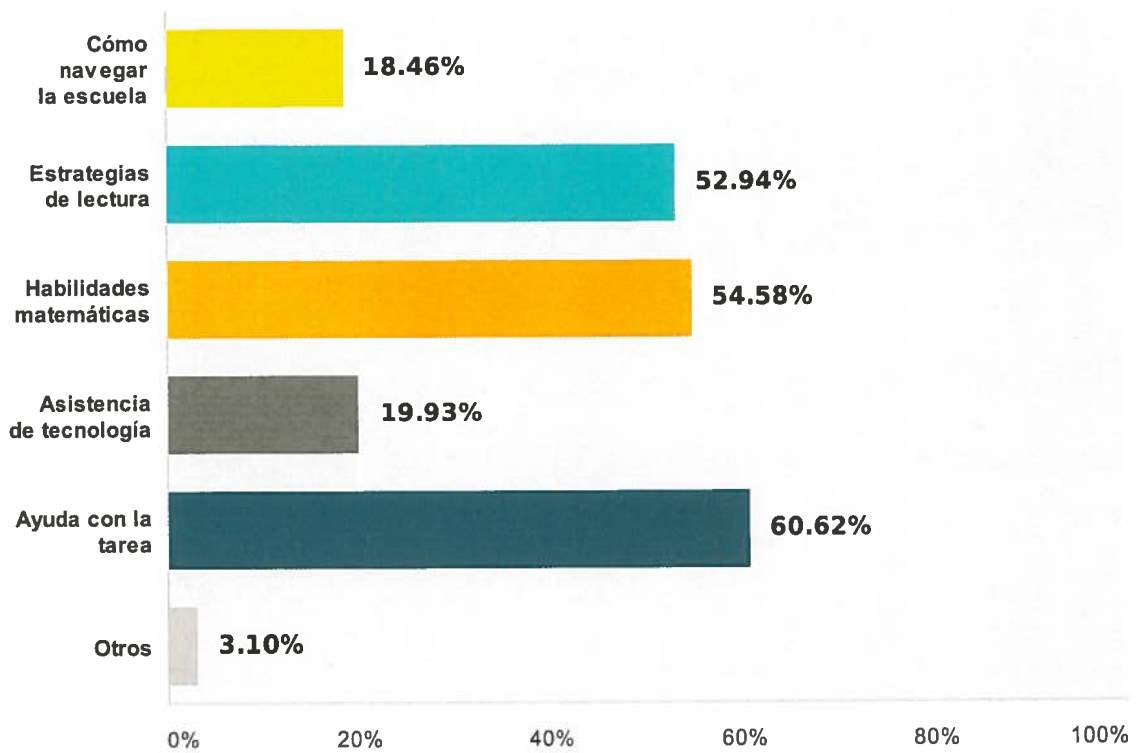


Answer Choices	Responses	
Cartas, etc enviadas a casa con el estudiante	86.02%	566
Correo electronico	18.54%	122
Sitios de Internet: distrito, escuela, salon etc	4.71%	31
Llamada telefonico	51.98%	342
Teleparent	2.89%	19
Facebook/Otro medio social	3.19%	21
Message texto	9.12%	60
Otro (porfavor se especifico)	0.46%	3
Total Respondents: 658		

#	Otro (porfavor se especifico)	Date
1	Personal al momentous que surja un problematic de conducta	11/5/2013 3:13 PM
2	Puede enviar la infomation en español	11/5/2013 1:45 PM
3	virgilio.anguiano@gmail.com	11/4/2013 12:28 PM

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

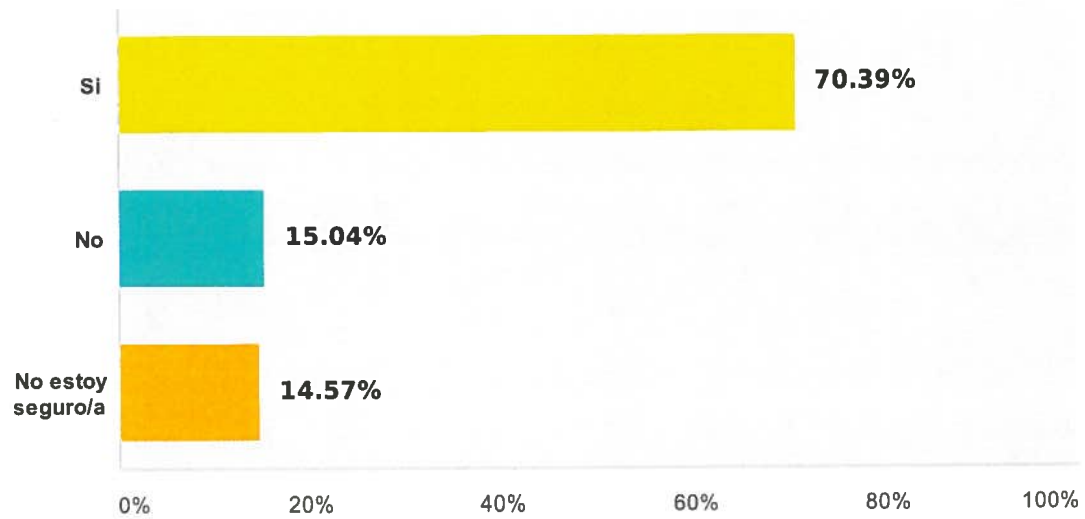
Answered: 612 Skipped: 57



Answer Choices	Responses	
Cómo navegar la escuela	18.46%	113
Estrategias de lectura	52.94%	324
Habilidades matemáticas	54.58%	334
Asistencia de tecnología	19.93%	122
Ayuda con la tarea	60.62%	371
Otros	3.10%	19
Total Respondents: 612		

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: 645 Skipped: 24



Answer Choices	Responses	
Si	70.39%	454
No	15.04%	97
No estoy seguro/a	14.57%	94
Total		645

#	Other (please specify)	Date
1	To date, there has not been any training for parents that I know of.	11/22/2013 9:45 AM
2	There have been very few trainings for parents. I would like to see more for parents.	11/21/2013 9:57 AM

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

Answered: 100 Skipped: 569

#	Responses	Date
1	NO SE DEBE TRATAR A TODOS LOS ALUMNOS COMO NINOS TRAVIESOS POR QUE SI LA ESCUELA ESTA PREOCUPADA POR LA AUTOESTIMA DEBERIAN PONER ATENCION A ESO	12/19/2013 7:13 PM
2	Everything seems fine to me.	11/22/2013 3:14 PM
3	For parents to read at least 30 minutes with their child and check their homework	11/22/2013 2:54 PM
4	I am content with the way the teacher helps my son.	11/22/2013 2:32 PM
5	Besides having more parent meetings, I am satisfied with everything.	11/22/2013 2:14 PM
6	The school could use parent volunteers to keep up the beautification of the school.	11/22/2013 2:08 PM
7	It is important that we stay connected, be it by letter, internet, or verbal, and that we can make an appointment with the teacher whenever needed.	11/22/2013 2:01 PM
8	More parents need to participate in school activities, volunteer, and help their child with their homework	11/22/2013 10:08 AM
9	Be flexible with schedule in the evenings for ASES.	11/22/2013 10:04 AM
10	As parents, we have the obligation to be involved with the development and learning of our children, and as for me, I am doing my best.	11/22/2013 9:58 AM
11	Be more flexible with the hours of ASES for the parents.	11/22/2013 9:36 AM
12	FYI: I did not complete this survey because I was automatically given the Spanish version. I do not speak Spanish. Please do not assume a parent is Spanish speaking just because the student's last name is Spanish.	11/22/2013 8:39 AM
13	More physical activities and sports.	11/22/2013 8:30 AM
14	I would like advice on how to help my child with his homework	11/22/2013 8:28 AM
15	Parents: be patient with your child, be strict, have them go to bed early, and make sure they eat well.	11/22/2013 8:26 AM
16	I feel parents should be more appreciative for the interest and educational development for our children in school.	11/22/2013 8:19 AM
17	Keep a watchful eye on student homework and learning.	11/22/2013 8:09 AM
18	To have entertaining activities for students and parents during class time.	11/22/2013 8:03 AM
19	Child care and a pamphlet on how to help our child with their homework/subjects.	11/22/2013 8:00 AM
20	Please notify me when my son is not doing well in class. He seems to be falling behind.	11/21/2013 4:15 PM
21	Send reminders home with students.	11/21/2013 4:01 PM
22	None.	11/21/2013 3:45 PM
23	I would like for my son to read more and study his multiple-tables more.	11/21/2013 3:34 PM
24	More teacher's assistants (TA).	11/21/2013 3:14 PM
25	For each teacher to have a class website so parents can check their child's monthly homework that is due.	11/21/2013 3:10 PM
26	For each teacher to have a website, so parents can check what monthly homework will be due for their child.	11/21/2013 3:07 PM
27	To provide accessible time for parents that work	11/21/2013 3:02 PM

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28	I'd like a phone call to inform me how my child is behaving on a daily basis.	11/21/2013 2:53 PM
29	None.	11/21/2013 1:32 PM
30	Please include an explanation of what is expected in the homework packet. Sometimes my son and I don't understand and there is no information how to do it correctly, thank you.	11/21/2013 1:27 PM
31	To have activities to motivate both students and their parents.	11/21/2013 1:21 PM
32	Inform parents they should not let their children cross the streets that are not safe.	11/21/2013 11:14 AM
33	None.	11/21/2013 11:06 AM
34	More security when the children are crossing the street. The carnival was nice, but speakers need improvement, could not hear.	11/21/2013 11:04 AM
35	We could not hear the prize won at the Halloween Carnival; speakers need to be louder. Also, we needed a better view at the basketball court.	11/21/2013 10:55 AM
36	Please improve the school loud speakers and have more carnivals.	11/21/2013 10:48 AM
37	More free movies.	11/21/2013 10:43 AM
38	Yes: to have a presentation for the young girls maturing into womanhood.	11/21/2013 10:41 AM
39	I like that the teacher respects the language we use at home.	11/21/2013 10:33 AM
40	I would like to see the GATE Mini Grant Projects brought back	11/21/2013 10:29 AM
41	I like that the school has a football team.	11/21/2013 10:27 AM
42	All is well.	11/21/2013 10:23 AM
43	To have parent meetings once a month in their child's classroom.	11/21/2013 10:07 AM
44	School needs more activities for the students.	11/21/2013 10:05 AM
45	I would like to see more security at the school.	11/21/2013 10:01 AM
46	Most parents work and cannot support their child's classroom. For example: The day of the carnival.	11/21/2013 10:00 AM
47	Yes, to invite parents and help them more with the English language.	11/21/2013 9:16 AM
48	None at this moment.	11/21/2013 8:52 AM
49	I think they should motivate students more to continue and stay in school at the parent meetings.	11/21/2013 8:29 AM
50	None.	11/21/2013 8:14 AM
51	Just continue to communicate with the parents.	11/21/2013 8:10 AM
52	Assign each parent homework periodically.	11/21/2013 7:45 AM
53	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
54	Send letters home to parents to ask for school participation.	11/20/2013 3:12 PM
55	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
56	More recreational activities for parents and their children.	11/20/2013 2:43 PM
57	mas actividades junto con nuestros hijos.	11/8/2013 1:56 PM
58	Si	11/8/2013 1:42 PM
59	que las juntas fueran durante las tardes y que pudieran proporcionamos cuidado de niños y a lo mejor así se pudiera participar en las juntas escolares.	11/7/2013 3:05 PM
60	Ayuda con tutores después del horario de clases para hacer su tarea.	11/7/2013 2:18 PM
61	que tenga mejor vigilancia y cuidados y aser reportes de lo que pase y enviarle a los padres y ke la directora este informada de todo lo ke pase con los alumnos.	11/7/2013 2:16 PM
62	Ninguna	11/7/2013 2:08 PM

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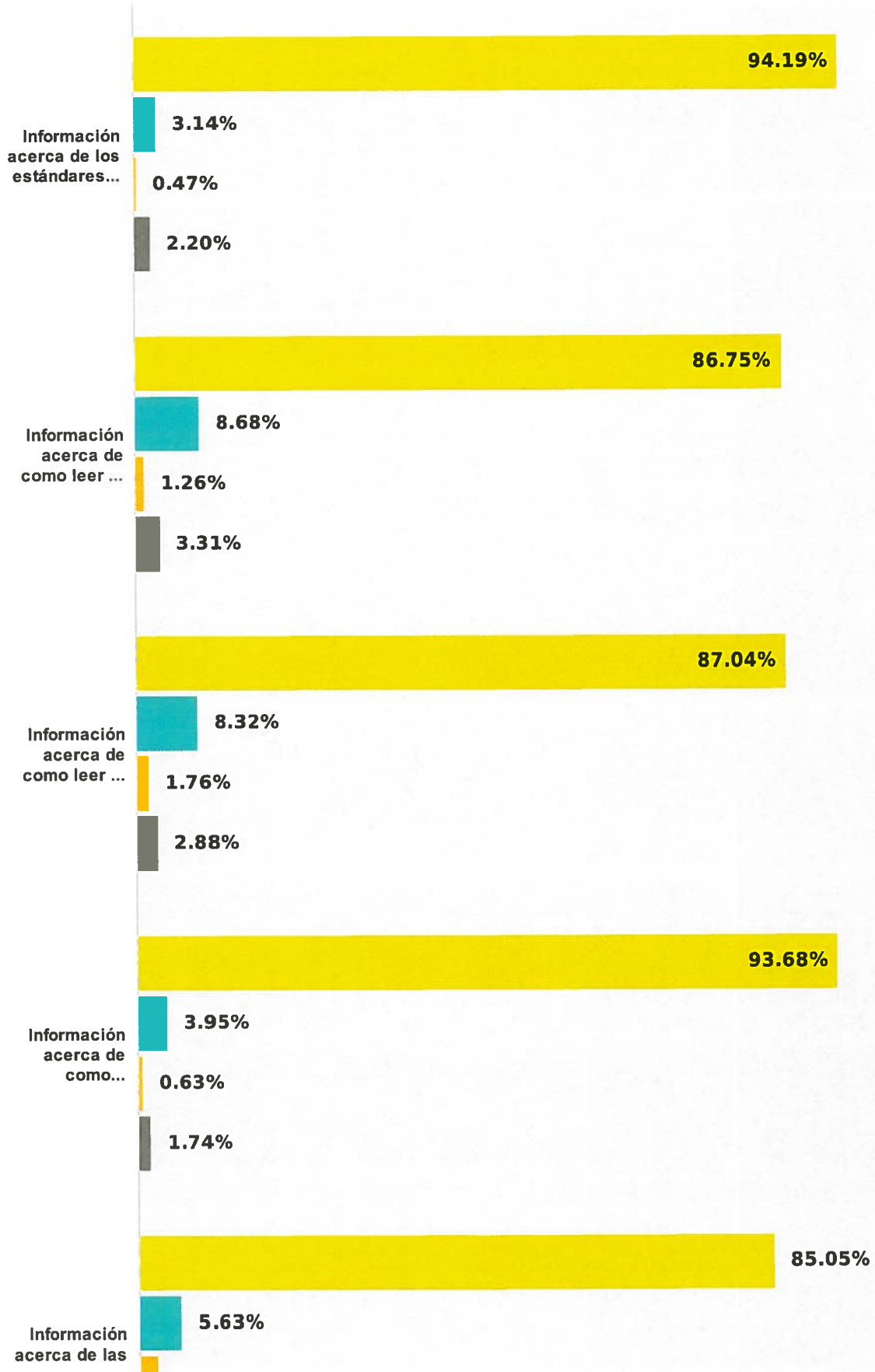
63	todo esta bien	11/7/2013 2:05 PM
64	we need more parent involvement.	11/7/2013 1:29 PM
65	enviar cartas diciendo lo importante que es apoyar a nuestros hijos y estar presentes en su educacion .	11/7/2013 1:28 PM
66	que haya mucha mas comunicacion entre padres e hijos.	11/7/2013 1:27 PM
67	Enviar notas a Los padres con sus hijos cuando se coupe de su ayuda en la securely o el salon.	11/7/2013 1:10 PM
68	Escuela	11/6/2013 3:51 PM
69	aumentar el uso de las computadoras en las escuela	11/6/2013 2:51 PM
70	we should work with your childem often	11/6/2013 2:47 PM
71	pto	11/6/2013 2:35 PM
72	Harding es muy completa en todo	11/6/2013 2:02 PM
73	Mas,reunions con padres e hijos	11/6/2013 1:58 PM
74	L	11/6/2013 1:57 PM
75	Platicar con neutrons hijos y enteramos de lo que sucede para ayudarlos a resolver	11/6/2013 1:29 PM
76	Asistir a clases especiales ya sea de matematicas, y tecnologia con el hijo	11/6/2013 1:18 PM
77	En las dos partes	11/5/2013 3:18 PM
78	tener comunicacion,ayuderles con sus tareas etc.	11/5/2013 3:10 PM
79	Hacer mas reuniones padres, maestros y alumnos y en ellas fomentar la creacion de grupos de apoyo de tareas y estudio.	11/5/2013 3:02 PM
80	Hacer mas reuniones padres, maestros y alumnos y en ellas fomentar la creacion de grupos de apoyo de tareas y estudio.	11/5/2013 3:02 PM
81	comunicacion constante	11/5/2013 2:20 PM
82	que todos los padres tengan mas comunicacion con sus hijos y poderles ayudar para su futuro	11/5/2013 2:17 PM
83	Que todos Los padres participamos una vez por semana en close, como ayuda con Los maestros, asi de esa manera seria mas el participar con ellos.	11/5/2013 2:15 PM
84	hacistir a clase una vez almes para ver el desarroyo del nino	11/5/2013 2:07 PM
85	Estar mas al pendiente del mejoramiento del mi hija	11/5/2013 1:45 PM
86	que pasticipen padres e hijos juntos para aprender juntos	11/5/2013 1:34 PM
87	que asistan atodas las conferencias	11/5/2013 1:20 PM
88	Information o asesorias de como ayudar con sus tareas	11/5/2013 1:20 PM
89	Que se invite mas al padres De familia a participar en el salon De clases y apoyar mas al maestra.	11/5/2013 1:18 PM
90	TAller para asistir a mi Hilo en su Tarea.	11/4/2013 3:38 PM
91	tener juntas con los papas para saver las necidades de los ninos	11/4/2013 2:55 PM
92	Mi sugerencia en casa es que los apoyemos con su tarea, trabajos y llevar una disciplina adecuada.	11/4/2013 2:31 PM
93	Programar juntas una vez al mes donde se discutan se vean los avances y los grados que logro el estudiante en ese mes.	11/4/2013 2:28 PM
94	revisar student planner y revisar sus tareas que se ponga a leer	10/17/2013 2:32 PM
95	EJERSICIOS EXTRAS EN LAS MATERIAS QUE TENGAN MAS DIFICULTAD O QUE TENGAN MAS BAJAS PARA QUE YO COMO PADRE PUEDA TRABAJAR CON ELLOS.	10/16/2013 1:41 PM
96	en juntas de orentacion en como motivar a nuestros hijos a seguir en la escuela	10/15/2013 2:24 PM
97	si	10/15/2013 2:19 PM

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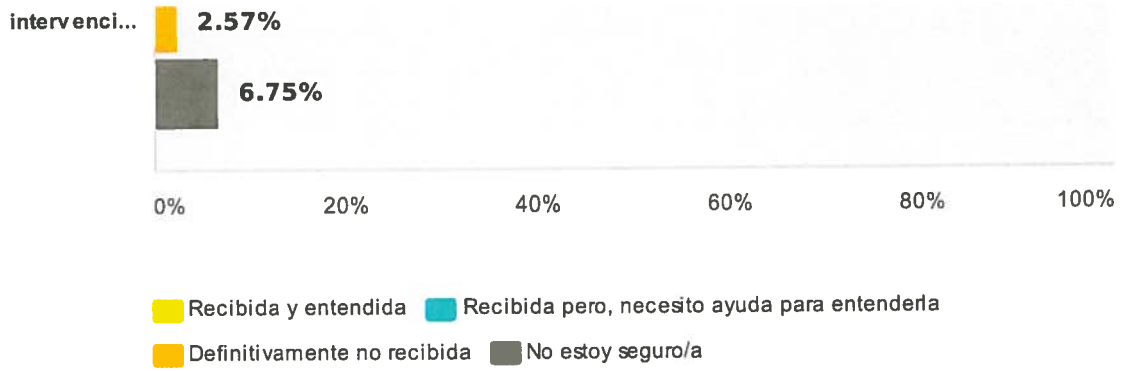
98	ninguna	10/15/2013 12:28 PM
99	solo estar cumunicados	10/14/2013 2:53 PM
100	darle 30 minutos minimo al dia en casa para leer.	10/14/2013 2:46 PM

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

Answered: 639 Skipped: 30



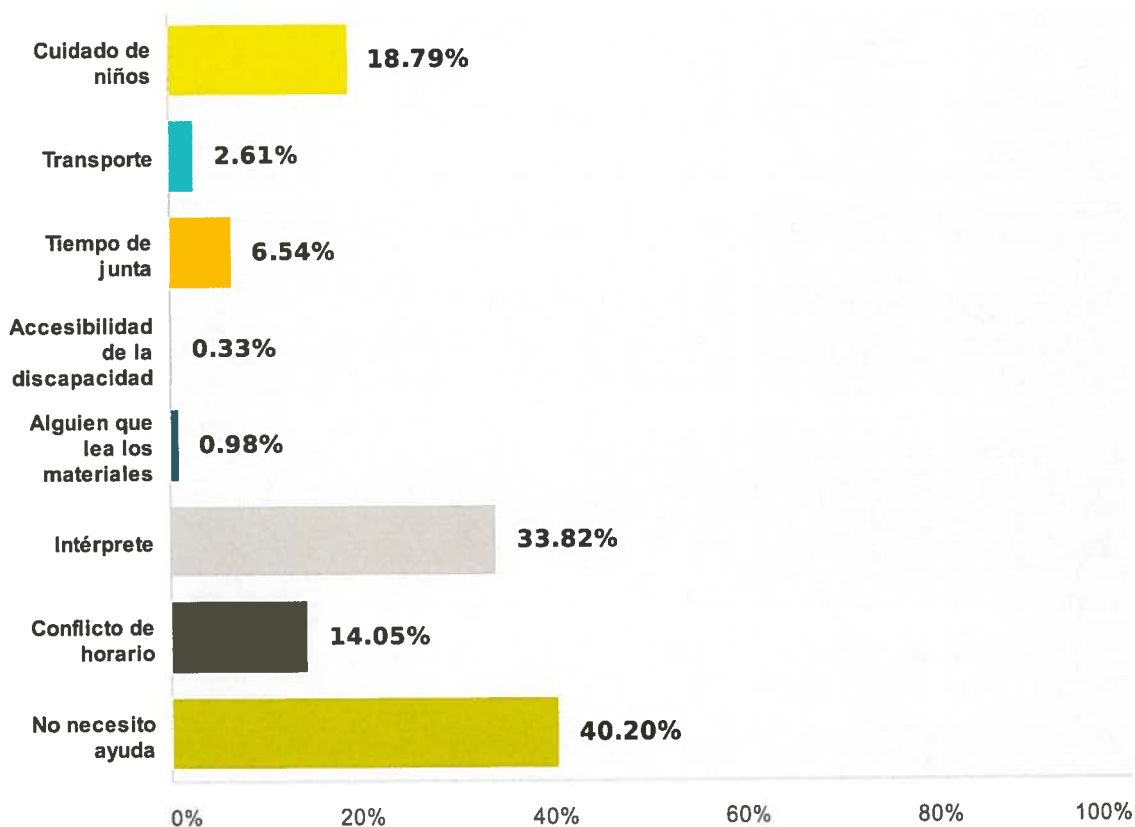
ECESD Parent Involvement Survey Spanish 2013-2014



	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.	94.19% 600	3.14% 20	0.47% 3	2.20% 14	637
Información acerca de como leer los resultados de los exámenes del estado de mi hijo/a	86.75% 550	8.68% 55	1.26% 8	3.31% 21	634
Información acerca de como leer los resultados de los exámenes de la escuela	87.04% 544	8.32% 52	1.76% 11	2.88% 18	625
Información acerca de como enterarme del progreso de mi hijo/a en la escuela.	93.68% 593	3.95% 25	0.63% 4	1.74% 11	633
Información acerca de las intervenciones y enriquecimientos disponibles en la escuela.	85.05% 529	5.63% 35	2.57% 16	6.75% 42	622

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

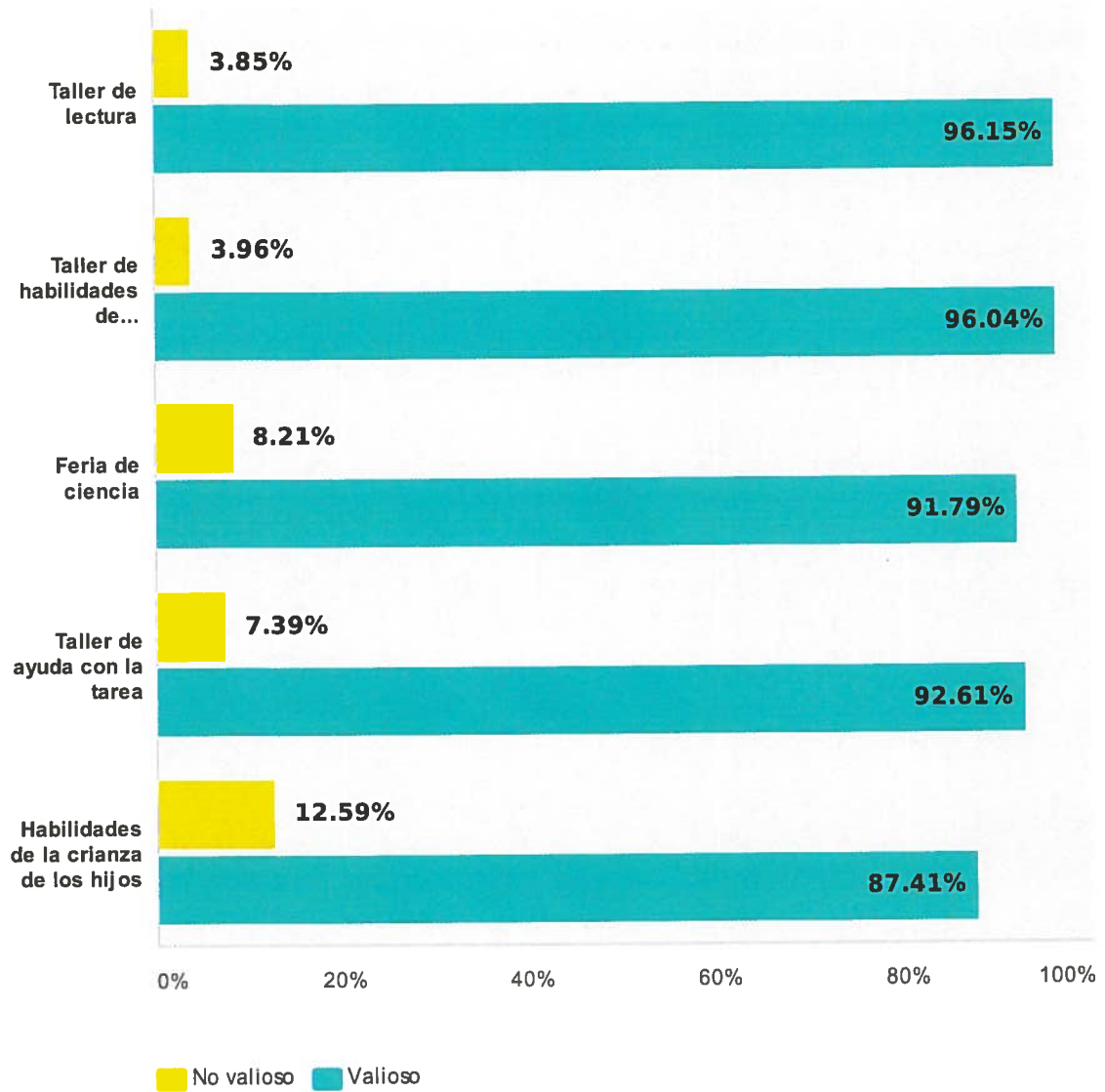
Answered: 612 Skipped: 57



Answer Choices	Responses	Count
Cuidado de niños	18.79%	115
Transporte	2.61%	16
Tiempo de junta	6.54%	40
Accesibilidad de la discapacidad	0.33%	2
Alguien que lea los materiales	0.98%	6
Intérprete	33.82%	207
Conflicto de horario	14.05%	86
No necesito ayuda	40.20%	246
Total Respondents: 612		

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

Answered: 625 Skipped: 44



	No valioso	Valioso	Total
Taller de lectura	3.85% 22	96.15% 549	571
Taller de habilidades de matemáticas	3.96% 22	96.04% 533	555
Feria de ciencia	8.21% 39	91.79% 436	475
Taller de ayuda con la tarea	7.39% 38	92.61% 476	514
Habilidades de la crianza de los hijos	12.59% 50	87.41% 347	397

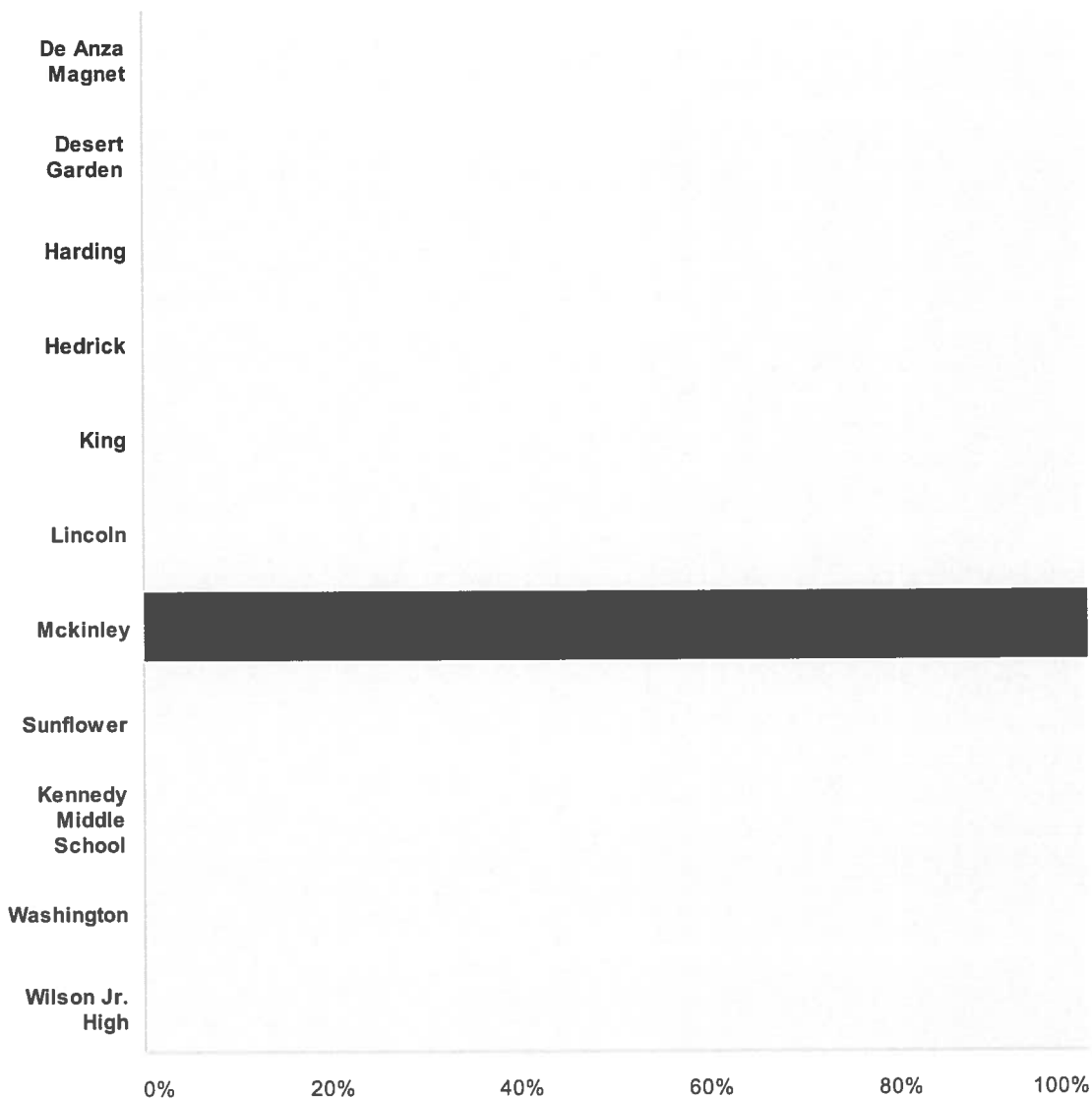
#	Other (please specify)	Date
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1	I would like a parent training regarding a child's transition into adolescence.	11/21/2013 11:04 AM
2	Yes, English classes.	11/21/2013 10:23 AM
3	Me gusta como trabaja la maestro con mi hijo	11/6/2013 2:07 PM

Q1 My child attends:

Answered: 38 Skipped: 0



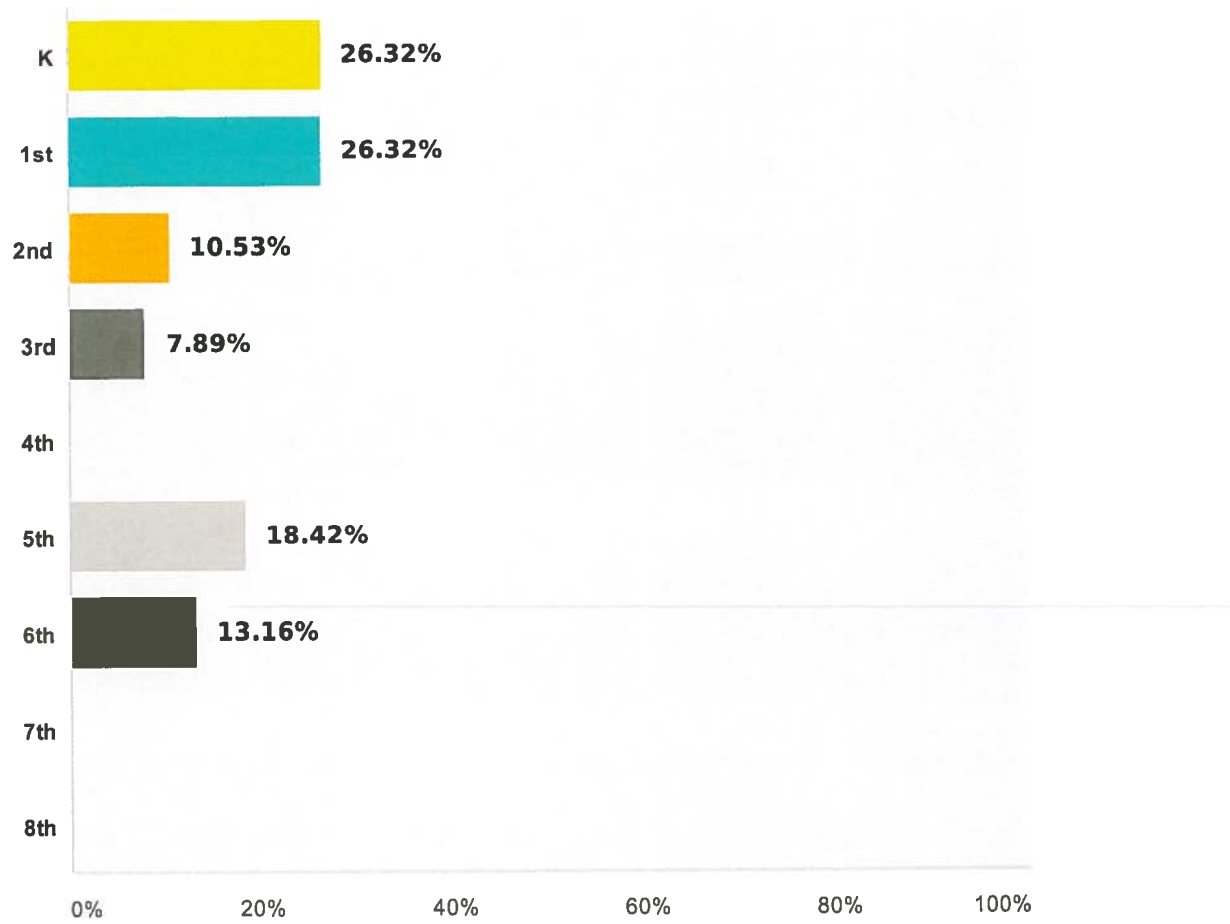
Answer Choices	Responses
De Anza Magnet	0% 0
Desert Garden	0% 0
Harding	0% 0
Hedrick	0% 0
King	0% 0
Lincoln	0% 0
Mckinley	100% 38
Sunflower	0% 0
Kennedy Middle School	0% 0

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Washington	0%	0
Wilson Jr. High	0%	0
Total		38

Q2 My child is in grade:

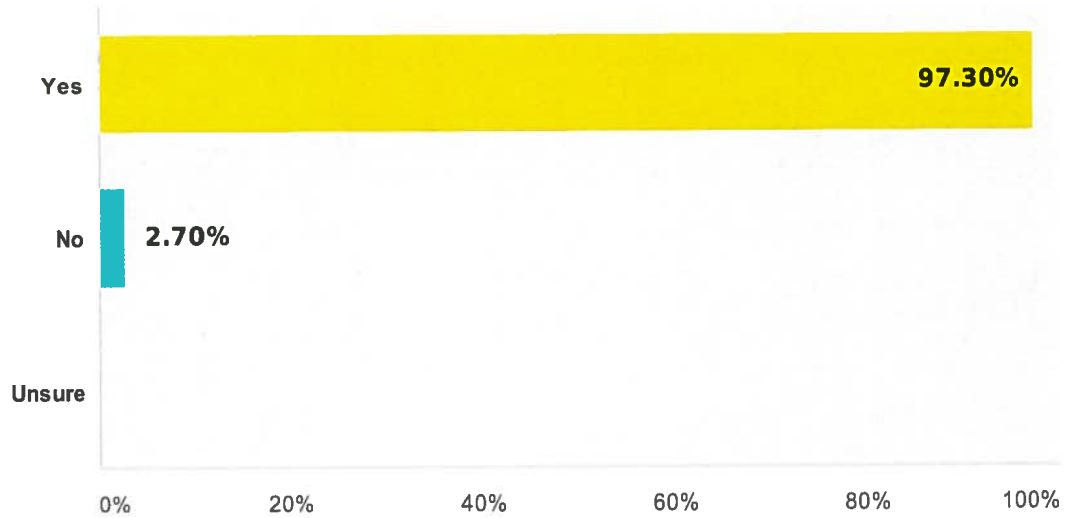
Answered: 38 Skipped: 0



Answer Choices	Responses	Count
K	26.32%	10
1st	26.32%	10
2nd	10.53%	4
3rd	7.89%	3
4th	0%	0
5th	18.42%	7
6th	13.16%	5
7th	0%	0
8th	0%	0
Total Respondents: 38		

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

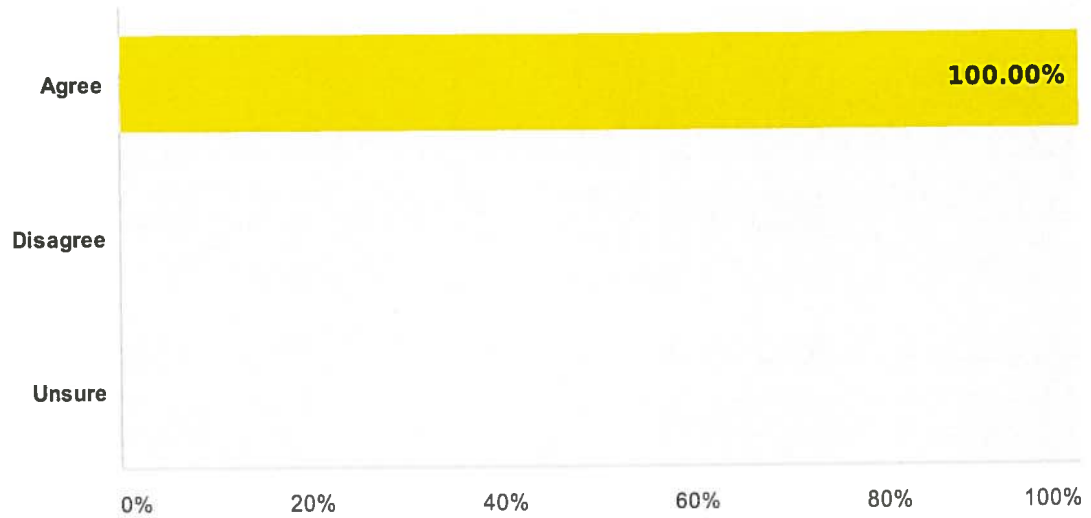
Answered: 37 Skipped: 1



Answer Choices	Responses	
Yes	97.30%	36
No	2.70%	1
Unsure	0%	0
Total		37

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

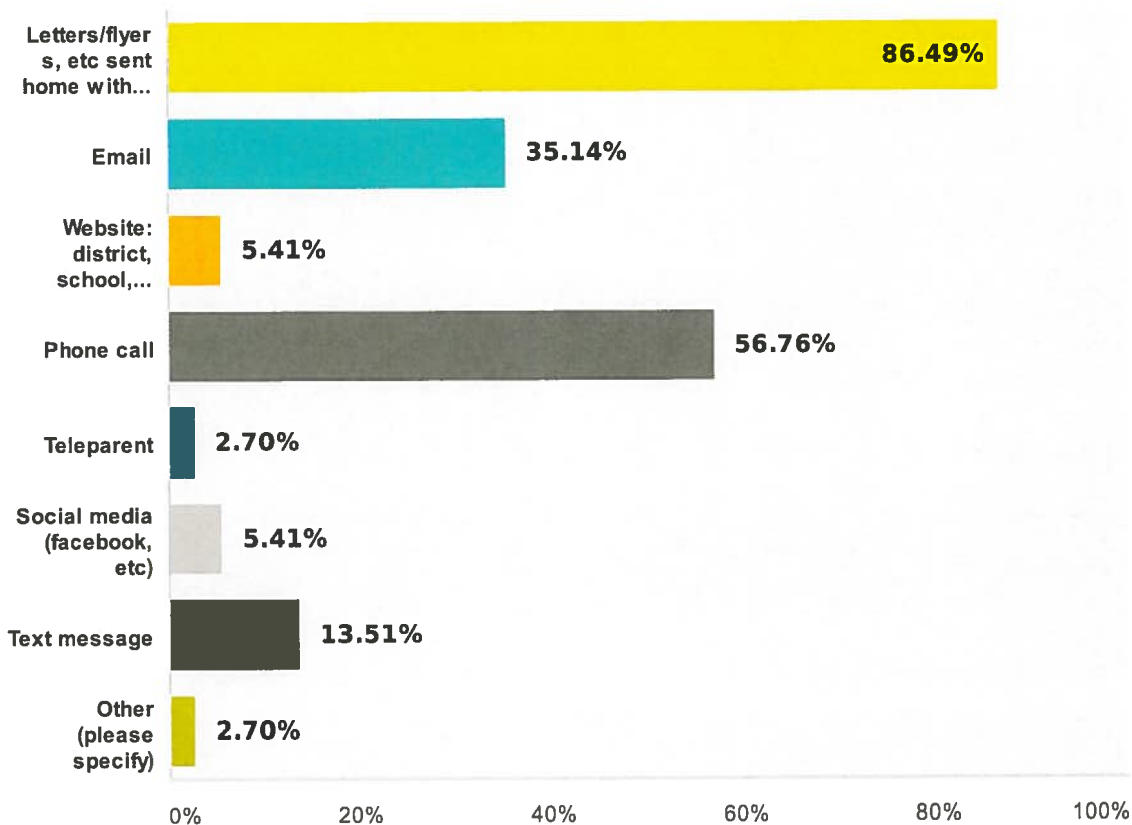
Answered: 38 Skipped: 0



Answer Choices	Responses	
Agree	100%	38
Disagree	0%	0
Unsure	0%	0
Total		38

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

Answered: 37 Skipped: 1

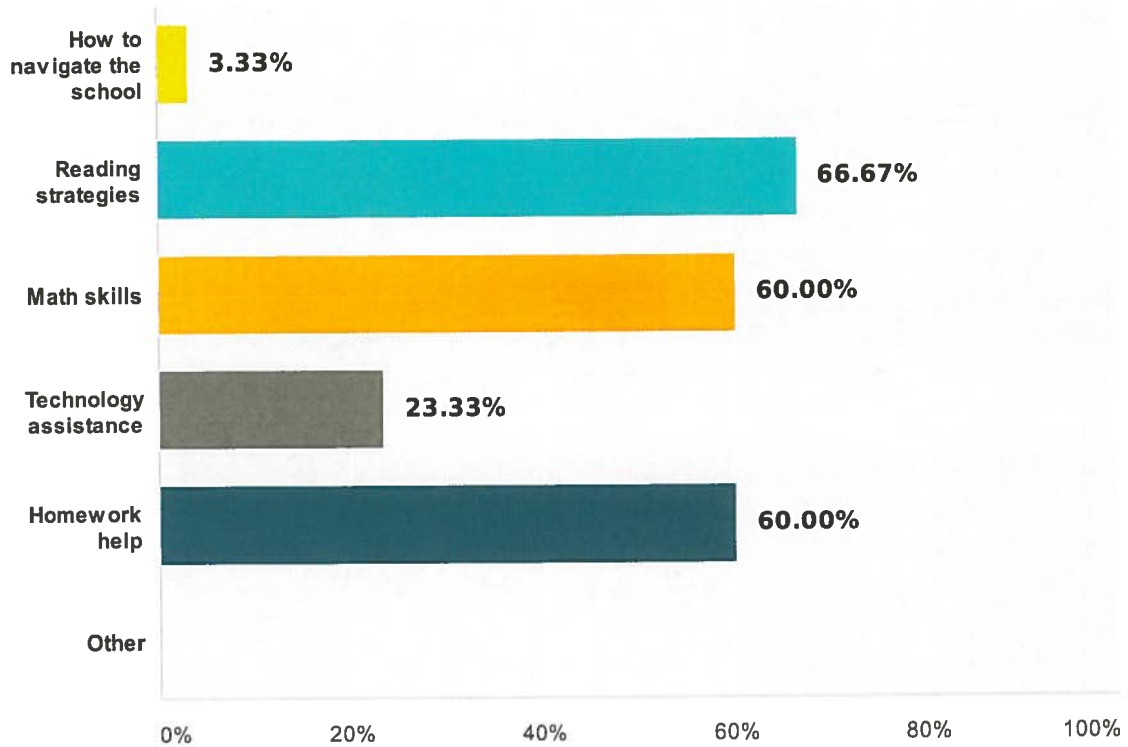


Answer Choices	Responses
Letters/flyers, etc sent home with students	86.49% 32
Email	35.14% 13
Website: district, school, classroom, etc.	5.41% 2
Phone call	56.76% 21
Teleparent	2.70% 1
Social media (facebook, etc)	5.41% 2
Text message	13.51% 5
Other (please specify)	2.70% 1
Total Respondents: 37	

#	Other (please specify)	Date
1	I am fine with the way McKinley is.	12/2/2013 2:42 PM

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

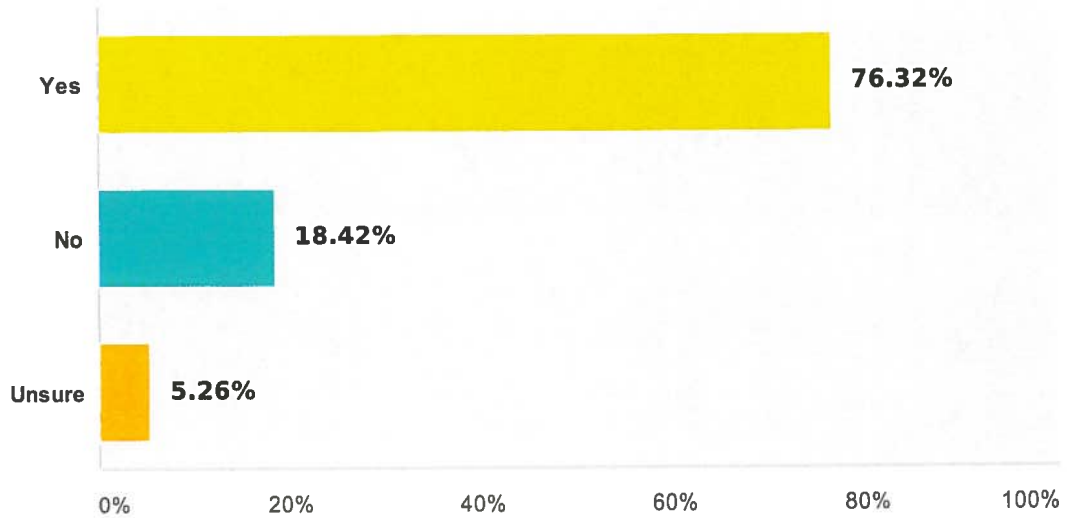
Answered: 30 Skipped: 8



Answer Choices	Responses	
How to navigate the school	3.33%	1
Reading strategies	66.67%	20
Math skills	60%	18
Technology assistance	23.33%	7
Homework help	60%	18
Other	0%	0
Total Respondents: 30		

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

Answered: 38 Skipped: 0



Answer Choices	Responses	
Yes	76.32%	29
No	18.42%	7
Unsure	5.26%	2
Total		38

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

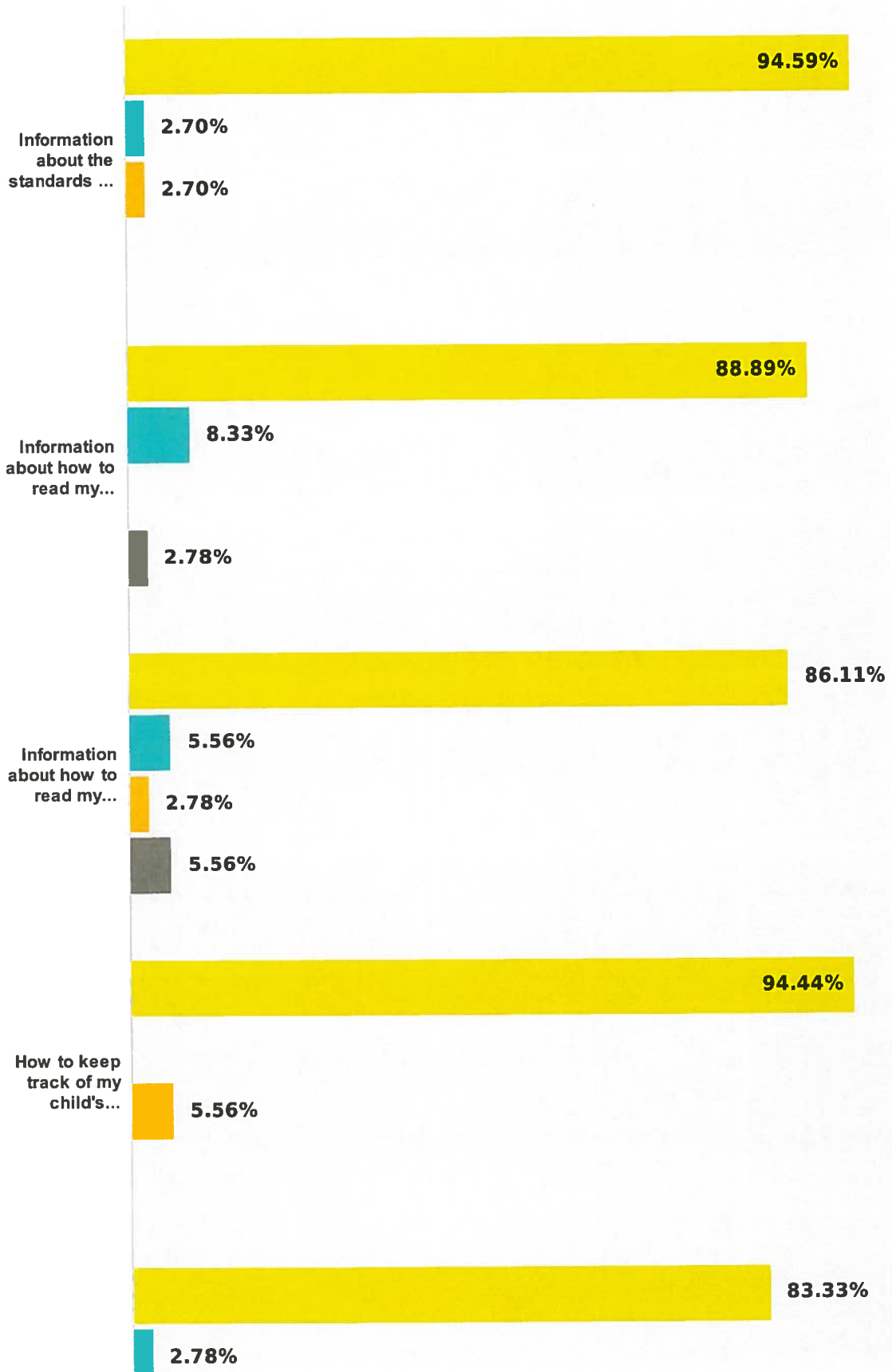
Q8 I have the following suggestions to increase parent involvement at school and home:

Answered: 12 Skipped: 26

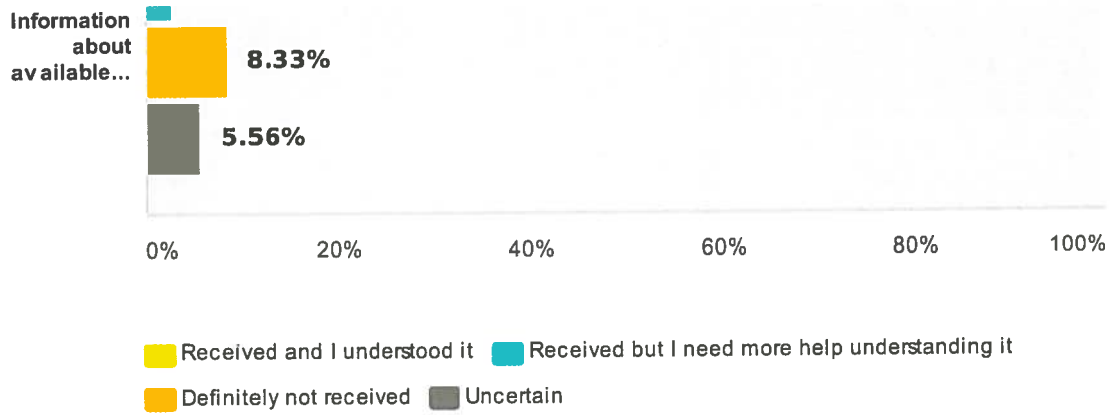
#	Responses	Date
1	I am pleased so far with everything provided for my child.	12/2/2013 2:51 PM
2	Have once a month workshop for parents and/or parent-child w/focus on fun-educational activities on how to help our children succeed & community connection.	12/2/2013 2:50 PM
3	Give students extra points if their parents are involved.	12/2/2013 2:47 PM
4	Educational pages so the kids can practice at home.	12/2/2013 2:44 PM
5	My child and I are happy with the school. Mrs. Caloca is a wonderful teacher.	12/2/2013 2:42 PM
6	Need new speech teacher.	12/2/2013 2:33 PM
7	Make up daily games or schedules on what to work on.	12/2/2013 2:19 PM
8	More charismatic teachers like Mrs. Gilkison.	12/2/2013 2:17 PM
9	If you need me for anything, just send a letter home with my child.	12/2/2013 2:11 PM
10	Parent volunteer program.	12/2/2013 2:09 PM
11	Yes, working with my child.	12/2/2013 2:08 PM
12	n/a	11/4/2013 1:29 PM

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

Answered: 37 Skipped: 1



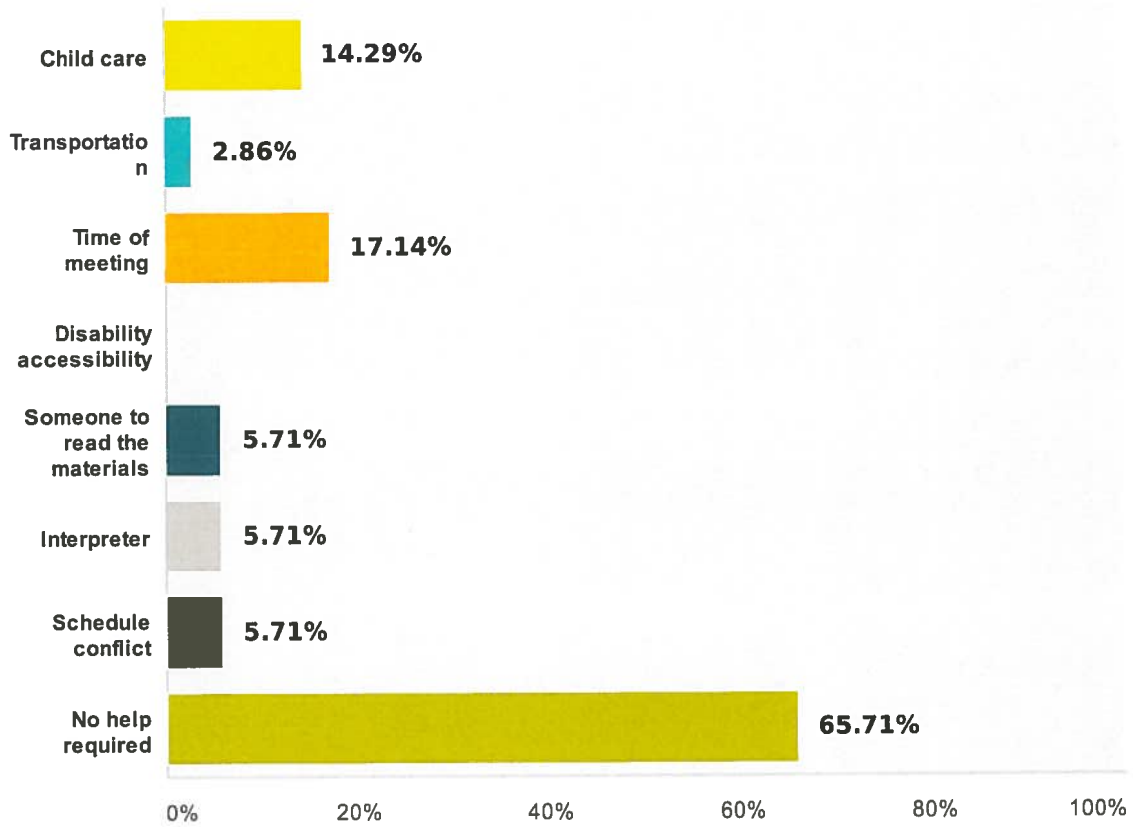
ECESD Parent Involvement Survey 2013-2014



	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.	94.59% 35	2.70% 1	2.70% 1	0% 0	37
Information about how to read my child's state test scores	88.89% 32	8.33% 3	0% 0	2.78% 1	36
Information about how to read my school benchmark scores	86.11% 31	5.56% 2	2.78% 1	5.56% 2	36
How to keep track of my child's progress in school	94.44% 34	0% 0	5.56% 2	0% 0	36
Information about available interventions and enrichment at this school	83.33% 30	2.78% 1	8.33% 3	5.56% 2	36

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

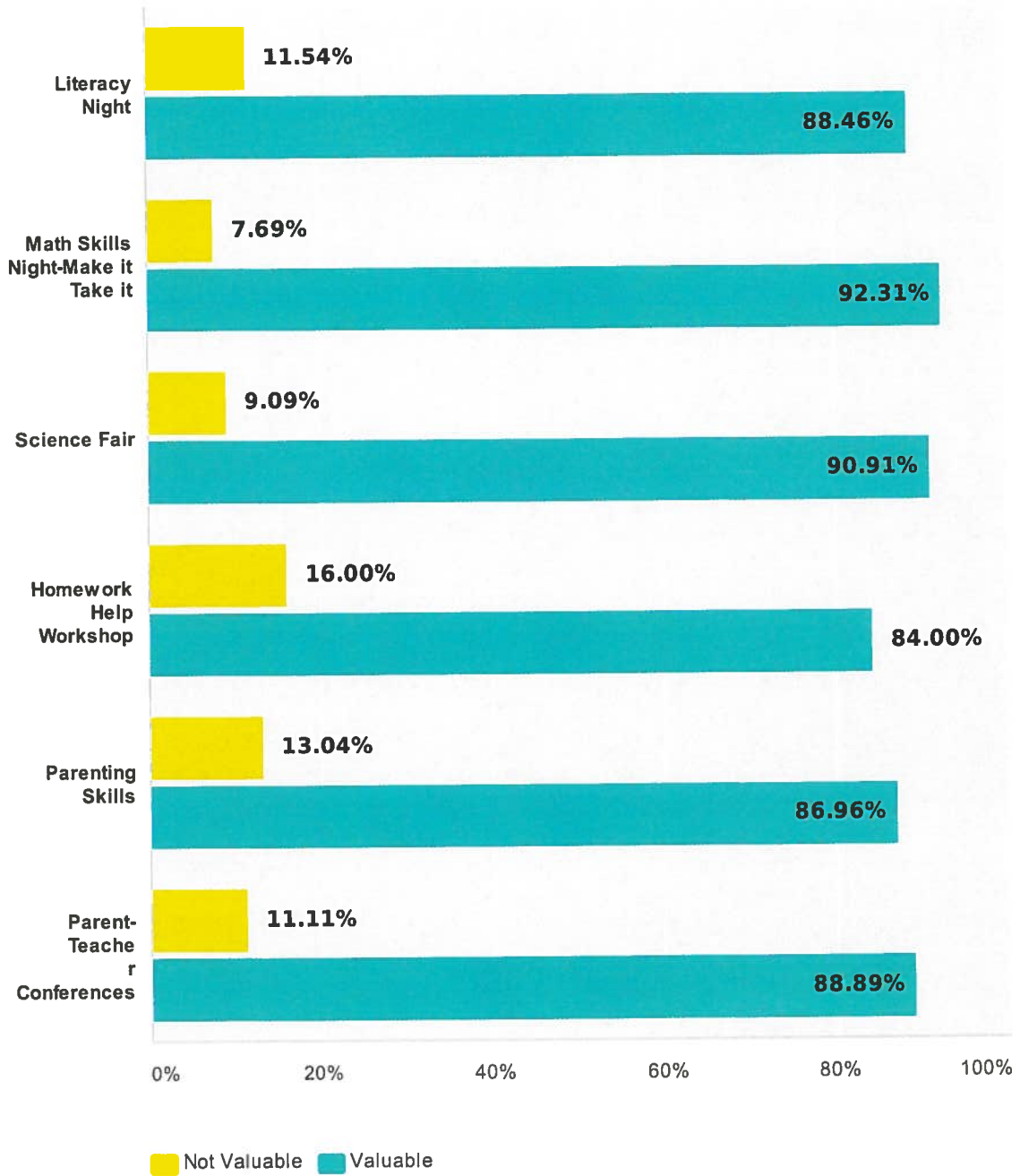
Answered: 35 Skipped: 3



Answer Choices	Responses
Child care	14.29% 5
Transportation	2.86% 1
Time of meeting	17.14% 6
Disability accessibility	0% 0
Someone to read the materials	5.71% 2
Interpreter	5.71% 2
Schedule conflict	5.71% 2
No help required	65.71% 23
Total Respondents: 35	

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

Answered: 30 Skipped: 8



	Not Valuable	Valuable	Total
Literacy Night	11.54% 3	88.46% 23	26
Math Skills Night-Make it Take it	7.69% 2	92.31% 24	26
Science Fair	9.09% 2	90.91% 20	22

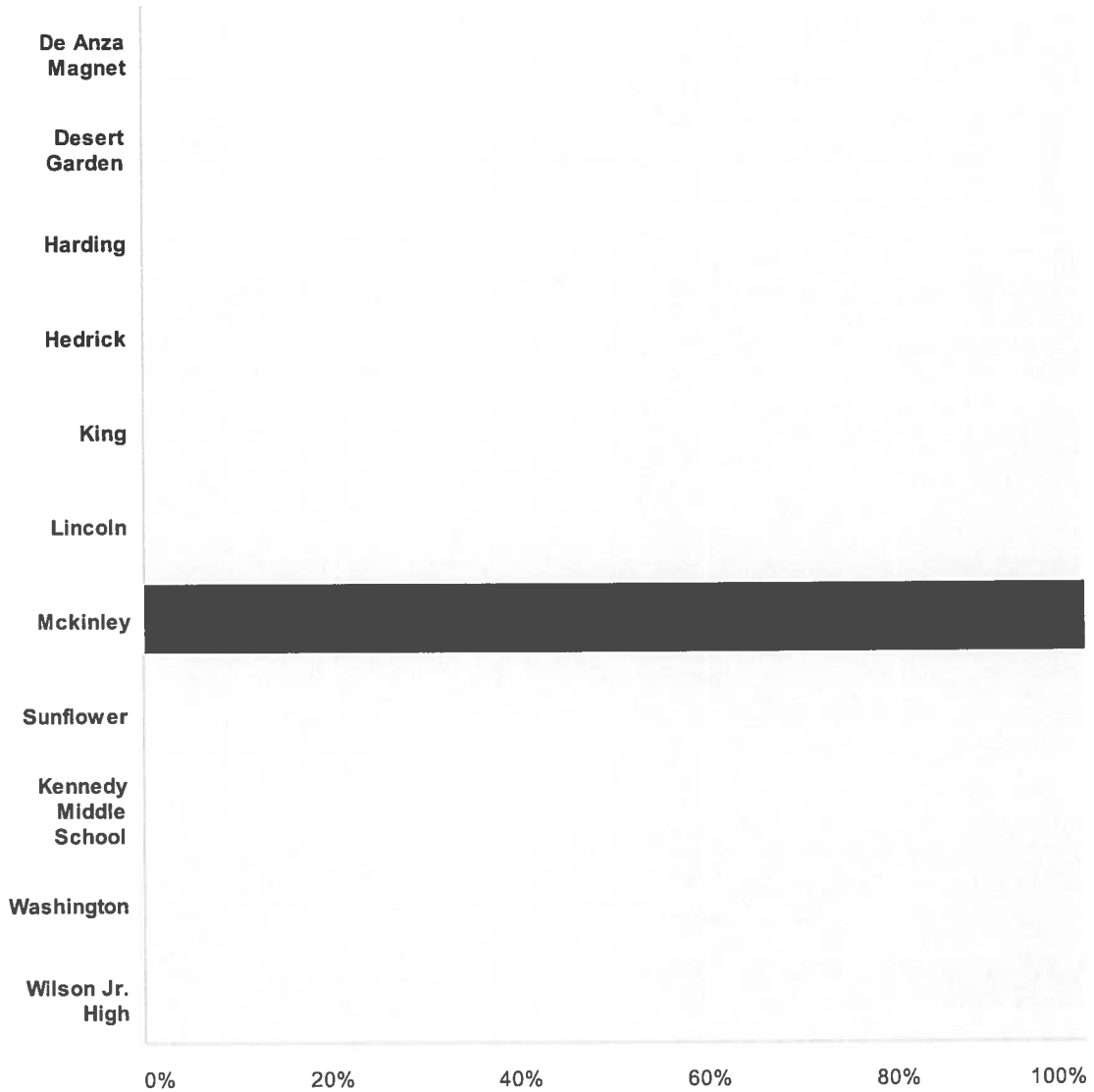
ECESD Parent Involvement Survey 2013-2014

Homework Help Workshop	16% 4	84% 21	25
Parenting Skills	13.04% 3	86.96% 20	23
Parent-Teacher Conferences	11.11% 2	88.89% 16	18

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

Q1 Mi hijo/a asiste a la escuela:

Answered: 46 Skipped: 0



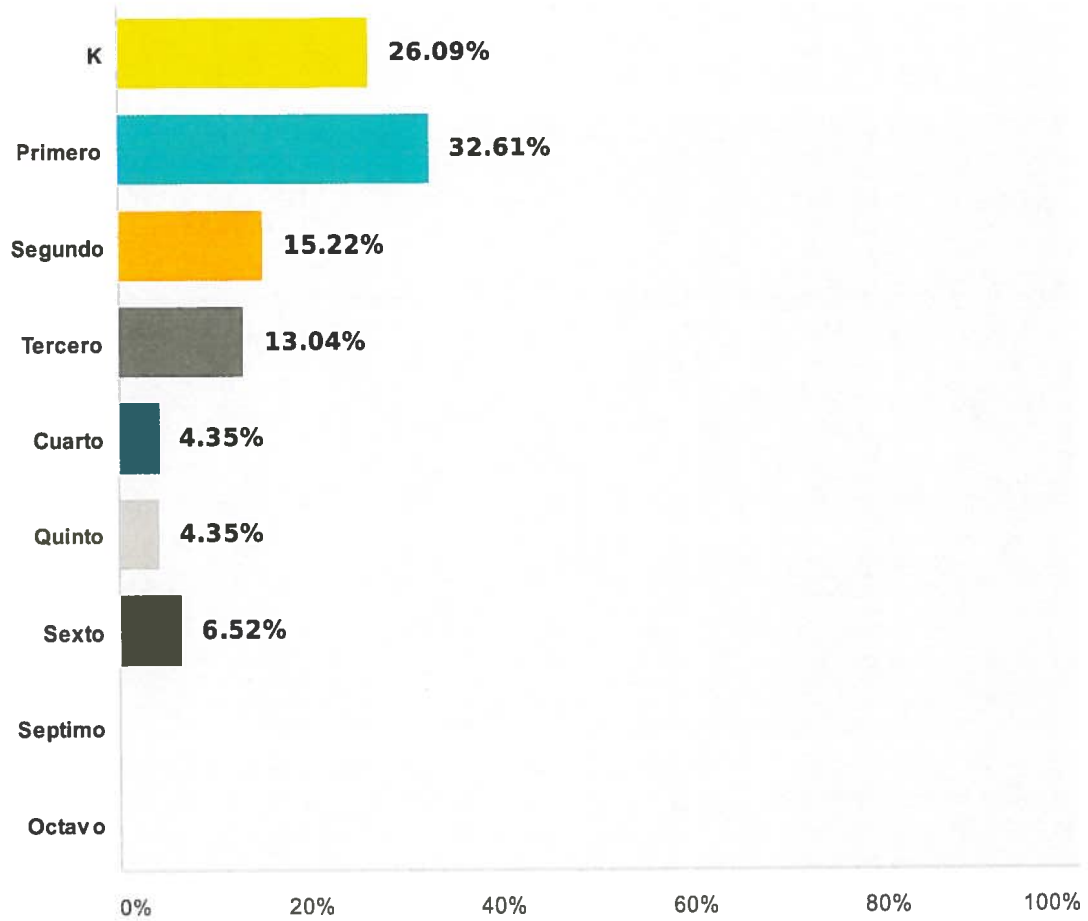
Answer Choices	Responses	
De Anza Magnet	0%	0
Desert Garden	0%	0
Harding	0%	0
Hedrick	0%	0
King	0%	0
Lincoln	0%	0
Mckinley	100%	46
Sunflower	0%	0
Kennedy Middle School	0%	0

ECESD Parent Involvement Survey Spanish 2013-2014

Washington	0%	0
Wilson Jr. High	0%	0
Total		46

Q2 Mi hijo/hija esta en el grado:

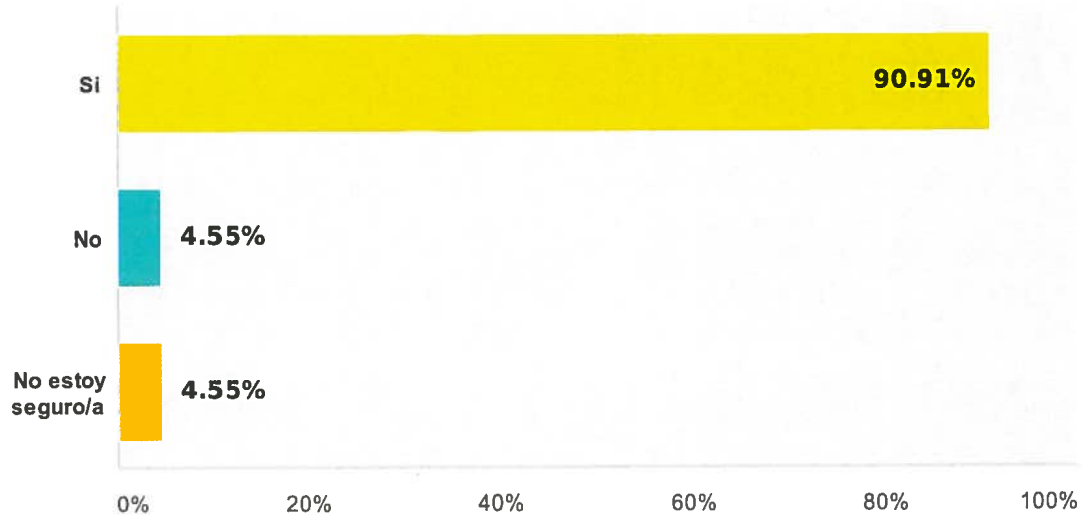
Answered: 46 Skipped: 0



Answer Choices	Responses	
K	26.09%	12
Primero	32.61%	15
Segundo	15.22%	7
Tercero	13.04%	6
Cuarto	4.35%	2
Quinto	4.35%	2
Sexto	6.52%	3
Septimo	0%	0
Octavo	0%	0
Total Respondents: 46		

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?

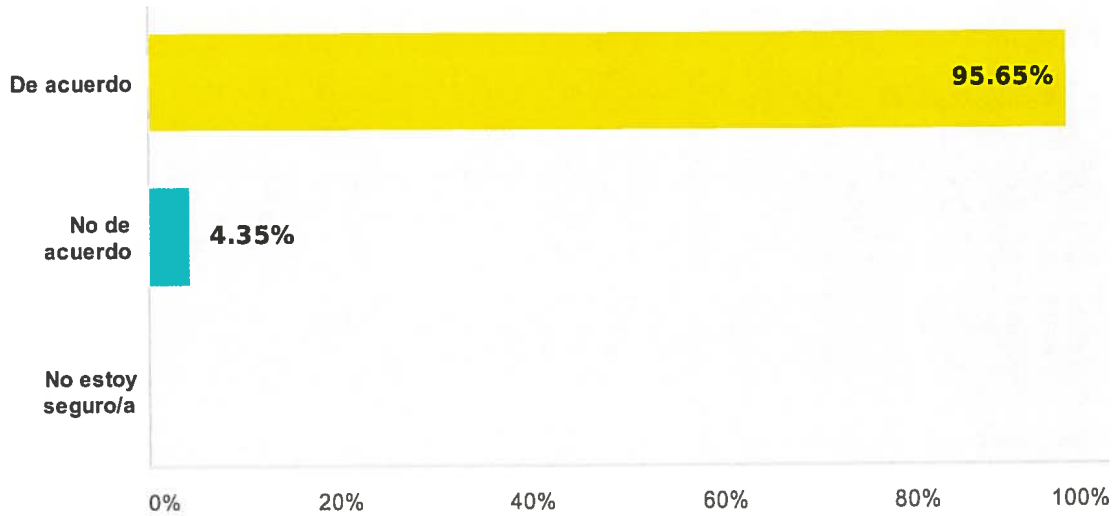
Answered: 44 Skipped: 2



Answer Choices	Responses	
Si	90.91%	40
No	4.55%	2
No estoy seguro/a	4.55%	2
Total		44

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

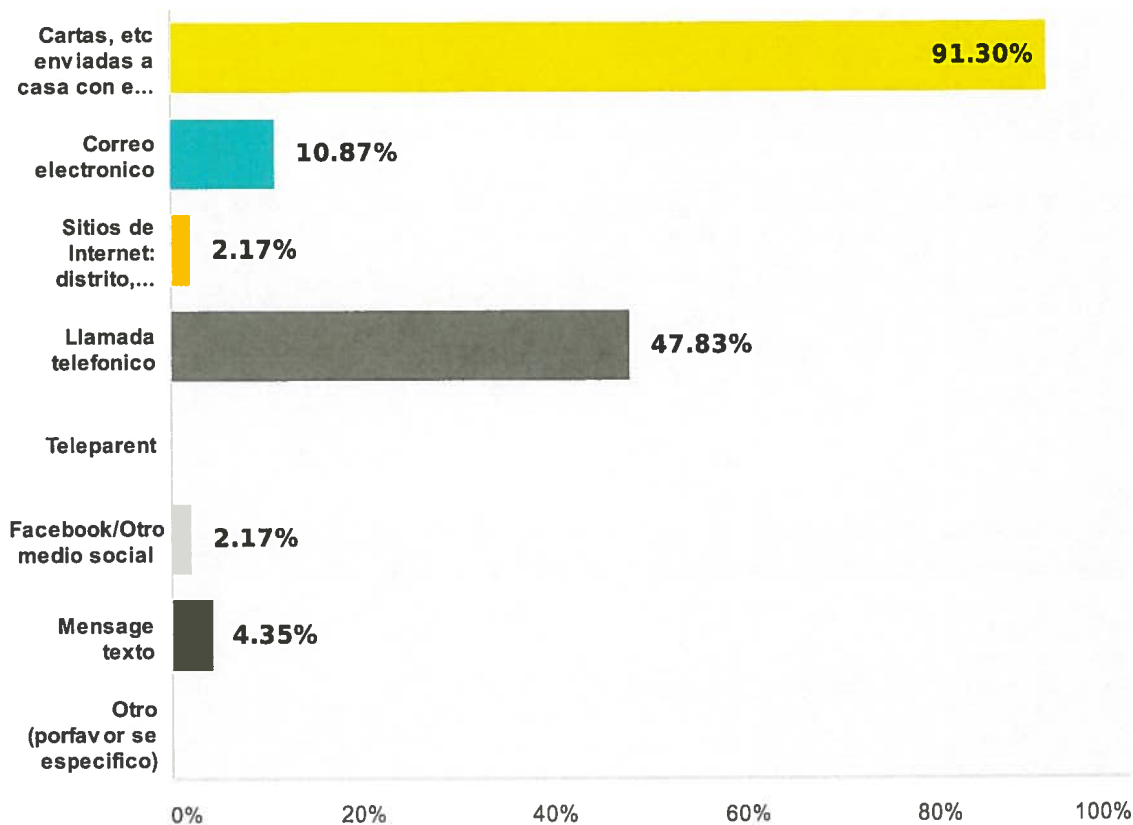
Answered: 46 Skipped: 0



Answer Choices	Responses	
De acuerdo	95.65%	44
No de acuerdo	4.35%	2
No estoy seguro/a	0%	0
Total		46

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

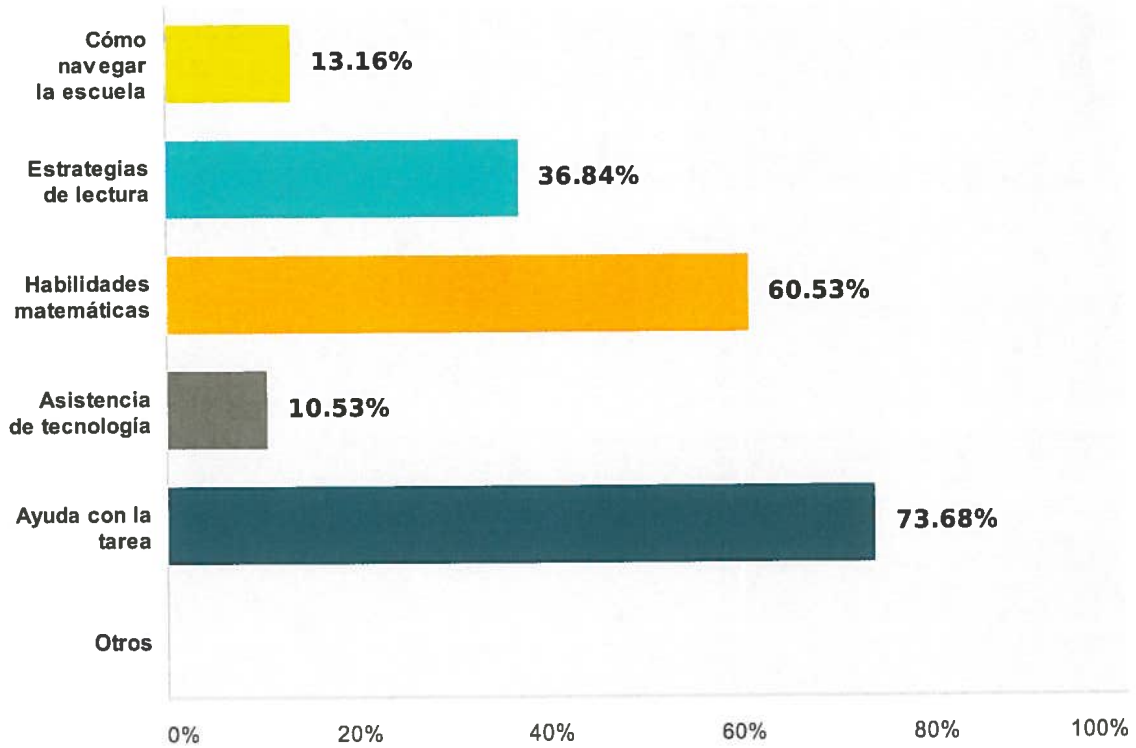
Answered: 46 Skipped: 0



Answer Choices	Responses	Count
Cartas, etc enviadas a casa con el estudiante	91.30%	42
Correo electronico	10.87%	5
Sitios de Internet: distrito, escuela, salon etc	2.17%	1
Llamada telefonico	47.83%	22
Teleparent	0%	0
Facebook/Otro medio social	2.17%	1
Mensaje texto	4.35%	2
Otro (porfavor se especifico)	0%	0
Total Respondents: 46		

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

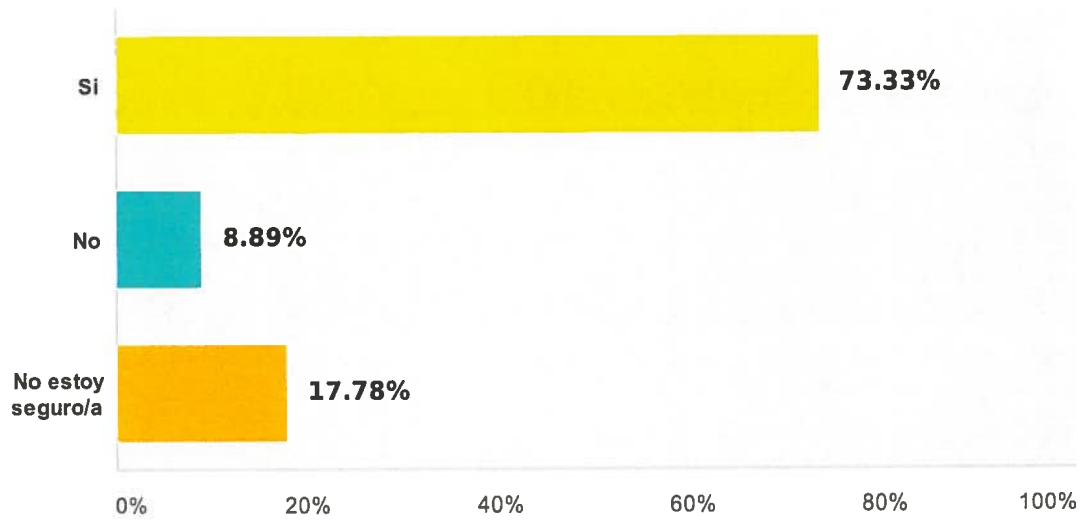
Answered: 38 Skipped: 8



Answer Choices	Responses	
Cómo navegar la escuela	13.16%	5
Estrategias de lectura	36.84%	14
Habilidades matemáticas	60.53%	23
Asistencia de tecnología	10.53%	4
Ayuda con la tarea	73.68%	28
Otros	0%	0
Total Respondents: 38		

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: 45 Skipped: 1



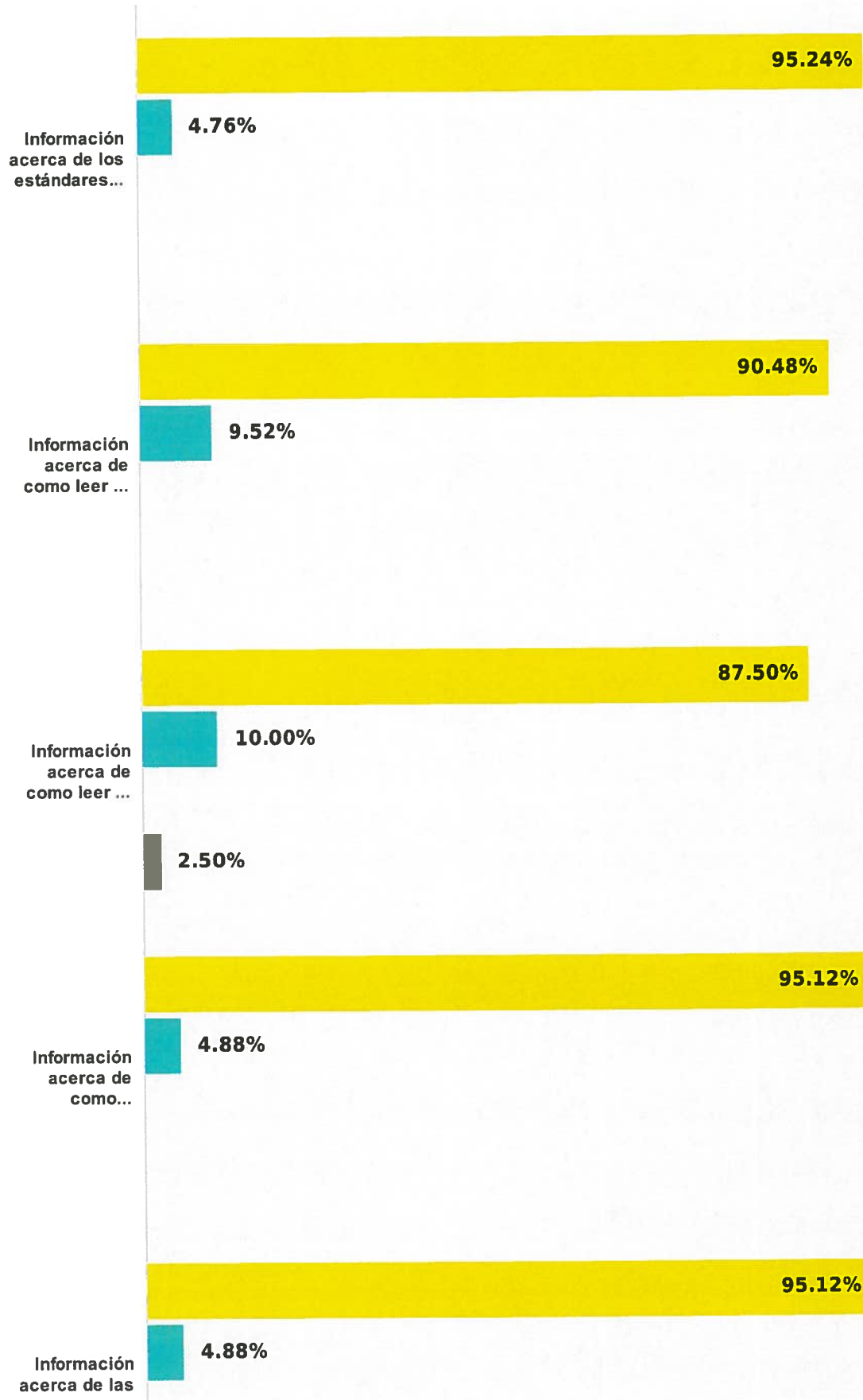
Answer Choices	Responses	
Si	73.33%	33
No	8.89%	4
No estoy seguro/a	17.78%	8
Total		45

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

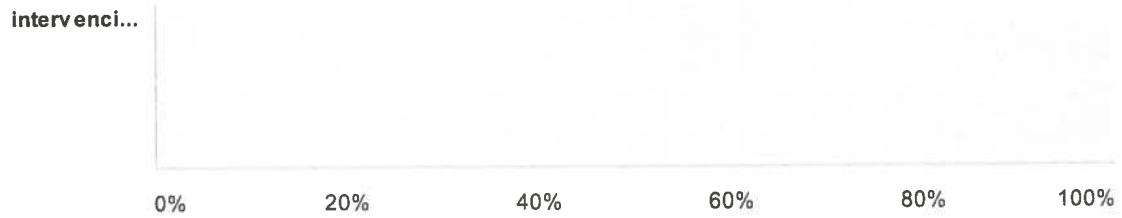
Answered: 3 Skipped: 43

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

Answered: 43 Skipped: 3



ECESD Parent Involvement Survey Spanish 2013-2014

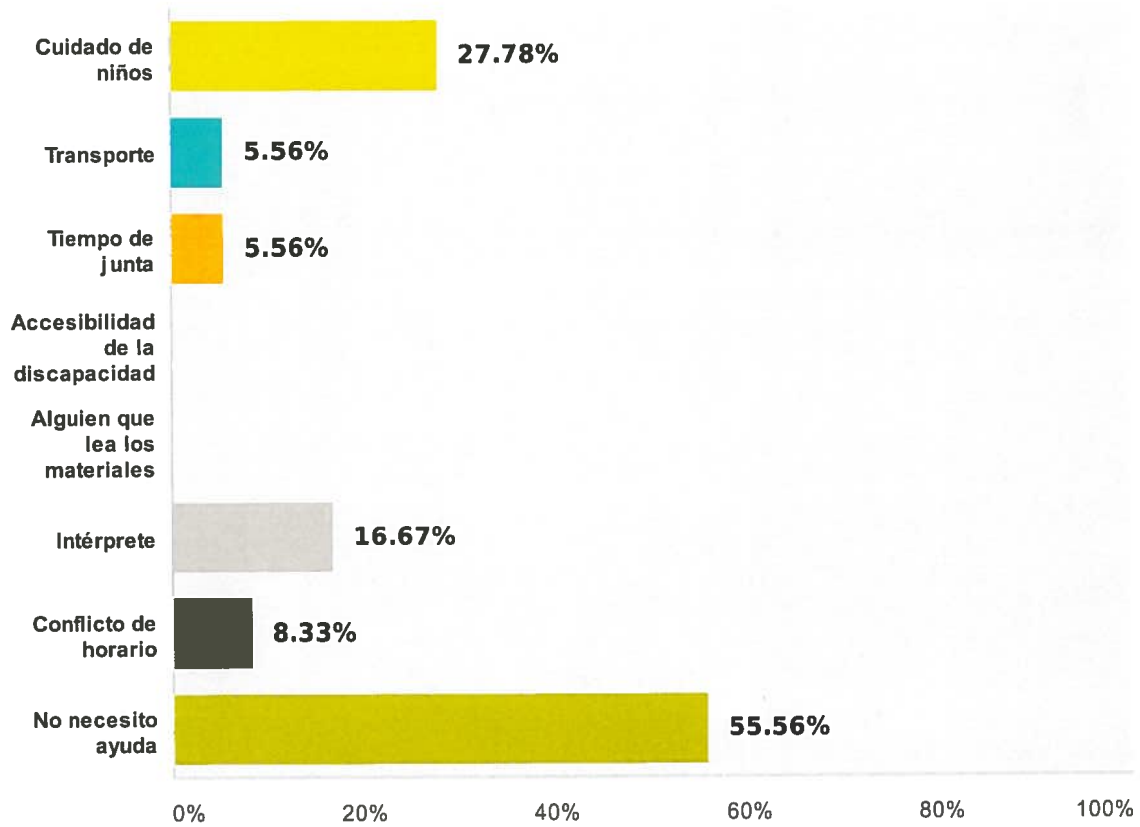


- Recibida y entendida
- Recibida pero, necesito ayuda para entenderla
- Definitivamente no recibida
- No estoy seguro/a

	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.	95.24% 40	4.76% 2	0% 0	0% 0	42
Información acerca de como leer los resultados de los exámenes del estado de mi hijo/a	90.48% 38	9.52% 4	0% 0	0% 0	42
Información acerca de como leer los resultados de los exámenes de la escuela	87.50% 35	10% 4	0% 0	2.50% 1	40
Información acerca de como enterame del progreso de mi hijo/a en la escuela.	95.12% 39	4.88% 2	0% 0	0% 0	41
Información acerca de las intervenciones y enriquecimientos disponibles en la escuela.	95.12% 39	4.88% 2	0% 0	0% 0	41

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

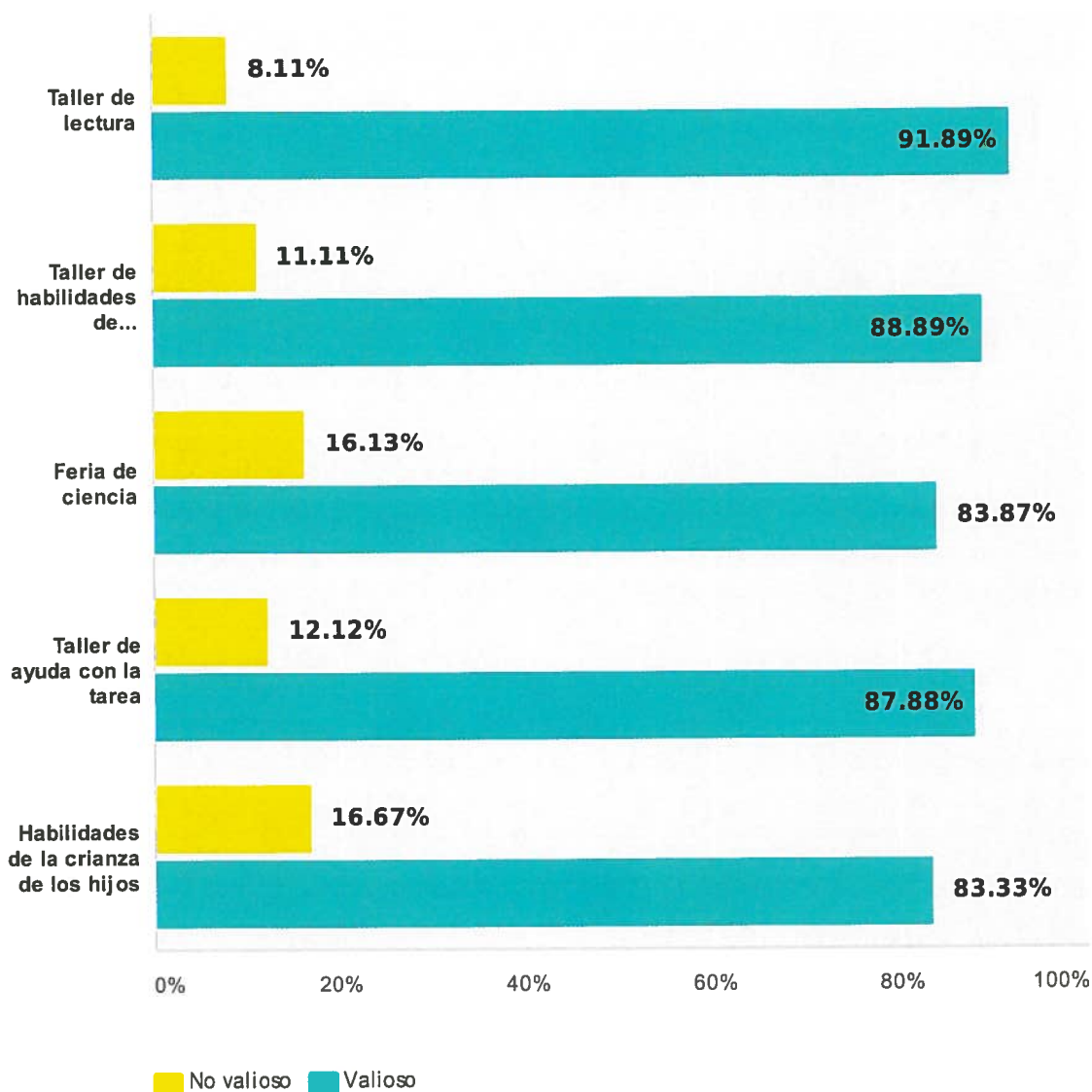
Answered: 36 Skipped: 10



Answer Choices	Responses	Count
Cuidado de niños	27.78%	10
Transporte	5.56%	2
Tiempo de junta	5.56%	2
Accesibilidad de la discapacidad	0%	0
Alguien que lea los materiales	0%	0
Intérprete	16.67%	6
Conflicto de horario	8.33%	3
No necesito ayuda	55.56%	20
Total Respondents: 36		

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

Answered: 40 Skipped: 6



	No valioso	Valioso	Total
Taller de lectura	8.11% 3	91.89% 34	37
Taller de habilidades de matemáticas	11.11% 4	88.89% 32	36
Feria de ciencia	16.13% 5	83.87% 26	31
Taller de ayuda con la tarea	12.12% 4	87.88% 29	33
Habilidades de la crianza de los hijos	16.67% 4	83.33% 20	24

2013-14 PST Roster	Pending PST's	Pending Follow-up PST's
Juan Chavez #52003711 Kinder / Burden	Rodolfo Ortega # Kinder / Burden	Humberto Rascon #52001443 2 nd Grade / Marquez
Isaac Borbon #52001046 2 nd Grade / Marquez	Yarely Ramos #52003242 1 st Grade / Printy	Grace Valverde #52001804 2 nd Grade / Pantoja
Brandon Gutierrez #52001072 2 nd Grade / Pantoja	Jason Murillo #52002680 1 st Grade / Printy	Amy Frias #52001390 2 nd Grade / Pantoja
Leilani Lopez #52003237 3 rd Grade / Ovando	Kaleb Agosto #52002507 1 st Grade / Torres	Arlene Buelna #52000169 3 rd Grade / De La Trinidad
Gael Guillen #52003716 Kinder / Gilkison	Destiny Rocha #52001085 2 nd Grade / Marquez	Savannah Aguiar #956602 3 rd Grade / De La Trinidad
Kaylee Vasquez #52001701 2 nd Grade / Marquez	Katy Alvarez #52001441 2 nd Grade / Marquez	Edgar Zavala #52001192 1 st Grade / Torres
Ramon Rincon #52002790 1 st Grade / Printy	Jesden Escalante #52001064 2 nd Grade / Pantoja	Isaac Borbon #52001046 2 nd Grade / Marquez
Destiny Castro #52002719 1 st Grade / Torres	Grettell Moreno #52004495 2 nd Grade / Pantoja	Alyssa Nunez #52001114 2 nd Grade / Marquez
Johanna Lutz #52001076 1 st Grade / Printy		Ashley Lau #52001033 52001033
Samantha Hernandez #52001282 1 st Grade / Torres		
Angel Lau #52002887 1 st Grade / Torres		
Valeria Romero #52002417 1 st Grade / Torres		
Ivan Guzman #52002663 1 st Grade / Torres		
Janessa Gomez #52003008 1 st Grade / Torres		
RED: Referred for SPED ASSESSMENT		
BLUE: PST Referrals from previous school year.		

Analysis of Data- Needs Assessment

Student Performance (AYP)

1. ELA:
 - We had a decrease in ELA proficiency for all students (7.2% and every subgroup with the largest decrease (9.2%) in English Learners.
 - Our Hispanic and low socioeconomic subgroup both decreased in proficiency by approximately 8%.
 - As a staff, we decided that we needed to focus on our English Learners and closing the achievement gap. We revamped our ELD levels so that teachers will team with another grade level in order to have students in one CELDT level for ELD instead of three levels. In addition, our focus will be on English Learner teaching strategies such as academic vocabulary, Frontloading, Language Frames, Student Engagement and Close Reading. We have furthered our efforts with English Learners by working towards providing immigrant, migrant, and English Learner students with after-school Rosetta Stone instruction in the computer lab and classrooms.
2. Math:
 - We experienced a slight dip school wide of 1%, and with each subgroup with the largest decrease in the Hispanic subgroup (4.1%).
 - Our subgroups low socioeconomic and English Learners remained fairly stable with a very minute decrease of approximately 0.7%.
 - This year, we will continue to utilize SuccessMaker an hour each week. Our Computer Technician will provide teachers with SuccessMaker data regularly. In addition, teachers

will conduct Universal Access during SuccessMaker to target students in need of additional math instruction. Migrant students will be targeted for an iPads Math Khan Academy this year taught by a credentialed teacher.

3. Science:
 - We had a decrease from 41% in 2011-12 to 17% in 2012-13 in proficient and advanced students in science this year. Second through fifth grades will continue utilizing Science Frontloading lessons during science.

Student Performance (API)

- We had a loss of 23 points this year, with the biggest loss for our EL subgroup (34 points).
- Low Socioeconomically Disadvantaged students decreased in API by 19 points.
- Hispanic subgroup lost 27 points in API.
- Again, English Learners are our focus for this year.

Student Performance (Local Data)

- In order to help our teachers, we listed the CST proficiency rate for Math and ELA, Language Proficiency, CELDT level for each student in their classroom. This allowed our teachers to Quintile map their students in order to determine interventions, ELD, and Universal Access groupings.
- Teachers are receiving support from the Reading Coach, District Grade-level planning meetings, and Professional Development during staff meetings.

Student Performance (CELDT)

1. **AMAO 1:** We did not meet this AMAO. We are working on our ELD program to better prepare our students and to increase language proficiency.
2. **AMAO 2:** We did not meet both targets on AMAO 2. We need intensive instruction throughout the day providing English Learners multiple opportunities to practice academic language and language frames.
3. **AMAO 3:** We did not meet this AMAO.

Demographic Data: The student population includes 61% English Learners, 92% qualified for free and reduced lunch, and 94% are Hispanic.

Teacher Survey Data 2013:

- 93% of Teachers completed and returned the Teacher Survey.
- 90-100% of teachers reported being pleased with school mission communication, leadership, expectations, feedback, meetings, staff development.
- 90-100% of teachers reported positively that they frequently monitor student progress using assessment data in math and language arts.
- 50-60% of teachers reported experiencing difficulty in completing activities in ELA and Math in the allotted time frame outlined in the pacing guides.
- Teachers generally agreed in having high expectations for student success, however, there was a slight difference regarding the belief that all students can attain mastery of core content (30% disagreed).

- There is teacher agreement of 90-100% that the school has a safe and orderly environment. However, the area of student discipline is also slightly different. 70% agree that discipline is consistent and safe with the other 30% either disagreeing or not sure.

Parent Survey Data 2012:

- Out of the 58 parents that completed the survey, 78% of them feel that teachers and administrators are very respectful to students.
- Parents mostly feel students are safe going to and from school
- 54% of parents reported that discipline is consistent and fair at school and that they are very concerned about bullying at this school (61%).

Academic Program Survey Data 2013:

- **Essential Program Components**
 - **Instructional Program:** We provide SDE-adopted instructional programs in RLA/ELD and Math. However, not every ancillary material is used with each grade level. Math instruction also includes SuccessMaker.
 - **Instructional Time:** We comply with and monitor the implementation of SBE core programs for RLA/ELD and Math. Weekly lesson plans are turned into the principal every Friday. ELD is taught school-wide for the required number of minutes per grade level.
 - **Lesson Pacing Guide:** Each teacher is given pacing guides for RLA and Math, which include lessons, and benchmark assessments calendared.

- School Administrator Instructional Leadership Training: The principal has received the 40-hour training in Treasures and has trained teachers and substitutes in Treasure for the District. She has received the teacher training in the Math curriculum.
- Credentialed Teachers and Professional Development Opportunity: All teachers are fully credentialed and highly qualified teachers per ESEA. In addition, teachers will be given quarterly PD during the school day on Common Core State Standards in RLA and Math.
- Ongoing Instructional Assistance and Support for Teachers: Teachers are provided Professional Development opportunities regularly during staff meetings. We have a full-time coach who supports teachers in instruction on an ongoing basis. We will work on more support to deepen content and lesson delivery in math.
- Student Achievement Monitoring System: Teachers have access and monitor data through OARs (Online Accounting Results system).
- Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal: Teachers are supported with weekly grade level meetings in which they collaborate and review data.
- Fiscal Support: The SPSA is reviewed and approved by the School Site Council and funding is aligned to EPC's .

Attendance:

- Attendance and tardiness remain a priority. Walmart donated two bicycles and \$1500 through a grant to provide incentives for attendance. Monthly, quarterly, semester, and end-of-year incentives will be provided to students with perfect attendance/ or most improved in attendance. Attendance rate for August/September 2013 was 96% and

August/September 2013 has been 98%-a slight improvement from last year at the same time.

Discipline:

- Discipline issues have been mostly minor infractions with only three suspensions the 1st quarter 2013. We will continue to implement the PeaceBuilders anti-bullying and character Ed program in our school. We have included a PeaceBuilder of the Month Award during our Student of the Month Assemblies. In addition, students awarded the honor of PeaceBuilder or Student of the Month will have their pictures displayed in the office for all to see.

**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

Strategies for a Safe and Orderly Environment

1. An emergency card is on file for each student and staff member and indicates whom to contact in case of emergency.
2. Any visitor to the school must check in at the office, sign in, and get a visitor's badge.
3. Pupils to be released from school must be "signed out" by the parent or person taking them. Authorization from the office is a call to the classroom.
4. A re-admittance slip is issued to any pupil who has been absent and returns to class.
5. The entry of visitors to the school is controlled through the use of "visitor badges" and a "sign-in" sheet.
6. Entries to the school campus are properly secured.
7. Necessary barriers and fencing exist to prevent access by unauthorized vehicles and/or persons.
8. Appropriate signs are displayed prominently at the entry points of the school.
9. Adequate supervision is provided throughout the school at all times.
10. Ground areas, hallways, and restrooms are supervised to promote physical safety.
11. Students out of class must have a pass designating their destination – office, rest room etc.
12. The principal is visible around the campus and in classrooms.
13. School personnel work to protect students against kidnapers, sex offenders, or other suspicious strangers.
14. A closed campus is maintained.

15. A network of adult staff members is available for students to talk with when they feel the need.
16. A psychologist is available one day a week to counsel, test students, and/or work with parents of such students who might pose a danger to others.
17. Periodic safety reviews are carried out by principal, staff, fire department personnel, police department personnel, etc. i.e. physical classroom safety check, fire drills, fire extinguishers check, disaster drill, bicycle safety inspection.
18. Work related to safety procedures, is carried out in conjunction with law enforcement agencies – i.e. bicycle safety program, training of safety patrol, etc.
19. An effective security alarm system is installed and is kept maintained. All staff members know how to access it.
20. Security personnel patrol the school campus during weekend hours.
21. An adequate communication system is available in classrooms and other parts of the building. This includes both a speaker system and a radio system.
22. A procedure is in place relative to the handling of serious injuries.
23. An emergency disaster (fire, earthquake, etc.) response plan is in place.
24. A procedure for reporting physical accidents is in place.
25. The district provides school site personnel training about safety issues, first aid procedures, etc.
26. Parent permission slips and emergency medical authorization slips are completed and on file for any student going on a field trip.
27. A school wide discipline plan is consistently and fairly enforced in all classrooms and throughout the school.

28. A plan for keeping track of disciplinary incidents has been implemented by the principal.
29. Open communication with parents allows staff to respond to parent concerns and/or work with parents regarding student problems.
30. School rules, rewards and consequences are periodically reviewed with students.
31. Regulations are in force, which govern the use of playground equipment, play areas, and pupil conduct on school grounds.
32. Adequate protection is provided against falls from playground equipment – i.e. sand in area housing playground equipment, mats at the bottom of the slide.
33. Grounds, equipment, physical facility and classrooms are kept clean, attractive, and well maintained in a timely manner. Physical conditions that could lead to accidental harm are noted for repair and corrected promptly.
34. Staff adheres to regulations and policies pertaining to the confidentiality of records and policies.
35. Notices for students who have been suspended or expelled are placed in a special red folder and placed in the cumulative folder.
36. A uniform policy is implemented and sets dress standards for all students.
37. Appropriate lighting is installed inside and outside of the school building.
38. Painting over graffiti takes place immediately or before students return to school.
39. Classroom doors are kept locked when not in use.
40. Access to school and/or classroom keys is controlled by use of a “check-in, Check-out” system.
41. Valuables and equipment are inventoried and tagged for identification.

42. A procedure is in place for reporting crimes to the district or proper authorities.
43. The staff promotes the belief that our school is a safe place.
44. A positive school culture is promoted, in which the school serves as a community communicating high levels of respect, bonding, and academic and social expectations among staff and students.
45. Pictures of individual and/or group winners in the various recognition programs are displayed in a prominent place in the school.

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

Victim #1 <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	Victim #2 <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

EL CENTRO SCHOOL DISTRICT
SUSPENSION NOTICE

Total Suspensions _____

Total Days _____

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)

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 in Education Code Section 40060.

Violaciones del Código de Educacional 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 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 arreglar o negoció la venta de parafenales 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 esta 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 estan acostumbradas al confiar al affairs. conducir asuntos serios.

NOTICIA

Cualquiera de ustedes o ambos y el estudiante nombrado aquí the tiene el derecho de apelar esta suspensión al Superintendente the del Distrito Escolar de El Centro, 1256 Broadway, El Centro, CA CA 92243 (teléfono: 352-5712). El superintendente de haber receipt recibido su petición podrá tener una junta con usted, el alumno the 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 records 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.

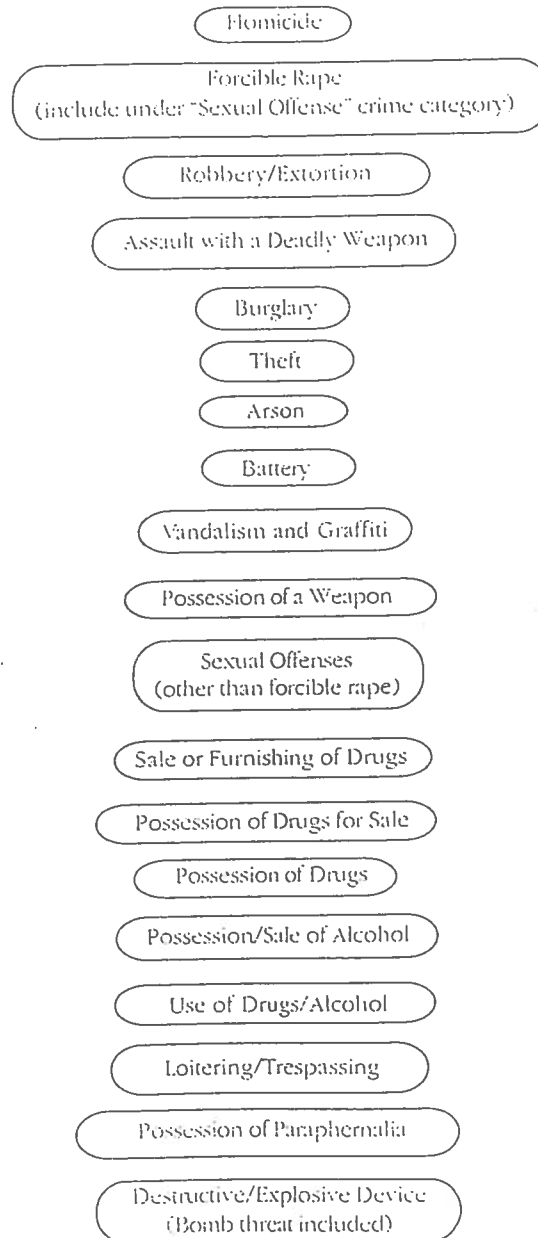
Education Code §48900 Subsections CSSA cannot advise which Education Code Subdivisions administrators cite when suspending students. The following guide is only reliable if the Subdivisions cited are consistent with the legislative intent of the Education Code.	Report to CSSA?		Comments
	Yes*	No	
(j) 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, attempted to cause, 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 terrorist 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.

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



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, facsimile 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 25608.

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 7/17/01)

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:

- | | | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> JAN | <input type="checkbox"/> FEB | <input type="checkbox"/> MAR | <input type="checkbox"/> APR | <input type="checkbox"/> MAY | <input type="checkbox"/> JUN |
| <input type="checkbox"/> JUL | <input type="checkbox"/> AUG | <input type="checkbox"/> SEP | <input type="checkbox"/> OCT | <input type="checkbox"/> NOV | <input type="checkbox"/> 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".

- 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,

- 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

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.

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

WHERE TO REPORT

LOCAL AGENCIES INVOLVED IN CHILD ABUSE/NEGLECT:

If child abuse/neglect is suspected, the principal or mandated reporter must report immediately by phone to the local police department and to Child Protective Services' 24-hour emergency response line.

Since our area is served by several 'local' agencies, it will expedite the report and service if a check is made to determine the correct agency having jurisdiction for the child.

El Centro Police Department
150 North 11th Street
El Centro, CA 92243

Telephone number: 352-7971

Calexico Police Department
420 East 5th Street
Calexico, CA 92231

Telephone number: 357-1136

Calipatria Police Department
North Lake Avenue
Calipatria, CA 92233

Telephone number: 348-2211

Imperial Police Department
424 South Imperial Avenue
Imperial, CA 92251

Telephone number: 355-1159

Sheriff-Coroner
328 Applestill Road
El Centro, CA 92243

Telephone number: 339-6311

Brawley Police Department
351 Main Street
Brawley, CA 92227

Telephone number: 344-2111

Holtville Police Department
22 West 4th Street
Holtville, CA 92250

Telephone number: 356-2991

Westmorland Police Department
355 South Center
Westmorland, CA 92281

Telephone number: 344-3411

Child Protective Services of
Imperial County
315 South Waterman
El Centro, CA 92243

Telephone number: 337-7700

Imperial County Probation
Department
324 Applestill Road
El Centro, CA 92243

Telephone number: 339-6229



WHERE TO REPORT

IMPERIAL COUNTY PROBATION DEPARTMENT

- 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														
	PHONE ()				DATE OF REPORT				SIGNATURE OF REPORTING PARTY						
C. REPORT SENT TO	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION														
	AGENCY						ADDRESS								
	OFFICIAL CONTACTED						PHONE ()			DATE/TIME					
D. INVOLVED PARTIES	VICTIM	NAME (LAST, FIRST, MIDDLE)						ADDRESS			BIRTHDATE	SEX	RACE		
		PRESENT LOCATION OF CHILD									PHONE ()				
	SIBLINGS	NAME			BIRTHDATE	SEX	RACE	NAME			BIRTHDATE	SEX	RACE		
		1. _____						4. _____							
		2. _____						5. _____							
PARENTS	NAME (LAST, FIRST, MIDDLE)						BIRTHDATE	SEX	RACE	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE	SEX	RACE
	ADDRESS						ADDRESS								
	HOME PHONE ()			BUSINESS PHONE ()			HOME PHONE ()			BUSINESS PHONE ()					
	IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX. <input type="checkbox"/>														
E. INCIDENT INFORMATION	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														
BRIEF 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

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

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO			
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE					
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)									
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL			
OFFICIAL CONTACTED - TITLE					TELEPHONE ()					
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	TELEPHONE ()			
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE			
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME				
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT. CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME					TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)			
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
D. INVOLVED PARTIES	VICTIM'S SIBLINGS									
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY
	1. _____		3. _____		2. _____		4. _____			
VICTIM'S PARENTS/GUARDIANS	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()		
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()		
SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	TELEPHONE ()			
	OTHER RELEVANT INFORMATION									
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
	DATE / TIME OF INCIDENT				PLACE OF INCIDENT					
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

Pre/Post Test

Child Abuse Reporter Training

Instructions: For each item, circle the letter of the **best** answer.

1. Under the Child Abuse and Neglect Reporting Act, a mandated reporter is required to report suspected abuse to:
 - a) His or her employer or supervisor
 - b) Local child protective authorities
 - c) The child's parents
 - d) The California Department of Justice

2. "Negligent failure of a person having the care or custody of a child to protect the child from severe malnutrition or failure to thrive" is a definition of:
 - a) General neglect
 - b) Unintentional neglect
 - c) Aggravated neglect
 - d) Severe neglect

3. A person who knowingly develops, duplicates, prints, or exchanges a photograph of a child is engaged in a sex act is guilty of:
 - a) Sexual assault
 - b) Statutory rape
 - c) Lewd acts upon a child
 - d) Sexual exploitation

4. After observing suspected child abuse or neglect, a mandated reporter must call a child protective agency:
 - a) Within 36 hours
 - b) Within 24 hours
 - c) Immediately, or as soon as possible
 - d) The law doesn't specify when the mandated reporter must report

5. Suspected cases of severe emotional abuse that constitutes willful cruelty or unjustifiable punishment of a child must be reported.
 - a) True
 - b) False

6. A person who fails to make a required report may be punished by up to six months in jail and/or up to a \$1,000 fine.
 - a) True
 - b) False

7. Which of the following does **not** describe a typical location of an injury resulting from abuse?
 - a) Injuries to several different parts of the body
 - b) Injuries to the back surface of a child's body from neck to knees
 - c) Injuries to the shins, elbows, knees, or forehead
 - d) Injuries to the face

8. Socio-economic status, religion, education, and ethnic background are good indicators of whether a parent might commit child abuse.
 - a) True
 - b) False

9. An extremely filthy home should put you on the alert for signs of child abuse.
 - a) True
 - b) False

10. You can often tell by the type and location of a child's injury whether it was caused by an accident or by physical abuse.
 - a) True
 - b) False

11. In a case of emotional abuse, cumulative documentation over time may be necessary before a child protective agency can intervene.
 - a) True
 - b) False

12. A child that recants a disclosure of abuse was probably never abused.
 - a) True
 - b) False

13. A written report must be filed on:
 - a) Your employer's letterhead
 - b) A Department of Justice form
 - c) A Department of Child Welfare form
 - d) Any type of paper

14. Which of the following is **not** a circumstance where the identity of a mandated reporter may be disclosed?
 - a) To the child's parent or guardian
 - b) Between child protective agencies
 - c) To the district attorney in a criminal prosecution
 - d) By court order

15. Law enforcement agencies and child protective agencies are required to cross-report reports of abuse:
 - a) Within 48 hours
 - b) Within 36 hours
 - c) Within 24 hours
 - d) Immediately, or as soon as possible

16. After investigating a report of child abuse, the investigating agency provide feedback about the results of the investigation, and any action the agency is taking, to:
 - a) The child's parent or guardian
 - b) The employer of the mandated reporter
 - c) The mandated reporter
 - d) All of the above

17. A mandated reporter should report child abuse only if they have investigated the abuse fully and have absolute proof that it occurred.
 - a) True
 - b) False

18. To guarantee confidentiality, mandated reporters are not required to give their names when reporting suspected abuse.
 - a) True
 - b) False

19. Violating the confidentiality of the contents of a report is punishable by up to 6 months in county jail, or a by a fine of \$500, or both.
 - a) True
 - b) False

20. At the same time a child welfare department forwards a report to the CACI, it also must notify, in writing, the known or suspected abuser that he or she has been reported to the CACI.
 - a) True
 - b) False

Indicators of the three types of child abuse*

Physical Signs

Neglect and Emotional Abuse

The child:

- Is underweight or small for age Is always hungry
- Is not kept clean
- Is inappropriately dressed for weather
- Has not received needed medical care

Physical Abuse

The child:

- Has unexplained bruises or welts in unusual places
- Has several bruises or welts in different stages of healing, in unusual shapes, or in clusters
- Has unexplained burns
- Has unexplained broken bones or dislocations
- Has unexplained bites or explanation for injury differs from that of a parent or caretaker

Sexual Abuse

The child:

- Has difficulty walking or sitting
- Is wearing torn, stained or bloody underwear
- Has pain, swelling or itching of genitals
- Has bruises, cuts or bleeding on genitals or anal area
- Feels pain when urinating or defecating
- Has a discharge from the vagina or penis, or a sexually transmitted disease

Behavioral Signs

Neglect and Emotional Abuse

The child:

- Begs for or steals food
- Frequently arrives at child care early and leaves later than expected
- Has frequent, unexplained absences
- Is overtired or listless

Physical Abuse

The child:

- Tells you he has been hurt by parents or others
- Becomes frightened when other children cry
- Says the parents or caretakers deserve to be punished
- Is afraid of certain people

Sexual Abuse

The child:

- Acts withdrawn, over-involved in fantasy, or much younger than age
- Displays sophisticated or bizarre sexual knowledge or behavior
- Exhibits excessive or unusual touching of genitals
- Tells you that he / she has a secret he / she is not allowed to tell anyone
- Tries to hurt him/herself

**Many* of these indicators also occur with children who have not been abused. Look for clusters of indicators, and do not reach the conclusion that a child has been abused too quickly. Remember, you must report your reasonable suspicion of abuse.

Local Resources on Child Abuse Reporting and Prevention

(fill in the phone numbers of your local resources and post)

Child Protective Services Agency: _____

Child Abuse Prevention Council: _____

Hot or Warm Line for Counseling: _____

Child Care Healthline: 1-800-333-3212

Domestic Violence/Rape Crisis: _____

Counseling/Mental Health Services: _____

Other Child Abuse Counseling/Parent Support Services: _____

Remember:

- Never hit or physically injure a child, physically restrain a child, belittle a child, or deprive a child of food, sleep or toileting.
- If you feel you may hurt a child-take a break, talk to a co-worker, call your local child abuse prevention program, councilor warm line.
- If you are working with families from a different culture, you might consult with a local resource, i.e. Asian Resources, Indian Health Services, etc.
- It is always a good idea to keep very careful notes when you are concerned about a child. Record your observations, the circumstances, time and date. Date and sign all notes.
- Note any significant changes in the child's contacts with others.
- **And above all, remember-if you suspect abuse, you *must* report it.**

Be Prepared...

Before anything happens, complete this resource sheet and put it by your phone. Call your local Child Protective Services (CPS) agency to learn more about their procedures and ask them to send you report forms to keep in your file. Inform parents when they enroll their child that you are a mandated reporter.

McKinley Elementary School

EMERGENCY PROCEDURES

2014-2015



EMERGENCY PROCEDURES

School Emergency Action Plan – General:

1. Emergency procedures will be reviewed and drilled by staff and students regularly throughout the school year.
2. In the event of an emergency, staff will remain calm, in order to avoid mass panic, and to provide leadership to the students.
3. Teachers will have an active class roster to administer roll in the event of an emergency.
4. All emergency procedures will be evaluated and tested by school personnel on an ongoing basis to insure effectiveness and to minimize injury in the case of a real emergency.
5. All school staff will be provided copies of this plan and training to ensure that it is implemented correctly in the event of an emergency.

Evacuating Buildings Procedures:

1. Evacuation: Evacuating campus buildings is appropriate for, but not limited to, the following:
 - Fire
 - Bomb threat (peacetime)
 - Chemical accident
 - Explosion, or threat of explosion
 - Other similar occurrences, which may make the school building uninhabitable
2. Warning:
 - The signal to evacuate the buildings is several long bell rings followed by a pause, then several more rings.
 - One long bell ring indicates that staff and students are to return to class.
3. Procedure:
 - Once the warning signal is given all staff and students shall cease all activities and proceed with the emergency plans for evacuation.
 - The teacher shall be the last person to leave the room.
 - Teacher will close but not lock the door and windows.
 - Teacher shall take an up-dated attendance roster to take roll at the evacuation area.
 - Students shall quietly proceed, led by the teacher, to the designated evacuation area in single file rows (see McKinley Map in Emergency Plan)
 - No group shall stop less than 50 ft. from any building, in front of gates, possible access points for emergency vehicles or overhangs and awnings of buildings.
 - If evacuation path is blocked school personnel shall lead students along the safest alternate route.
 - At the assembly point classes will line up in single file lines, and the teachers will take an attendance count. This attendance count will be sent with to the administrator / designee in front of first aid area.
 - No students or school personnel shall return to any building until an “all clear” signal is given.

Disaster Plan Assignments:

Command Post:

- Location:
 - Primary – In front of Multi-Purpose Room
 - Secondary – Near evacuation area co-located with First Aid Area
- Personnel:
 - Principal – P. Weeks
 - Secretary – A. Reyes
 - Admin Clerk – G. Topete
 - Reading Coach – E. Green
- Responsibilities:
 1. Get bullhorns and radios.
 2. Report to Command Post immediately.
 3. Determine if all rooms are evacuated.
 4. Communicate with evacuation areas to determine if all classes are evacuated.
 5. Determine that all students are accounted for by receiving attendance counts from all classroom teachers.
 6. Coordinate first aid and medical assistance if necessary.
 7. Communicate with District personnel, and law enforcement and emergency agencies if necessary.
 8. Coordinate student evacuation from campus and / or dismissal to parents if necessary.

First Aid Station:

- Location:
 - East of campus near evacuation area
- Personnel:
 - Determined by incident command
- Responsibilities:
 1. Get First Aid boxes from supply room and set up aid station.
 2. See that all injured that can be moved have arrived at the aid station.
 3. Identified injured and report to command post.

Student Release Post:

- Location:
 - Entrance Gate by front of the school.
- Personnel: Assigned by incident command.
- Responsibilities:
 1. Lock the front doors to the office.
 2. Control entrance and exit from the school at the gate area.
 3. Check identification card of student and driver's license of parent before releasing child.
 4. Require that parent sign check-out list.
 5. Have parents remain by gate as child is sent for from evacuation area.

Utilities:

- Location:
 - Electricity – Main switch in Electrical Room in the Multipurpose Room (large marked handle)

- Gas – Main shut off valve outside east end of kitchen..
- Water – Water main in front of school.
- Personnel:
 - Custodial Staff
- Responsibilities:
 1. Check electricity in electrical room and turn off if necessary.
 2. Check stoves in kitchen and shut off main value if odor indicates a leak.
 3. Check water heaters and if necessary turn off.
 4. Check for and remove any hazardous debris if necessary.

Evacuation Area Locations:

See map

Earthquake Response:

- The following steps should be taken to minimize the potential for injury in the event of a major earthquake:
 1. Teachers and students are to remain calm, and not rush outside.
 2. DUCK, COVER, AND HOLD... If indoors, take cover under a table or desk and hold on. Stay away from windows, tall objects and overhead lights. If no cover is available, duck and stay near an interior wall. Shield your head and face from falling debris.
 3. If outdoors, move away from buildings, utility wires, trees, and all other overhead obstructions.
 4. Follow procedures outlined in **Evacuating Buildings Procedures** section of this document.

Other Disasters / Emergency Situations:

- Plane Crash – Same as **Earthquake Response**
- Bomb Threat / Scare:
 1. Same as **Evacuating Buildings Procedures**
 2. Procedures will be adjusted based on consultation with law enforcement personnel.
 3. Receiving a bomb threat call / letter:
 - Record exact wording of caller.
 - Ask the caller the following:
 - 1) When will the bomb explode?
 - 2) Where is the bomb now?
 - 3) What does the bomb look like?
 - 4) What kind of bomb is it?
 - 5) What will detonate the bomb?
 - 6) Did you place the bomb? Why?
 - 7) What is your name?
 - Call 911 and describe:
 - 1) Caller's voice.
 - 2) Type of threat
 - 3) Background noise
 - Call District Superintendent

- **Lockdown:** Stranger on Campus / Gunfire / Armed Individual
 1. Announcement will be made via P/A, runner, or memo indicating that a lockdown is to take place:
 - “LOCKDOWN CLASSROOMS, this is not a drill, LOCKDOWN CLASSROOMS.”
 2. Emergency procedure is over only after an *all clear* announcement is made:
 3. Upon receiving this announcement staff shall:
 - Take all students in the general vicinity of a building inside immediately.
 - Lock doors to classrooms, turn off lights, and remain inside.
 - Assume the “duck and cover” position under desks or tables.
 - Keep doors locked and do not let any unauthorized adults into the classrooms.
 - Inform the office immediately via phone if a student is missing from class.
 - Inform students that they are conducting a safety drill, in order to maintain calm.
 4. All staff and students are to stay inside in the “duck and cover” position until *all clear* signal is given.
 5. Staff shall not discuss the *warning phrase* and /or *all clear* announcements with students, parents, or community members.
 6. Staff are to remain calm

Emergency Drills 2-in-1 (Earthquake and Fire Evacuation)

Pre-Drill announcement:

Students, staff and visitors this is Mrs. Weeks. In approximately one minute we will conduct an earthquake drill. During this drill, we will duck, cover and hold. Remember, that in the case of an actual earthquake the shaking of the ground is the signal to duck, cover and hold. This school will be conducting an earthquake drill in 60 seconds.

Start timer

@ 60 seconds announce:

Students, staff and visitors this is Mrs. Weeks. This school is conducting an earthquake drill. During this drill we will duck, cover and hold. Remember that in the case of an actual earthquake, the shaking of the ground is the signal to duck, cover and hold. At this time, duck cover and hold. This is only a drill.

@ 2 minutes announce:

This concludes our earthquake drill. Remember that in the case of an actual earthquake, the shaking of the ground is the signal to duck, cover and hold. At this time students, please follow your teacher's instructions to return to your desk.

@ 2:30 minutes announce:

We will now practice for a fire. Upon hearing the fire alarm, please evacuate to your assembly area.

Students, staff and visitors, this is Mrs. Weeks. In approximately one minute this school will be conducting a fire drill. During this drill we will follow our emergency evacuation procedure.

@ 3:30 minutes **RING BELL**

Note evacuation time. Time ends when last person has cleared the final building.

Following the drill announce:

*Students and staff, this is Mrs. Weeks. I want to commend you for -----
----- . Next time we need to improve on -----.*

Our earthquake and fire drill is now concluded. In the case of an actual earthquake we will determine if it is necessary to evacuate. If we evacuate, there will be an announcement to evacuate according to our emergency procedures. If you are outside when an earthquake occurs, move into an open area if you can. Even if you are outside, duck, cover, and hold.

Lockdown Drill

Pre-Drill announcement:

Students, staff and visitors this is Mrs. Weeks. In approximately one minute we will conduct a lockdown drill. This is only a drill.

Start timer

@ 60 seconds announce:

*Students, staff and visitors this is Mrs. Weeks. This school is conducting a lockdown drill.
Students, staff and visitors, lockdown now. Anyone outside, go to the nearest room and get inside or to a safe outside location.
School staff, lock doors, turns off lights and close windows and blinds.
Teachers, guide your students to hide and take cover. Be silent during the drill. This is a lockdown drill.*

If law enforcement is participating in the drill they will now begin to check doors. Make the following announcement.

@ 3 minutes announce:

*Students, staff and visitors, we are currently conducting a lockdown drill.
Please continue in lockdown position.
Remember, in the case of an actual emergency lockdown, only law enforcement or school officials will unlock your door. Never open doors during lockdown.*

- @ 5 minutes repeat above announcement.
- @ 7 minutes repeat above announcement.
- @ 9 minutes repeat above announcement.
- @ repeat every 2 minutes until drill is concluded.

All doors have been checked announce:

Students, staff and visitors, in a real lockdown do not open your doors until law enforcement opens the door and releases you. This concludes our lockdown drill.

Following the drill announce:

*Students and staff, this is Mrs. Weeks. I want to commend you for -----
----- . Next time we need to improve on -----.*

If a real lockdown is announced and you are not in class, go to the nearest room such as a classroom, the office, library, or multi-purpose room or any room you can lock in yourselves and others. Turn off lights and close blinds. In an actual emergency call 911 if you can and assume cover position and remain silent. Do not open the door and evacuate until law enforcement opens the door and releases you.

If your class is on the field for PE, and if you and your students are close to a room, get in and lockdown. If you are far from the closest room evacuate to the off campus assembly area, take cover and call 911 if you can.

Finally, you will always be informed of an upcoming drill in advance. If you are ever directed to lockdown without prior notification, you must assume the lockdown is real.

WHAT TO DO WHEN WE HAVE AN EARTHQUAKE

In Classroom

- Duck/Cover/Hold
- Turn off any dangerous equipment in use (especially in science, and computer labs).
- Check for injuries.
- Assess needs
- Count students. Determine who is absent and get disaster packet.
- **EVACUATE**
 - Lead students in a single file line to the primary evacuation area.
 - Close the doors if no one is left in the room do *not* lock them.
 - Instruct students to sit down when you reach your area.
 - Take roll
 - Send two student helpers to Command Post with class roster to report if all are present; circle names of all absent.

Injured Students in classrooms:

- Administer emergency first aid
- Determine if able to walk

Walking

- Assign two students to escort injured to first aid station by Multi-Purpose Room.

Unable to Walk

- Utilize fellow teacher to take your class with them to the field
- Send two students to report injuries to command post
- Stay with injured students until help arrives.

Injured Teachers in classrooms:

- Chose two students to assist.

Teacher can walk

- Student helpers will ask another teacher to escort the class to the field, and inform the command post that the teacher is injured. The student helpers will then assist the teacher as directed by command post.

Classroom teacher is unconscious or unable to move

- Student helpers will ask another teacher to escort the class to the field
- Inform the command post that the teacher needs help.

Out of Classroom

- Get clear of buildings, power poles, and overhead lines.
- Drop to the ground and hold on to something if possible.
- Wait for instructions. If the quake occurs before or after school, between classes, or during lunch, instruct students to report to their teacher **on the field**.

WHAT TO DO WHEN WE HAVE A FIRE

In Classroom

- Count students. Determine who is absent and get disaster packet.
- **EVACUATE**
 - Lead students in a single file line to the primary evacuation area.
 - Close the doors if no one is left in the room do *not* lock them.
 - Instruct students to sit down when you reach your area.
 - Take roll
 - Send two student helpers to Command Post with class roster to report if all are present; circle names of all absent.

Injured Students in classrooms:

- Administer emergency first aid
- Determine if able to walk

Walking

- Assign two students to escort injured to evacuation area

Unable to Walk

- Utilize fellow teacher to take your class with them to the field
- Send two students to report injuries to command post
- Stay with injured students until help arrives.
- Evacuate if situation requires.

Injured Teachers in classrooms:

- Chose two students to assist.

Teacher can walk

- Student helpers will ask another teacher to escort the class to the field, and inform the command post that the teacher is injured. The student helpers will then assist the teacher as directed by command post.

Classroom teacher is unconscious or unable to move

- Student helpers will ask another teacher to escort the class to the field
- Inform the command post that the teacher needs help.

Out of Classroom

- Get clear of buildings, power poles, overhead lines, and smoke.
- Wait for instructions. If the fire occurs before or after school, between classes, or during lunch, instruct students to report to their teacher **on the field.**

WHAT TO DO WHEN WE HAVE A LOCKDOWN

In Classroom

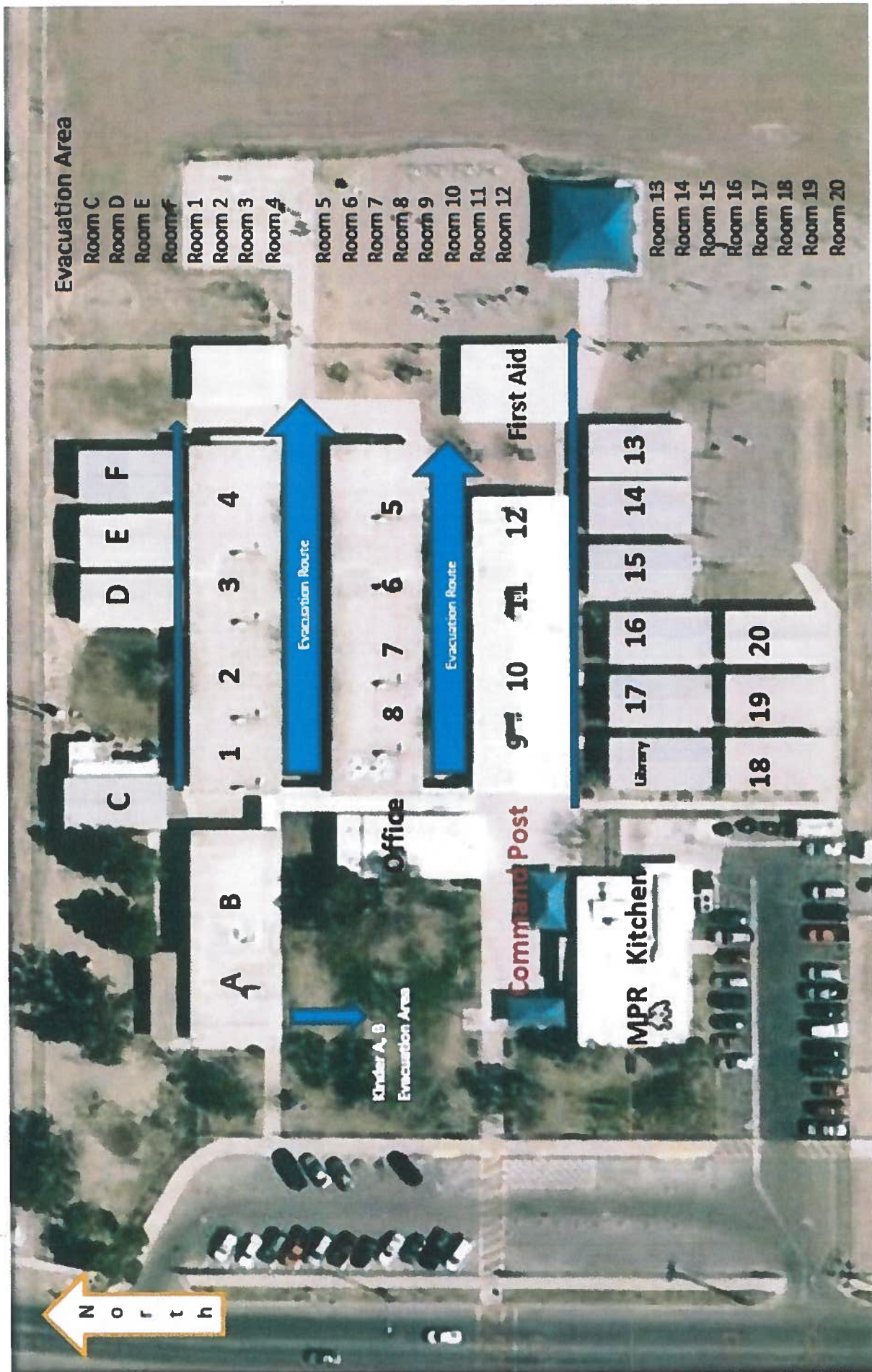
- Lock doors to classrooms, turn off lights, close blinds and remain inside.
- Assume the “duck and cover” position under desks or tables/ hide.
- Keep doors locked and do not let any unauthorized adults into the classrooms.
- Inform the office immediately via phone if a student is missing from class.
- Inform students that they are conducting a safety drill, in order to maintain calm.
- Wait for all clear announcement

Out of Classroom

- Take all students in the general vicinity of a building inside immediately.
 - a. Follow in classroom procedures.
- Move to a safe area if unable to get inside.

**McKinley Elementary School
2014-15 Monthly Drill Schedule**

Month	Drill Date	Drill Time
August	8/29/14	8:30 a.m.
September	9/8/14	9:00 a.m.
October	10/9/14	10:00 a.m.
November	11/17/14	1:45 p.m.
December	12/5/14	10:25 a.m.
January	1/27/15	1:30 a.m.
February	2/5/15	9:00 a.m.
March	3/12/15	1:00 p.m.
April	4/13/15	9:15 a.m.
May	5/1/15	1:00 a.m.
June	6/1/15	8:30 a.m.



Evacuation Area

- Room C
- Room D
- Room E
- Room F
- Room 1
- Room 2
- Room 3
- Room 4
- Room 5
- Room 6
- Room 7
- Room 8
- Room 9
- Room 10
- Room 11
- Room 12
- Room 13
- Room 14
- Room 15
- Room 16
- Room 17
- Room 18
- Room 19
- Room 20



Kindergarten
Evacuation Area

Office

Command Post

MPR Kitchen

Library

First Aid

Evacuation Route

Evacuation Route



-Each class has first aid kit.

All teachers and instructional assistants will remain with the students except the following:

First Aid – Secretary and Administrative Clerk

Apply minor first aid – Administrative Clerk is responsible for getting supplies to the station.

Search and Rescue – Custodians, Reading Coach, PIP and Librarian

Search classrooms, transport victims to first aid station stretcher in nurse's room

Command Station – Principal and Secretary

Use "Enrollment Cards" to keep track of any students released to parents. Parents sign back of card.

Communication – District radio, McKinley radio, bullhorn, and battery-operated radio, cell phones.

Pupils are to be released to parents only through the Command Center



District Name	El Centro Elementary School District	(760) 352-5712	School Name	McKinley Elementary	Phone	(760) 352-3225
Street Address	1256 Broadway		Street Address	1177 North 8 th 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 September 15 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
 attn: Rosa Hernandez
 e-mail: rosahernandez@co.imperial.ca.us

1398 Sperber Road
 El Centro, CA 92243 Phone: (760)312-6133
 attn: Denise Smith
 e-mail: denises@icoe.org

SCHOOL YEAR 2014-2015
 Revised By: **Patti Weeks**
 Date: **August 17, 2014**

Emergency Phone Numbers:

	Name	Phone	Organization	Phone
Principal	Patti Weeks	(760) 960-0906	Imperial Irrigation District	(760) 335-3640
Secretary	Anabel Reyes	(760) 562-7874	So. CA Gas Co.	1-800-427-2200
Emergency Cellular	On-call staff	(760) 996-5423	City of El Centro – Carl Fowler	(760) 554-5296
MaintenanceSupervisor	Doug Hisei	(760) 535-5340	City – call ECPD they will call out	911
School Nurse <input checked="" type="checkbox"/> District <input type="checkbox"/> ICOE	Teresa Najera	(760) 701-2861	ECRMC	(760) 339-7254
Bus Dispatch-Transp.	Martin Barajas	(760) 960-5259	Fire Station	911
Master Key (1) Custodian	Chris Moreno	(760) 222-8702	Police/Sheriff Dep.	911
Master Key (2) Custodian	Victor Verduzco	(760) 556-1158	Other	() -

Evacuation Sites

Designate as a Primary, Secondary or Alternate Site	Location	# of students/adults to be evacuated to site	Location	Contact	Phone
Primary	Playground fields	435	See Map	Maintenance Supervisor	(760) 535-5340
Secondary	Front of School	435	See Map	Maintenance Supervisor	(760) 535-5340
Primary-Kinder	Front of School	53	See Map	Maintenance Supervisor	(760) 535-5340
Secondary-Kinder	Playground fields	53	Any On site Hazardous Materials container	Antonio Romayor-IT	(760) 554-6966
			Gasoline stored in sea	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>	Patti Weeks, Principal	Agency Liaison <small>Coordinates w/ outside agencies</small>	Susan Fitzpatrick, Asst. Supt., Admin. Services
Backup Incident Commander	Esther Green	Backup Agency Liaison	Kimberly Dessert, Director-MOT
Public Information Officer	Jon LeDoux	Safety Coordinator <small>Ensures emergency activities are conducted safely</small>	Susan Fitzpatrick, Asst. Supt., Admin. Services
Backup Public Information Officer	Renato Montano	Backup Safety Coordinator	Kimberly Dessert, Director-MOT

Incident Command Team Meeting Locations (Indicate locations where the Incident Command Team will convene during an emergency-Is there power and phone service?)

Office	Primary	Secondary
Office		Quad Area near office

Color key
 Students present in these team areas

Staff assigned to teams in these areas should not have multiple assignments unless they are staggered during stages of incidents, e.g., search/rescue (start of event) and reunion gate (event has progressed beyond search/rescue)

Information in this category represents districts resources to serve their students and to respond in the event of an emergency

District Name	El Centro Elementary School District	(760) 352-5712	McKinley Elementary	Phone	(760) 352-3225
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Team Assignments & Meeting Locations (Fill in Team Leaders, Alternates and Members. Indicate locations where team will convene during an emergency)

Search & Rescue Team 1 <i>Performs search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms.</i>					
Meeting Location (inside):					
Meeting Location (outside):					
Search & Rescue Team 2 <i>Performs search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms.</i>					
Meeting Location (inside):					
Meeting Location (outside):					
Search & Rescue Team 3 <i>Performs search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms.</i>					
Meeting Location (inside):					
Meeting Location (outside):					
Security / Utilities Team <i>Ensure security of the school site and short-term repairs.</i>					
Fire Suppression / HazMat Team <i>Extinguish fires & evaluate chemical spills</i>					
Supply / Equipment Team <i>Ensure adequate supplies & equipment are available</i>					
Meeting Location (inside):					
Meeting Location (outside):					
Assembly Area Team <i>Ensures safe evacuation & accounting of all students/staff</i>					
Meeting Location (inside):					
Meeting Location (outside):					
First Aid / Medical Team <i>Ensure first aid supplies are available & administered</i>					
Meeting Location (inside):					
Meeting Location (outside):					
Documentation					
Facilities Manger					
Search & Rescue Team 1 <i>Performs search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms.</i>	Leader	Paul Iken	Leader	Leader	Leader
	Alternate Leader		Alternate Leader	Alternate Leader	Alternate Leader
	Member 1		Member 1	Member 1	Member 1
	Member 2		Member 2	Member 2	Member 2
	Member 3		Member 3	Member 3	Member 3
Search & Rescue Team 2 <i>Performs search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms.</i>	Leader	Becky Wickline/ B. Martin	Leader	Leader	Leader
	Alternate Leader		Alternate Leader	Alternate Leader	Alternate Leader
	Member 1		Member 1	Member 1	Member 1
	Member 2		Member 2	Member 2	Member 2
	Member 3		Member 3	Member 3	Member 3
Security / Psychological First Aid Team <i>Provides psychological counseling for students/staff</i>	Leader	Christian Moreno	Leader	Leader	Leader
	Alternate Leader	Hector Verduzco	Alternate Leader	Alternate Leader	Alternate Leader
	Member 1		Member 1	Member 1	Member 1
	Member 2		Member 2	Member 2	Member 2
	Member 3		Member 3	Member 3	Member 3
	Member 4		Member 4	Member 4	Member 4
Request / Reunion Gate Teams <i>Process request(s) for student pick-up. Reunites parents or guardians at Reunion Gate</i>	Leader	Patti Weeks	Leader	Leader	Leader
	Alternate Leader	Esther Green	Alternate Leader	Alternate Leader	Alternate Leader
	Member 1		Member 1	Member 1	Member 1
	Member 2		Member 2	Member 2	Member 2
	Member 3		Member 3	Member 3	Member 3
Reunion Gate Teams <i>(encourage a separate reunion gate be staffed if school enrollment exceeds 800)</i>	Leader	Susan Sanchez	Leader	Leader	Leader
	Alternate Leader	Ramona Martinez	Alternate Leader	Alternate Leader	Alternate Leader
	Member 1		Member 1	Member 1	Member 1
	Member 2		Member 2	Member 2	Member 2
	Member 3		Member 3	Member 3	Member 3
Communication	Primary	Anabel Reyes			
	Alternate	Graciela Topete			
	PM Name	Hector Verduzco			
School Safety Planning Committee Chair					
Chair Person					
Patti Weeks					

Color key Students present in these team areas Staff assigned to teams in these areas should not have multiple assignments unless they are staggered during stages of incidents, e.g., search/rescue (start of event) and reunion gate (event has progressed beyond search/rescue) Information in this category represents districts resources to serve their students and to respond in the event of an emergency

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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)	Approximately 20+ water bags located in each red emergency bucket placed in each classroom and office
Drinking Water	Canned food and snacks available in the cafeteria
Food Service	Utilize portable fire extinguishers in classrooms, lounge, office and cafeteria
Fire Suppression	Red emergency buckets serve as toilets located in classrooms and office
Toilet	
Electricity: (Plan should provide alternative electrical source for ventilation & emergency lighting)	
Battery Lights	
Ventilation	
Generator (hours/days of power; what is powered;	
Natural Gas	
Food Service	See above
Other	
Communication:	
Cell Phone	Staff roster include cell phone numbers and all District administrators have cell phones
Radio (type+frequency)	Portable radios in office including District radios

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) Susan Fitzpatrick, Asst. Supt., Admin. Services	(951) 956-8626	District Office
(2) Kimberly Dessert, Director-MOT	(760) 996-4381	Central Warehouse
Facilities-secondary contact name	phone	location
Gym-Multipurpose Room	Capacity-# of people _____ # of sq ft _____ # of restrooms _____ # of showers _____	Type of Food Prep _____ full kitchen, stove, refrigerator, and freezer
Cafeteria	Capacity-# of people 300 _____ # of sq ft _____	
Classrooms	Total # 25	
Other		
Staff-secondary contact name Kristy Curry phone (760) 352-5712 ext. 517 location	District Office	
School Psychologists	# 4	
School Nurses	# 3	
Certificates for CPR	# 20 @MOT-Transportation & Special Ed-nurses	
Certificates for EMT or Paramedics	# _____	
Bus Drivers	# 13	
Other		
Equipment-secondary contact name Martin Barajas	phone (760) 353-9200 ext. 14	location Central Warehouse
Buses, capacity, radios	# of buses 13, capacity 45-72 passenger each	radio frequency: no X, yes _____ frequency _____ (hand-held radios)
Earthmoving equipment	3 tractors, backhoe, etc.	
Other emergency equip	4 Food Service trucks, 10 maintenance trucks, 1 flat-bed, 1-6 passenger van, 1-10 passenger van	

Color key
Students present in these team areas

Staff assigned to teams in these areas should not have multiple assignments unless they are staggered during stages of incidents, e.g., search/rescue (start of event) and reunion gate (event has progressed beyond search/rescue)

Information in this category represents districts resources to serve their students and to respond in the event of an emergency

District Name	El Centro Elementary School District	(760) 352-5712	School Name	McKinley Elementary	Phone	(760) 352-3225
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Information in this category represents districts resources to serve their students and to respond in the event of an emergency

McKinley Elementary School

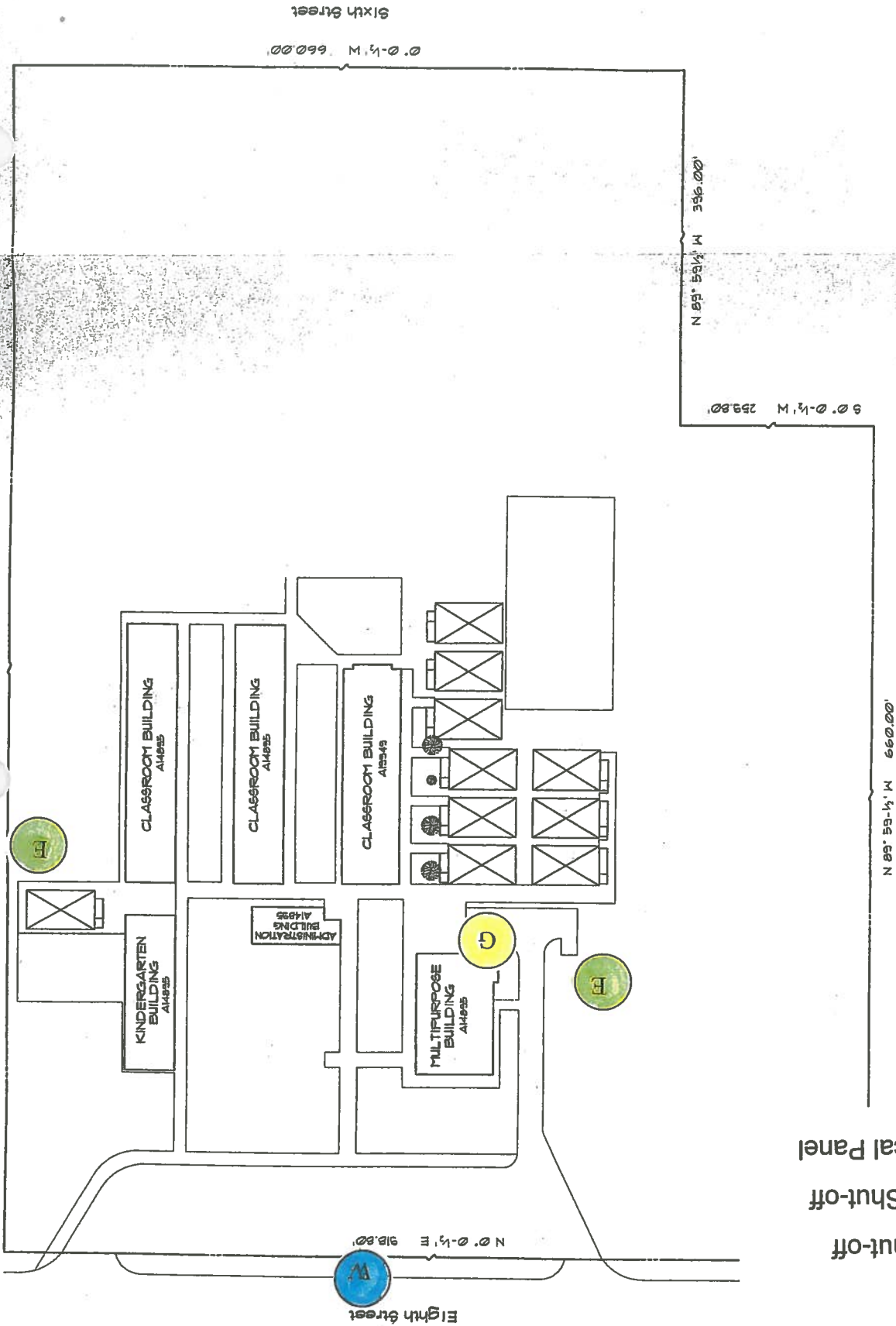
1177 North 12th Street

352-3225 - telephone

Emergency Plan Map

Utilities

- Gas Shut-off
- Water Shut-off
- Electrical Panel



McKinley Elementary School

1177 North 12th Street

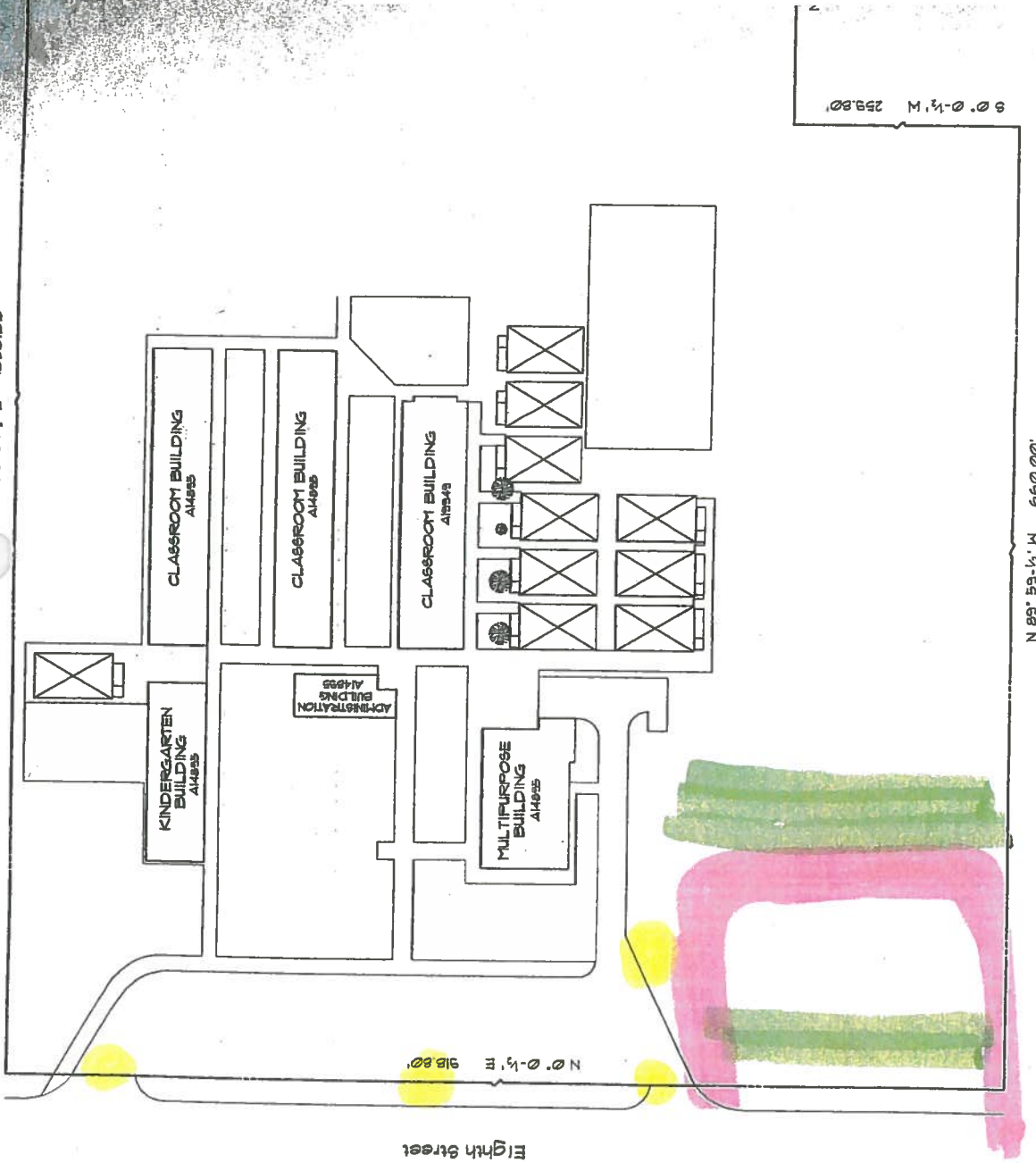
352-3225 - telephone

Emergency Plan Map
Students/Staff

Eighth Street

SITE PLAN / MCKINLEY ELEMENTARY SCHOOL

SCALE: 1" = 60'-0"



■ Gates that will be open for student entrance

■ Parking area for staff/substitute teachers

■ Bus drop-off and pick-up area

NORTH SIXTH STREET

EL CENTRO ELEMENTARY SCHOOL DISTRICT

FACILITIES DEPARTMENT

EMERGENCY TELEPHONE NUMBERS

District Personnel:

Mr. Le Doux	Superintendent	352-5712 ext.515
Mr. Montaña	Associate Superintendent	ext. 523
Mrs. Fitzpatrick	Assistant Superintendent	ext. 517
Kim Dessert	Director, Facilities & Maintenance	353-9200 ext. 33
Martin Barajas	Director, Trans. & Warehouse	ext. 14
Doug Hisel	Maintenance & Grounds Supervisor	ext. 13

Community Agencies

For Immediate Assistance	9-1-1
Police Department	352-2111
Fire Department	337-4530
Paramedics	9-1-1
So. CA Gas Co.	800-427-2200
Imperial Irrigation District	339-9220
City of El Centro-Public Works	337-4505
E.C. Regional Medical Center	339-7100
American Red Cross	352-4541
Africanized Bee Hot-Line	337-5836
Teresa Najera-Nurse	701-2861
Officer Garrido	554-4270 / 485-3893

INITIAL RESPONSE TO EMERGENCIES

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections.

IDENTIFY TYPE OF EMERGENCY

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the 18 different types of emergencies listed below.

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire On School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
- Unlawful Demonstration/Walkout

IDENTIFY LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the *level* of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

Level 1 Emergency: A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

DETERMINE IMMEDIATE RESPONSE ACTIONS

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover
- Shelter-In-Place
- Lock Down
- Evacuate Building
- Off-Site Evacuation
- All Clear

Procedures for each of these are included.

IMMEDIATE RESPONSE ACTIONS

▪ **DUCK AND COVER**

This action is taken to protect students and staff from flying or falling debris.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., ringing bells, sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE, AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS.”

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.

▪ **SHELTER-IN-PLACE**

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., ringing bells, sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE, BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

▪ **LOCK DOWN**

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. Lock Down does not allow the movement of anyone except law enforcement.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., **ringing bells, using classroom telephones, or cell phones instructions-messengers should not be sent.** The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE, WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

▪ **EVACUATE BUILDING**

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., ringing bells, sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE, WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

▪ **OFF-SITE EVACUATION**

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., ringing bells, sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND

LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in Appendix C.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

▪ **ALL CLEAR**

This action is taken to notify teachers that normal school operations can resume.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., ringing bells, sending messengers to deliver instructions.

“YOUR ATTENTION PLEASE.. IT IS NOW OK TOO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”
2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

Green, Yellow, and Red Card System for Lock down and Shelter in Place

The purpose of using the **Green, Yellow, and Red** cards is to provide optimum protection in the safest place for everyone. The safest place is often inside a classroom. Students in the hallway, gym, lunchroom, or media center should report to the nearest classroom.

Teachers:

- Lock and close classroom doors. No one leaves class.
- Position students on floor out of sight from classroom door window/view.
- Turn off all interior lights.
- Grab Red Emergency Folder located next to door.
- Maintain calmness in the classroom.
- Limit phone and radio communication.
- Account for all students in classroom.
- Use the appropriate card(s) that have been provided. Slide the card under your door and into the hall. Await further instructions from administration/authorities. (Listen for bells if all clear or evacuation bells if that is part of your procedure.)

- **Green Card:** All of your students are accounted for and safe (indicate on the card the names of any additional students in your classroom that are not on your role for that class).*
- **Yellow Card:** All of your students are accounted for, but one of them is slightly injured. Or, all of your students are not accounted for (write the missing students' names on the card). **
- **Red Card:** There is an emergency in your classroom, and you need help immediately.

* Alternatively some sites choose to post blank cards in windows or under doors.

** Yellow Cards are not always used.

McKINLEY SCHOOL Crisis Response Plan

DESCRIPTION OF ROLES AND POSITIONS

Page 2

DEVELOPMENT OF CRISIS BOX

Page 5

SCHOOL CRISIS RESPONSE STEPS

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1. CALL 911
2. CALL DISTRICT OFFICE
3. POINT ADMINISTRATOR MEETS ECPD AT COMMAND POST
4. INTERCOM ANNOUNCEMENT
5. LOCKDOWN PROCEDURES
6. DETERMINE POTENTIAL STAGING AREAS
7. CRISIS FILE FOLDERS
8. EVACUATION
9. COMMUNICATIONS

LAW ENFORCEMENT & FIRE RESPONSE

Page 10

ECPD ARRIVE TO TAKE OVER OPERATIONS
POINT PERSON MEETS ECPD PERSONNEL
SETTING UP COMMAND POST
STAGING AREA FOR REUNITING STUDENTS AND PARENTS
MEDIA

STAFF TRAINING

Page 11

LOCKDOWN PROCEDURES .INDIVIDUAL STAFF COPY

Page 12

DESCRIPTION OF ROLES AND POSITIONS

Administrators and other school staff not assigned to a classroom will assume leadership roles on the School Crisis Response Team. These Team members have been given the following assignments.

POINT ADMINISTRATOR / CENTRAL COMMAND POST .Principal INTERCOM- Principal
STUDENT SWEEPS .Custodian, Noon Supervisors, Instructional Assistants, and Teachers (as needed)

OFFICE / RECORDS: Secretary and Clerk

STAGING / REUNION .Parent/Student Advocate, Community Liaison, Custodian, Library Clerk, and Instructional Assistants

MEDICAL- Attendance Clerk

MEDIA .District Office/Shealyn Smith

POINT/COMMAND POST:

Administrator immediately proceeds to command post to meet ECPD personnel.

Will remain in radio contact with office staff and site Crisis Response Team. This administrator/team member will coordinate efforts and will be the key decision-making individual.

INTERCOM

Principal will issue the command.

Use intercom to communicate with all areas on campus. Speak clearly, calmly and repeat several times””*We are in a CONTAINED lockdown situation. I repeat, we are in a contained lockdown situation. Students please enter the nearest classroom and stay inside.*

Periodic instructions (every 10-15 minutes) will be given via Groupwise on classroom computers. Use words such as “*We are in a CONTAINED lockdown situation.*” (Teachers will know law enforcement is in control.) “*REMAIN in a lockdown situation until you are released by a law enforcement official.*” (This will let teachers know the evacuation process has begun.)

STUDENT SWEEPS

The custodian will be in charge of staff (noon supervisors and instructional assistants) assigned to move all staff and students into classrooms during lockdown procedures. In case of a lockdown call during a recess or lunch break, Sweep Team members move students into the closest available classrooms. The Sweep Team should be composed of as many members as necessary to clear halls quickly and safely.

OFFICE/RECORDS:

The secretary, who has access to student records, will follow the following procedures:

- o Record the following message on the main school line. Elementary School is currently in a lockdown maneuver. Students will be evacuated as soon as possible and can be met at ... (location to be determined by ECPD personnel).
- o Begin and maintain records on all injured students. (This information will be provided by individual in charge of Medical as outlined in this plan.)
Include the following:
 1. Copy of health card and registration card
 2. Print SIS information .SDT
 3. List hospital victim is being taken to.
- o Print ALL SIS information for perpetrators if available. Access to this information is limited to ECPD or administrative staff
- o Contact parents/guardians of injured students OR spouse/parents of staff member injured.
- o Immediately seal all records of injured students and perpetrators after these records have been printed. This will limit media access.

STAGING / REUNION:

ECPD staff will determine the staging area. The Staging Team Leader which is the Parent/Student Advocate will have pre-selected staff available to handle different job responsibilities at staging/reunion area.

The Staging/Reunion Crisis Team Leader will use the following procedure to check students in to the staging area:

- u Teacher takes roll once the class arrives at the staging/reunion area. Teacher is given colored file cards to use as follows:
- u Teacher sends a WHITE card with list of absent students if all students are accounted for in staging area.
- ~ Teacher sends a PINK card with list of absent and missing-in-staging-area students to the Crisis Team lead.

Staging area staff will designate areas of the staging area by grade level and mark them. The staging area will be cordoned off and access will be permitted only through one main entrance area to insure orderly and safe student checkout. Students will be picked up by parent/guardian and checked OUT by designated staff only. Staff will use registration cards to determine if adult is authorized to remove child from school property.

MEDICAL

Attendance Clerk will be in charge of Medical issues and will check in with Fire Department and emergency medical technicians at Command area. If nurse is on campus during incident, nurse will be in charge and Attendance Clerk will assist.

Medical Lead will help identify victims and keep track of the following information: Name of victim, injuries sustained, and destination hospital.

Medical Lead will contact Office/Records with this information on victims and keep staff up-to-date.

DEVELOPMENT AND MAINTENANCE OF THE SCHOOL CRISIS BOX

Development and maintenance of the Crisis Box will be the responsibility of the Principal.

TWO boxes will be developed and housed at different locations on the school site in case one of the locations is under siege. It will be the responsibility of the Office Staff or Point Command Administrator to take the box to the Command Post immediately after calling ECPD and the District Office.

Crisis Box contents:

Staff assignments during crisis situation
Emergency Resource list and numbers -district office and city personnel
List of teacher classroom and cell phone numbers
Extra cell phone batteries
File folders, marking pens, masking tape
Aerial photo of campus
Maps of school, including classroom numbers and staff names in classrooms and offices
Blueprint of school buildings
Staff Roster
Student rosters (kept up-to-date on monthly basis)
List of students with special needs
Pictures of students and staff (if available)
Keys (2 sets of master keys) Note: ECPD has been given two sets of keys to each school
Location of designated Command Posts
Location of evacuation sites previously identified by ECPD
Fire Alarm turn-off procedures
Utility Shut-off valves
Gas line and utility lines layout

DESCRIPTION OF RESPONSE STEPS

CALL 911 (Secretary)

- Give description of incident
- Give location and description of Perpetrator / Shooter
- Give street and directional position
- Identify site to meet with point administrator (command post)

2. CALL DISTRICT OFFICE (Secretary)

Call Superintendent's Office. Have phone numbers pre-recorded on office phones and administrator cell phones. Have radio codes on walkie-talkie also pre-set for other district personnel. Have cell phone number lists of all district administrators in Crisis Boxes.

NOTE: Be aware that cell phones may not work in crisis zone due to over use.

3. POINT ADMINISTRATOR MEETS ECPD AT COMMAND POST (Principal)

The Point Administrator immediately meets ECPD to begin proceedings. The Crisis Response Box is delivered to the Command Post for use by school and law enforcement personnel.

Other administrators and crisis response staff not assigned to a classroom will IMMEDIATELY assume pre-determined positions. Proceed to area immediately.

4. INTERCOM COMMUNICATION

Use intercom to communicate with all areas on campus. Speak clearly, calmly and repeat several times "*We are in a CONTAINED lockdown situation. I repeat, we are in a CONTAINED lockdown situation. Students please enter the nearest classroom and stay inside.*"

Periodic instructions will be given via Groupwise (every 15-20 minutes). Use words such as "*We are in a CONTAINED lockdown situation.*" (Teachers will know law enforcement is in control.) "*REMAIN in a lockdown situation until you are released by a law enforcement official.*" (This will let teachers know the evacuation process has begun.)

Make sure that GroupWise is running on at least one classroom computer. Set up computer ahead of time by selecting ALL teachers and support staff in one group (labeled STAFF) so that regular updates can easily be sent while in lockdown.

5. LOCKDOWN INSTRUCTIONS

Lockdown for classroom:

Teachers are immediately to close and lock the classroom door. Teachers should remain stationed at the door. They are to be alert to students entering from the hall and playground and open the door for them. Students are to get on the floor near a safe wall. Although SWAT teams prefer curtains to be open, teachers and students may feel more secure and safe with the curtains pulled. Teachers are to remain calm. NO student is to be let out of the class FOR ANY REASON during a lockdown. DO NOT call the office or other classrooms to ask questions. The office staff and administrators will be working with law enforcement officials.

Teachers are NOT to turn on televisions or radios in classrooms.

Students may run off campus if incident occurs during break time, but attempt to get all students inside. Do not chase students if they run. Let them go and remain with students in your class.

Lockdown for Administration Office, Support Staff Offices and Library:

Initially library and cafeteria staff will remain in their areas and lockdown until given notice to evacuate.

Impact teachers, other support personnel, and parent volunteers will remain in classrooms.

Office personnel will remain in office with locked doors unless under siege. They will then move into the Principal's office and lock doors.

6. DETERMINE POTENTIAL STAGING AREAS

A minimum of three potential staging areas have been determined in advance in collaboration with ECPD. Police personnel will determine the safest area for staging / reuniting students and families. This designated area will be communicated to staff as law enforcement move room-by-room evacuating classes. (See attached list of potential staging areas for McKinley School).

DO NOT communicate potential staging areas with staff, students or parents in advance. This may provide potential perpetrators with advance information.

7. **CRISIS FILE FOLDERS**

A Crisis File Folder will be in each classroom. Files will contain the following information:

- ✓ Lockdown guidelines
- ✓ One green piece of paper with instructions to tape in window if students are all OK in the class and there are no injuries.
- ✓ One red piece of paper with instructions to tape in window if there is an injured student in the classroom.

NOTE: NO piece of paper in the window may signal potential problems in that room.

- ✓ Hanging ID nametag for teacher printed with **McKINLEY STAFF**. Print on hot pink paper to easily identify staff for police and parents. Teachers should put nametag on immediately after being given the lockdown warning.

NOTE: Teachers will have access to the Emergency Backpack in the classroom that contains first aid materials, disposable gloves and sandwich bags (possible urination receptacles). Teachers should also have at least one bottle of water in each classroom

Crisis folders will be available for office and other staff including Principal, Secretary and other office staff, Nurse, Psychologist, and Library. Each Administrator (add positions of other personnel taking a leadership role here also) will have one crisis file folder. Emergency district numbers will be in these administrative folders.

8. **EVACUATION**

Teachers evacuate with students **ONLY** when released by law enforcement personnel. Teacher escorts students to staging-reunion area. Teachers then report to the administrator/Team Leader in this area for additional assignment. Teachers remain until released by the Team Leader.

Other staff not assigned to a classroom evacuate only when released by law enforcement. Upon reaching the staging area, immediately report to the Team

Leader in that area. All counselors report immediately to staging areas to begin social! emotional counseling.

9. COMMUNICATION

ECPD will control Phone/Intercom/Public Address system.

Provide an update to classroom teachers every 15-20 minutes. This may come in the form of a message on GroupWise, intercom or telephone. Teachers should be instructed to log on to GroupWise during lockdown procedures.

Teachers/ students **MAY NOT** use the classroom phone to call the Front Office or parents. Keep these lines open.

DO NOT put on a radio or television in the classroom. Inaccurate information or reports of injuries may be reported and may upset students in your class.

DO NOT allow students of use personal cell phones.

LAW ENFORCEMENT & FIRE RESPONSE

ECPD & LAW ENFORCEMENT ARRIVAL

- ✓ Upon arrival, law enforcement personnel will take over all operations
- ✓ ECPD will immediately set perimeter around campus and secure campus.

POINT PERSON MEETS LAW ENFORCEMENT PERSONNEL

- ✓ Point Administrator (Principal) immediately meets law enforcement at Command Post.
- ✓ All other Crisis Team members immediately assume assigned positions.
- ✓ Command Administrator provides Crisis Box for use by law enforcement. This box contains two sets of master keys, maps, etc. for use by ECPD personnel.

SETTING UP COMMAND POST

- ✓ ECPD sets up command post and will take over communications, determines staging area and provides information to the Staging / Reunion Team Leader.

STAGING AREA FOR PARENT/ STUDENT REUNITING

- ✓ ECPD personnel will secure staging area. Crisis Team members will set up Student/Parent staging area by designating areas for each grade level, determining entrance area.
- ✓ Schools will also have an up-to-date (each month) full school list of students. Parent names and telephone contacts will also be available. Each administrator will have copy of complete list in Crisis file folder.

MEDIA

Shealyn Smith has been designated as the media contact. Media Contact will confer with principal and law enforcement personnel before releasing any information.

STAFF TRAINING

- ✓ Each staff member will be given a complete copy of the Crisis Response Plan.
- ✓ Staff will be appraised of the assignments of each Crisis Team Member.
- ✓ Principal and Crisis Team members will meet with staff to review School Crisis Response Plan at least twice yearly.
- ✓ Staff will obtain and review the contents of the classroom Crisis File Folder as part of the training.
- ✓ Substitutes will be advised of lockdown procedures and will have access to the Crisis File Folder.
- ✓ Crisis Team members will meet with school administrator(s) at least two times yearly to review assignments and responsibilities.

McKINLEY SCHOOL

LOCKDOWN PROCEDURES

Lockdown for classroom:

Teachers are immediately to close and lock the classroom door.

Teachers are to remain stationed at the door. They are to be alert to students entering from the hall and open the door for them.

Students are to get on the floor near a safe wall.

Curtains are to be pulled (although SWAT teams prefer curtains to be open, teachers & students feel more secure and safe with the curtains pulled.)

Teachers are to remain calm.

NO student is to be let out of the class FOR ANY REASON during a lockdown.

DO NOT call the switchboard to ask questions. The receptionist will be working with law enforcement officials.

May let students run off campus if during break time, but attempt to get students inside. Do not chase students if they run. Let them go and remain with students in your class.

Lockdown for Administration Office, Library, Support Staff Offices, Other Areas

Non-classroom staff will predetermine secure areas to be used during a lockdown procedure.

Staff will have access to the Crisis Folder and all contents. Staff is to follow lockdown procedures as outlined above unless assigned as a Team Leader during that time.

Drill Requirement by type of school

<u>Schools:</u>	<u>Fire Drills:</u> Ed Code 32001	<u>Earthquake:</u> Ed Code 35297
Elementary Schools	once a month	once every quarter
Middle/ Jr. High Schools	4 times a year	once a semester
High Schools	twice a year	once a semester

School District

Emergency Preparedness Report

Name of School: _____

Type of Drill:	_____ Fire
	_____ Earthquake
	_____ Bus Evacuation
	_____ Lockdown
	_____ Disaster/ Evacuation Drill

Date of Drill:	_____
Start of Drill:	_____
End of Drill:	_____
Duration of Drill:	_____

Were evacuations done for the:

Cafeteria: _____

Library: _____

Multipurpose Room/Auditorium: _____

Main Office: _____

Did all equipment function properly? _____

(If the answer is "NO" please explain in "Comments" area)

Comments:

Reviewer Signature (Principal or Supervisor)

EL CENTRO ELEMENTARY SCHOOL DISTRICT

EL CENTRO, CALIFORNIA

MONTHLY FIRE DRILL REPORT

Name of School McKinley

Date of drill 12/5/14

Time of drill 10:27am

Amount of time needed to vacate buildings 3 minutes

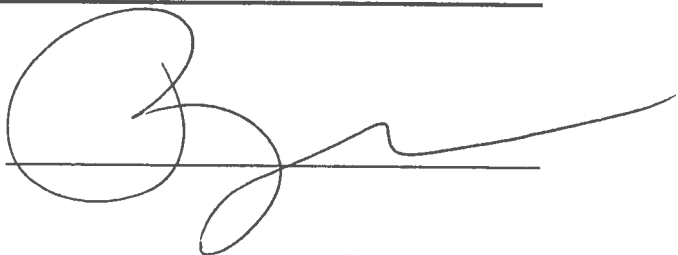
Was vacating multipurpose room/auditorium part of this drill? YES / NO

Alarm Station used Office

Did all equipment function properly? YES / NO
(If the answer 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 Duck n Cover - Earthquake
procedure as well in classroom

Signed: 

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 McKinley

Date of drill 11-18-14

Time of drill 10:04

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 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: [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 McKinley

Date of drill 10/16/14

Time of drill 10:16am

Amount of time needed to vacate buildings 2 minutes

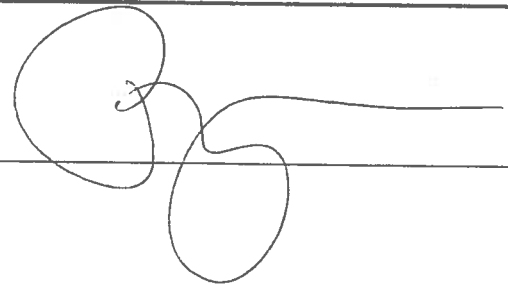
Was vacating multipurpose room/auditorium part of this drill? YES NO

Alarm Station used _____

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 Great Shakeout & evacuation

Signed: 

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 McKinley

Date of drill September 8, 2014

Time of drill 9:04

Amount of time needed to vacate buildings 5 minutes

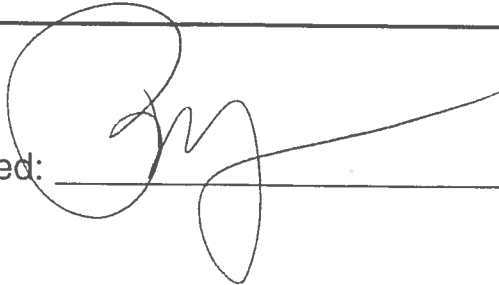
Was vacating multipurpose room/auditorium part of this drill? YES / NO

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 Evacuation procedure only - 1st fire drill this year. Procedure check.

Signed: 

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 McKinley

Date of drill August 29, 14

Time of drill 8:40am

Amount of time needed to vacate buildings _____

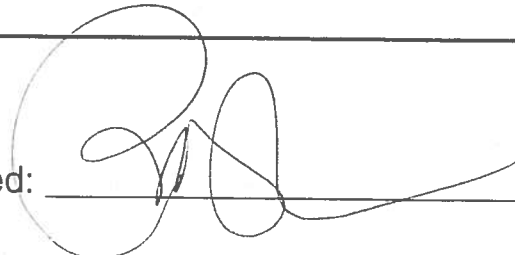
Was vacating multipurpose room/auditorium part of this drill? YES / NO

Alarm Station used Lockdown

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: 

Distribution:

Original to Facilities Director
Copy to El Centro Fire

1020 1

**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 _____

El alumno: 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 _____

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.

2. Step 2 (Schoolday 1)
 - a. Principal determines student has committed act(s) in E.C. 48900, 48900.2, 48900.3, 48900.4 or 48915 regarding grounds on which a student may be disciplined.
 - b. Principal holds informal conference with student (E.C. 48911 (b)).
 1. Principal informs student reason(s) for discipline and evidence against the student.
 2. Principal gives student opportunity to present his/her version and evidence in his/her defense.
 - c. Principal checks whether police need to be notified (E.C. 48902) for assault, weapon possession or specific controlled substance offense, including replicas or look-alikes (see Bulletin #22-b). In cases where any student possesses a weapon or commits any act of assault with a firearm or other weapon, the principal/designee shall notify law enforcement authorities (E.C. 48902).
 - d. Principal determines whether to suspend student for no more than 5 school days based on:
 1. Principal's investigation.
 2. Student's presentation of facts and defenses.
 3. Section 48900.5 regarding when principal can suspend on a first offense and when principal needs additional finding.
 4. Number of days student has already been suspended (E.C. 48903 and E.C. 48911) is generally maximum 5 days per offense and 20 days per school year. Contact the Superintendent if the 20 day maximum may be exceeded.
 - e. When student expulsion is being considered, consult with the Superintendent concerning the appropriateness of such action.
 - f. Contact Special Education Office at 352-5712 X 533 to determine if the student is Individual with Exceptional Needs (IWEN). If the student is IWEN, follow the procedures outlined in Section III of this bulletin. IWEN students may be suspended for a maximum of ten consecutive days.

- g. The principal or the Superintendent shall recommend a student's expulsion for any of the following, unless the principal or Superintendent finds, and so reports in writing (Exhibit #1) to the Board of Trustees, 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 injury to another person, except in self-defense.
 2. Possession of any firearm, knife, explosive (replicas or look-alikes are included) or other dangerous object of no reasonable use to the student at school or at a school activity off school grounds.
 3. Unlawful sale of any controlled substance (listed in Chapter 2 commencing with Section 11053 of Division 10 of the Health and Safety Code), including replicas and look-alikes, 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.
- h. Principal prepares and sends written Notice of Suspension (Exhibit #2) to parent (E.C. 48911 (d)). Preferably ask parents to pick up student and hand-deliver OR send with student so parents receive notice the same day if sent with student. Also mail copy via U.S. mail.
1. Include a letter (Exhibit #3) to invite parents to meet with Superintendent's designee (principal or assistant principal) regarding the extension of the suspension until the Board of Trustees has decided the expulsion (E.C. 48911 (g)). Be sure to specify the date and time for the meeting which has been cleared with the designee and which will be between school day 2 and school day 5.

- i. Principal/designee contacts parent. They must make a reasonable effort to contact student's parent by phone or in person (E.C. 48911 (d)). Inform parent of incident and tell parent how the Notice of Suspension is being transmitted to them.
 - a. If student has been released to the police (E.C. 48906) inform the parent to where the minor is reportedly being taken (see Exhibit #4).
 - j. Report suspension to the Superintendent by telephone. Mail copies of the Notice of Suspension (Exhibit #2) via school mail to the Superintendent's Office (E.C. 48911 (e)).
3. Steps 3 (Schoolday 2 – recommended)
- a. Principal prepares principal's recommendation for expulsion (Exhibit #5).
 - b. Principal delivers principal's recommendation for expulsion to Superintendent via school mail.
4. Step 4 (Schoolday 2-5)
- a. For students in an elementary or middle level school, the following pertinent information shall be forwarded to the Superintendent.
 - b. After meeting, Superintendent's designee finds that student's presence at school or in alternative school placement would cause danger to persons or property or threat of disrupting the instructional process.
 - c. If the Superintendent's designee cannot find (b) the designee cannot extend the suspension of the student up to the time of the expulsion decision by the Board of Trustees, then the student must be returned to school until the Board of Trustees makes a decision in regards the expulsion.
 - d. Superintendent's designee sends written notice of this finding (b) (Exhibit #6) to parent and informs parent that the student is suspended until the Board of Trustees determines whether to expel. A copy of this notice is also sent to the Superintendent via school mail.

5. To facilitate placement in an alternative educational setting:
 - a. For students in an elementary or middle level school, the following pertinent information shall be forwarded to the Superintendent.
 - Copy of cumulative record.
 - Grades in progress
 - Copy of student's attendance records
 - b. For all IWEN students, send the above information to the Coordinator, Special Education/Pupil Personnel Services who will be responsible for the student's placement.
6. Witness (es)
 - a. School site personnel shall be responsible for both obtaining parental consent and arranging transportation for student witness (es) to attend the Administrative Panel hearing.
 - b. If the witness (es) will not testify due to intimidation, the case shall be referred to the Superintendent for further disposition.
7. An original and five copies of expulsion case materials shall be prepared and submitted to the Superintendent **within 10 school days** and shall include:
 - a. Memorandum from the administrator assigned to the case.
 - b. Statements of the student's previous behavior (social adjustment) and remedial measures taken.
 - c. Report (s) of the student's attendance record.
 - d. Report summarizing the student's health history.
 - e. The student's elementary and middle level cumulative record card and the current scholastic marks (i.e., grades earned at the time of suspension).
 - f. Copies of all the correspondence regarding the student's expulsion case, including a copy of the suspension notice.
 - g. Computer-generated reports must be legible and suitable for duplication.

8. If a student is recommended for expulsion by the principal, the classroom teacher that the student is assigned to (when students are assigned to more than one teacher, only one teacher) shall have the right to attend the Administrative Panel hearing of that student.

V. RESPONSIBILITIES OF THE SUPERINTENDENT OR DESIGNEE

- A. When a recommendation for student expulsion is contemplated, the Superintendent or designee shall consult with the principal or designee regarding the appropriateness of such action.
- B. When the principal, pursuant to E.C. 48915a or b submits a Principal's Report In Lieu of Expulsion (see Exhibit #1), and forward the report to the Superintendent's office for compilation and submission to the Board of Trustees.
- C. When the principal submits a recommendation for student expulsion, the responsibilities of the Superintendent or designee shall include, but not be limited to the following steps:
 1. Assist in arranging an alternative educational placement for the student, when appropriate.
 2. Review and approve a recommendation for extension of student suspension pending formal action by the Board of Trustees (see Exhibits #3a and #6a).
 - a. An extension of suspension may be granted only if the Superintendent/designee has determined that the presence of the student at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process.
 - b. The determination shall be made following a meeting in which the student and parent/guardian are invited to participate, and held within the initial five-day suspension period.
 - c. If the action to extend suspension is not completed within the initial five-day suspension period, then the student shall be placed in an interim educational program. A subsequent extension of the suspension may still be imposed if deemed

necessary by the Superintendent/designee, pending formal action by the Board.

NOTE: An IWEN (Individual with Exceptional Needs) student can be suspended for a maximum of 10 consecutive days.

3. Schedule the Administrative Panel hearing and provide at least 10 calendar days written notification to the parent/guardian (see Exhibit #7 – Notification of Expulsion Recommendation).
 4. NOTE: For sexual assault and battery cases, the Superintendent must notify the complaining student (victim) at least 5 days before the hearing, if he/she is to be a witness (E.C. 48918 (b)). See Exhibit #17a.
 5. Notify the parent/guardian of the disposition of the case within three school days of the conclusion of the Administrative Panel hearing (see Exhibit #9a – Notification of Results of Administrative Panel Hearing).
 6. Schedule closed session expulsion hearing for next regularly scheduled board meeting or call a special meeting to meet statutory regulations.
 7. Notify parent/guardian of board decision (see Exhibit #12a).
- D. Upon conclusion of any Administrative Panel hearing:
1. Prepare facts, findings, and recommendations for submission to the Board of Trustees for formal action (see Exhibit #11(1)).
 2. Verify that the recommended interim placement of the student in an alternative educational program has been accomplished.
 3. Monitor and review the progress of the student under expulsion in order to determine compliance with the terms and conditions of each expulsion hearing.
 4. Direct the school principal to notify all teachers that the student is assigned to the disposition of the expulsion hearing.

VII. THE DISTRICT ADMINISTRATIVE PANEL

- A. The Administrative Panel is required to recommend expulsion when it finds that (E.C. 48915):
1. A student has been in possession of a firearm, knife, or explosive device.
 2. Student has caused physical injury to a school employee or threatened, attempted or caused physical injury to another person.
 3. A student, absent improper inducement, has unlawfully possessed, used, sold, or otherwise furnished any controlled substances...
 4. Committed extortion or robbery.
 5. A student has committed or attempted to commit sexual assault or sexual battery.
 - a. Please note that this policy affects only the role of the Administrative Panel and ~~does not~~ alter or limit the responsibility of the principal to consider recommending expulsion for the above-stated reasons.
 - b. Each school principal is directed to notify all students, including new enrollees at the time of enrollment, regarding the above policy.
- B. The Administrative Panel is an impartial administrative panel of three or more certificated employees of the District, none of whom are members of the staff of the school in which the student is enrolled. The Administrative Panel shall conduct a hearing, review case documents, interview involved persons, and render a decision within three school days following the hearing.
- C. The Administrative Panel hearing shall be within 30 school days of the date the principal determines that the student has committed any of the acts covered in E.C. 48900, 48900.2-48900.4, unless the student's parent request, in writing, that the hearing be postponed.

- D. A record of the hearing shall be made and maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcript of the proceedings can be made (see Exhibit #8a).
- E. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and considered only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs.
- F. Consistent with Board Policy 5012.H.13, the Superintendent has the authority to issue subpoenas for the personal appearance of percipient witnesses pursuant to Education Code Section 48918 (I) (1-4) –see Exhibit #17a.
- G. When the Administrative Panel decides not to recommend expulsion, the proceedings shall terminate and the student shall be returned to a regular or alternative educational program.
- H. When the Administrative Panel decides to recommend expulsion (see Exhibit #11):
1. All findings of fact and recommendations shall be based solely on the evidence presented and accepted at the hearing.
 2. One or both of the following conditions must be in evidence for violations pertaining the EC Section 48915 (a) (see Section II-C) or EC Sections 48900 (f-m), 48900.2-48900.4.
 - a. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - b. Due to the nature of the violation, the presence of the pupil might present a continuing danger to the physical safety of the pupil or others.
 3. The recommendations shall include the date, suggested plan of rehabilitation (only for suspended enforcement) or other conditions upon which the student will be eligible for consideration of reinstatement.
- I. Final action on the Administrative Panel's recommendations shall be reviewed by the Board of Trustees in a closed session and reported out in

public session, unless the parent/guardian requests a public hearing session.

- J. The student or parent/guardian may appeal an expulsion from the District to the Imperial County Board of Education within 30 days following the date of formal expulsion action.
- K. Special Rules For Sexual Assault And Battery (Board Policy 5012.H.14).

In sexual assault and sexual battery cases:

1. The school must notify the complaining student (victim) five days before the hearing, if the complaining student is to be a witness (E.C. 48918 (b)). (See Exhibit #17a).
2. The complaining witness can have present at the hearing two adult support people (including legal counsel) who will be admonished that the hearing is confidential.
3. The support people can be removed if they disrupt the hearing.
4. If the support person is also a witness, the school district must follow Penal Code Section 868.5 procedures, which include that the support person must testify before the complaining witness does, and that the complaining witness must be excluded from the hearing while the support person testifies.
5. If the accused student requests a public hearing, the complaining witness (victim) has the right to close the hearing for the victim's testimony if testifying at a public hearing would threaten serious psychological harm to the complaining witness **and** there is no alternative to avoid the harm: 'including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.' (E.C. 48919 (c)).
6. If the accused student requests a public hearing, evidence of specific instances of prior sexual conduct of the complaining witness shall not be heard unless the hearing officer or person in charge of the hearing determines that extraordinary circumstances require that such evidence be heard (E.C. 48918 (h)).
7. Before the hearing officer or person in charge of the hearing can determine whether extraordinary circumstances require that evidence of specific instances of the prior sexual conduct of the complaining

witness be heard, the complaining witness must be given notice and an opportunity to oppose the introduction of such evidence.

8. In the hearing on admissibility of such evidence, the complaining witness can be represented by legal counsel, parent, or support person.
9. Reputation or opinion evidence regarding sexual behavior of complaining witness 'is not admissible for any purpose.'
10. Allows for postponement of the hearing for one school day to accommodate the physical, mental or emotional needs of the victim (E.C. 48918.5 (b)).
11. The District must provide a separate room for victim before and during breaks in the hearing.
12. Allows reasonable breaks during examination and cross-examination of the victim.
13. Allows hearing officer to limit testimony of complaining witness to hours when the students are normally in school unless there is good cause to take testimony during other hours.
14. Allows the support person to accompany the victim to the witness stand.

VIII. REINSTATEMENT (see Bulletin #22-5 – October 1, 2004 – Re-Enrollment Procedures for Expelled Students)

- A. A request for reinstatement must be made in writing by the parent/guardian to the Superintendent to start the process (see Exhibit #18).
- B. A student who has been expelled may be reinstated only by action of the Board of Trustees upon recommendation of the Administrative Panel. The for reinstatement shall be predicated upon an evaluation of the student's adjustment and rehabilitation during the period of expulsion as determined by the Student Expulsion Order (see Exhibit #14). The Student Expulsion Order will be determined by the Administrative Panel and approved by the Board of Trustees at the time of approving the expulsion order.
- C. If the student has not complied with the stipulated conditions of expulsion, or has committed additional violations of E.C. 48900, 48900.2-48900.4 during the period of suspended enforcement, the case may be returned to the Board for further action, including possible enforcement of the original expulsion order.

- D. The Superintendent/designee shall determine an appropriate placement for a student being reinstated. This assigned school or program then becomes the "home school" and is responsible for subsequent remedial action.
- E. Following reinstatement, and upon completion of one successful semester in an educational program, the Board of Trustees, may take action to expunge the record of the expulsion if requested by the parent/guardian in writing to the Superintendent.

IX. EXPULSION FROM ANOTHER DISTRICT

- A. Upon request from a person who has been expelled from another school district for an act covered in E.C. 48915a or b, the Board of Trustees shall authorize a hearing to determine whether that individual poses a continuing danger either to the pupils or employees of the District.
- B. The Board of Trustees, when determining whether to enroll a person who has been expelled from another school district for the specified acts, may consider the following options:
 - 1. Deny enrollment.
 - 2. Permit enrollment.
 - 3. Permit conditional enrollment in a regular or alternative educational program.

X. EXPULSIONS RECORDS

- A. Expulsion records are official district records. A copy of all expulsion records shall be maintained as follows:
 - 1. Copy to school for student's cumulative record.
 - 2. Copy to Superintendent for District files.
- B. The expulsion record shall contain the following materials:
 - 1. Suspension Notice – Form 15424.
 - 2. Parent Notification of Conference to Extend Suspension (see Exhibit #3a-b).
 - 3. Parent Notification of Suspension Extension (see Exhibit #6a-b).
 - 4. Parent Notice of Expulsion Hearing (see Exhibit #7a-b).

5. Parent Response to Parent Notice of Hearing (see Exhibit #7a-b).
6. Parent Notification of Release of Student to Peace Officer, if appropriate (see Exhibit #4).
7. Hearing Panel Narrative (see Exhibit #5).
8. Written Evidence Submitted at Hearing (see Exhibit #5).
9. Any Written Transcript of Hearing
10. Findings and Recommendations of Hearing Panel (see Exhibit #11(1)).
11. Parent Notice of Findings of Hearing Panel (see Exhibit #9a).
12. Expulsion Summary Sheet (see Exhibit #11(2)).
13. Parent Notice of Findings of Board (see Exhibit #12a).
14. ~~Rehabilitation Plan Form and Material~~, if appropriate (see Exhibit #14).
15. Principal's Notification To Victim/Accused To Refrain Contact (Sexual Assault/Battery) – (see Exhibits #15a-b and #16a-b).
16. Superintendent's Notice For Victim To Appear As A Witness At Administrative Panel Hearing (Sexual Assault/Battery) – (see Exhibit #17a-b).

XI. ATTACHMENTS

- A. Exhibit #1 – Principal's Report In Lieu of Expulsion
- B. Exhibit #2 – Suspension/Expulsion Notice
- C. Exhibit #3a-b – Parent Notice of Extension of Suspension Conference
- D. Exhibit #4 – Parent Notification of Removal of Student During School Hours By Peace Officer
- E. Exhibit #5 – Principal's Recommendation for Expulsion
- F. Exhibit #6a-b – Extension of Suspension Letter

- G. Exhibit #7a-b – Notification of Expulsion Recommendation
- H. Exhibit #8a-b – Administrative Panel Documentation
- I. Exhibit #9a-b – Result of Administrative Panel
- J. Exhibit #10a-b – Administrative Panel’s Findings and Decision
- K. Exhibit #11(1) – Administrative Hearing Panel Findings and Recommendation
- L. Exhibit #11(2) – Expulsion Summary
- M. Exhibit #12a-b – Decision of the Governing Board
- N. Exhibit #13a-b – Decision of the Governing Board (If parent is a no show for rehabilitation plan meeting)
- O. Exhibit #14 – Student Expulsion Order Summary
- P. Exhibit #15a-b – Principal’s Notification to Victim to Refrain from Personal or Phone Contact Until Case is Determined (Sexual Assault/Battery Only)
- Q. Exhibit #16a-b – Principal’s Notification to Accused to refrain from Personal or Phone Contact Until Case is Determined (Sexual Assault/Battery Only)
- R. Exhibit #17a-b – Superintendent’s Notice to Inform Victim of Sexual Assault/Battery of Witness Appearance at Administrative Panel Hearing
- S. Exhibit #18 – Application for Readmission

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
PRINCIPAL'S REPORT IN LIEU OF EXPULSION
(Per Education Code Section 48915)

Student Name: _____ ID #: _____ Date of Birth: _____

Grade: _____ School: _____ On ____/____/____

Committed the following suspension/expulsion offense as set forth in E.C. 48915(a).

- ___ (1) Causing **SERIOUS PHYSICAL INJURY** to another person except in self-defense.
- ___ (2) Possession on any **FIREARM, KNIFE, EXPLOSIVE**, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.
- ___ (3) Unlawful **SALE OF ANY CONTROLLED SUBSTANCE**, as defined 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) **ROBBERY OR EXTORTION**

THE FOLLOWING ACTION HAS BEEN TAKEN:

- ___ (1) Suspended _____ days.
- ___ (2) Parent conference held on ____/____/____.
- ___ (3) Parent conference pending ____/____/____.
- ___ (4) Parent and student advised of law.
- ___ (5) Referral to outside agency (Specify): _____
- ___ (6) _____ Hours of community service assigned.
- ___ (7) Other: _____

EXPULSION RECOMMENDATION IS INAPPROPRIATE DUE TO:

Principal's Signature

cc: Student's File

Total Suspensions _____
Total Days _____

EL CENTRO SCHOOL DISTRICT SUSPENSION NOTICE

Exhibit #2
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)

- 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 harassed, threatened or intimidated a pupil who is a witness.
- 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 of your request, may hold a meeting with you, 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 counsel of the school district is also present at the meeting. You have the right to inspect the pupil's school as provided in Education Code Section 49069.

- 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 extorción.
 - f. Causó o intentó causar daños a la propiedad escolar 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 parafenales de drogas como esta 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 esta definido en EC 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 intimidad
- 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 estan acostumbradas al confiar al affairs. conducir asuntos serios.

NOTICIA

Cualquiera de ustedes o ambos y el estudiante nombrado aquí the tiene el derecho de apelar esta suspensión al Superintendente the del Distrito Escolar de El Centro, 1256 Broadway, El Centro, CA CA 92243 (téléfono: 352-5712). El superintendente de haber receipt recibido su petición podrá tener una junta con usted, el alumno the 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 legal 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 records derecho de inspeccionar los archivos escolares del alumno como está provenido el la Sección 49069 del Código Educacional.

(School Letterhead)

Date

Parent
Address

RE: EXTENSION OF SUSPENSION CONFERENCE FOR STUDENT, _____.

On _____ (date), you were notified by _____ (administrator) at _____ School, that your child, _____, would be suspended from school _____ (date) through, _____ 200_____.

You were also informed that your child, _____ (student name) is being recommended for expulsion because of violation of Education Code (list section and description). In cases where expulsion is being processed, Education Code 48911(g) provides for the extension of the suspension, if the presence of the student at the school or in an alternative school placement would cause a danger to persons or property or a threat of disturbing the educational process.

An appointment is scheduled for you and _____ (student name) to confer with me regarding an extension of your child's suspension on:

Date: _____
Time: _____
Location: _____

In the meantime, (student's name), may not enter any campus in the El Centro Elementary School District and may not participate in any school activities regardless of location or time.

Sincerely,

(Administrator)

Enclosure: suspension notice
cc: Expulsion File

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

(Papel Membretado de la Escuela)

Fecha

Padre(s)

Dirección

RE: CONFERENCIA DE EXTENSION DE SUSPENSION PARA E/LA ESTUDIANTE,

_____.

El (Fecha), usted fué notificado por (administrador) de la escuela _____, que su hijo(a), (nombre del estudiante), sería suspendido(a) de la escuela del (Fecha) hasta el, (Fecha) del 200 ____.

También se le informó a usted que su hijo(a), _____ está siendo recomendado(a) para expulsión debido una violación al Código de Educación (numeración y descripción). En casos en los cuales se está procesando una expulsión, El Código de Educación 48911(g) permite la extensión de suspensión, si la presencia de él/la estudiante en la escuela o en una escuela alternativa pueda causar peligro para otras personas o propiedad o pueda interrumpir el proceso educativo.

Una cita ha sido programada para usted y (nombre del estudiante) para discutir conmigo la extensión de la suspensión de su hijo(a) el:

Fecha: _____

Hora: _____

Lugar: _____

Mientras tanto, (nombre del estudiante), no puede entrar a ninguno de los campos del Distrito Escolar Primario de El Centro. Y no puede participar en ninguna actividad escolar sin importar la localización o la hora de la misma.

Atentamente,

(Administrador)

Adjunto: (nota de suspensión)
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: _____

REMOVAL OF STUDENT FROM SCHOOL DURING SCHOOL HOURS BY PEACE OFFICER FOR EXPELLABLE ACT

Your child was removed from _____ School during school hours by a peace officer making an arrest or taking a child into custody in accordance with the laws of this State and the rules and regulations of this district.

Student Birthdate Age

Parent/Guardian Address Telephone

1. _____ (Facility and address where child is taken)

2. Name of Peace Officer _____ Badge No. _____

3. Law Enforcement Agency _____

- 4. Basis for Action (Check one)
() Section 836 - Penal Code (Arrest without warrant)
() Warrant for arrest
() Section 305 - Welfare and Institutions Code - Without Warrant
() Section 625 - Welfare and Institutions Code - Without Warrant
() With express permission of parent
() In case of emergency when parent can not be reached
() In case of emergency when rights of one of the persons involved might otherwise be seriously impaired. (Such as child abuse investigation)

5. Parents notified by _____ of the removal and place where student taken*

Date _____ Time _____

Signature of Principal or Certified Person in Charge

* EC §48906. When a principal or other school official releases a minor student of such school to a peace officer for the purpose of removing the minor from school premises, such school official shall take immediate steps to and regarding the place to which the minor is reportedly being taken.

cc: Expulsion File Superintendent's Office

EL CENTRO ELEMENTARY SCHOOL DISTRICT

In the Matter of the Expulsion of)
_____)
_____)
a _____ grade pupil enrolled at)
_____)
_____ School)

**RECOMMENDATION
FOR EXPULSION**

I, _____, declare and say:

I am presently the principal of _____
Name of School

(Set forth a summary and facts concerning the disciplinary matter of the above named student and the reasons for making a recommendation for expulsion).

Recommendation:

Executed the _____ day of _____, 19_____, at
_____ California.

Signature of Principal

School Address

(School Letterhead)

Date:

Parent(s)

Address:

Dear: Parent(s)

Your child, _____, has been suspended from school based on alleged violation of Education Code Section _____, *(written description of section)*, and has been recommended for expulsion.

In cases where expulsion is being processed, Education Code 48911(g) provides for the extension of the suspension, based upon the recommendation of the site principal, that the presence of the student at the school or in an alternative school placement, would cause a danger to persons or property or a threat of disturbing the educational process. As the superintendent's designee, I have reviewed the allegations and have decided that the suspension be extended pending final action by the Board of Trustees.

Under the regulations of the district a suspended student:

- 1) May be required to complete any assignments and tests at the teacher's discretion.
- 2) Shall have the right to access his/her records.
- 3) Shall not be allowed to be on school grounds.
- 4) Shall not be allowed to participate in any school activities.

Should you wish clarification or if you have any further questions, you may contact me at

_____.

Sincerely,

Administrator

cc: Expulsion File

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

(Papel Membretado de la Escuela)

Fecha:

Padre(s)
Dirección

Estimado(s) Padre(s)

Su hijo(a), _____, ha sido suspendido de la escuela basado en alegaciones de violación a la sección del Código de Educación _____, (descripción escrita de la sección), y ha sido recomendado(a) para expulsión.

En casos cuando se está procesando una expulsión, el Código de Educación 48911(g) permite la extensión de la suspensión, si la presencia de él/la estudiante en la escuela o en una escuela alternativa pueda causar peligro para otra persona o propiedad o pueda interrumpir el proceso educativo.

Como representante del superintendente, Yo he recibido las alegaciones y he decidido que la suspensión sea extendida pendiente una acción final por la Mesa Directiva del distrito.

Bajo las regulaciones del distrito un estudiante suspendido:

- 1) Puede ser requerido que complete todas sus tareas y pruebas a la discreción de los maestros.
- 2) Tiene el derecho de tener acceso a sus expedientes.
- 3) No se le permite estar en los terrenos escolares.
- 4) No se le permite participar en ninguna actividad escolar.

Si usted desea clarificación o tiene alguna pregunta, puede contactarme al _____.

Atentamente,

Administrador

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)

CERTIFIED MAIL RECEIPT # _____

Date

Parent(s) Name
Address

RE: Expulsion of Your Son/Daughter: *(student name)*

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, *(student 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-I)* 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 might a continuing danger to the physical safety of the pupil or others.

CERTIFIED MAIL RECEIPT # _____

Page 2

The Board of Trustees' Administrative Panel will meet in the El Centro Elementary School District Board Room, 1256 Broadway, El Centro, California on (date) at (time) to consider the recommendation that (student name) be expelled due to violation of Policy 5012 - (list policies).

Please be informed that (student 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, and the right to request further hearings or appeals.

As Superintendent, I have determined that the presence of (student 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 Elementary 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 Elementary 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
Attachment (1)
cc: Expulsion File

CERTIFIED MAIL RECEIPT # _____

Parents of (student name)
(Date)

Page 3

I have received and read the notice of the expulsion hearing of my (son/daughter), (student name),
on (date) at (time) at the El Centro Elementary School District's Board Room , 1256
Broadway, El Centro.

I understand this hearing will determine whether my (son/daughter), (student name) will be expelled
from the schools of El Centro Elementary 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 Elementary
School District may also be present.

Failure to 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.

(District's Letterhead)

DE RECIBO DE CORREO CERTIFICADO _____

Fecha

Nombre del(los)Padre(s)

Dirección

ASUNTO: Expulsión de su hijo(a) _____ (*nombre del estudiante*)

Estimados Sr. y Sra. _____:

De acuerdo a mi autoridad bajo las estipulaciones del Código de Educación Sección 48911(g), siento informarle que es necesario continuar la suspensión de su hijo(a) (*nombre del estudiante*), de la escuela (*nombre de la escuela*), hasta el día (*fecha*), y además que la administración de la escuela (*nombre de la escuela*) está recomendando que su *hijo(a)* sea expulsado(a).

Se afirma que su hijo(a) (*nombre del(a) estudiante*), ha violado la póliza número (*número*) de la Mesa Directiva del Distrito Escolar Primario de El Centro. Ningún alumno deberá, mientras estén en los terrenos de la escuela (o durante actividades escolares fuera de la escuela): (*numero de la y su póliza y su descripción*).

Además he encontrado que:

- ____ 1.- Los actos específicos enumerados arriba violan la Sección 48900 (enumere la violación específica de las secciones a-e) del Código de Educación de California.

- ____ 2.- Además encontré que el acto específico enumerado arriba viola la Sección 48900 (enumere la violación específica de las secciones f-I) del Código de Educación de California y también encuentro que: (a) otros medios de corrección no son factibles o repetidamente fracasaron en traer la conducta apropiada y/o (b) debido a la naturaleza de la violación, la presencia del alumno puede causar un peligro continuo para la seguridad física de los alumnos u otros.

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) (enumere 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) 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).

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.

___ _____

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/kl
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 _____

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 _____
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

Proof of Service

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 has 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

Prueba de Servicio

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. 22-5
(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 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

Exhibit #1

**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 _____

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

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 KLIENTSCHY, 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
480 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
1327 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) 353-8922

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

232 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.

CUJZA CORNELIUS, FMFCC

Telephones: (760) 353-3340

107 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

BOARD POLICY 4002

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;

BOARD POLICY 5001

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



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

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

**EI 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 EI 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 EI 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

2011

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Ingress to McKinley Elementary School

1. The vast majority of McKinley School students enter from 8th Street
 - A crossing guard is provided by the City of El Centro at Oleander to assist students in crossing the busy intersection.Other students enter the campus from the East (6th Street), entering through the playground area where they are supervised by two pupils supervisors.
2. Vehicle entry onto the campus is through the South gate with exit through the North gate of the parking area. Students are dropped off in a cone-marked area for safe exit from cars. Student Safety Patrol and a school crossing guard supervise traffic and the drop off zone.
3. Drivers who wish to park are directed by the school crossing guard to visitor parking spaces.
4. Bicycles are parked in a bike rack in the front area of the campus.
 - Bicycle racks for approximately 50 bicycles are provided.
 - All students are encouraged to wear helmets.
 - No scooters, skates or skateboards are allowed on campus
5. Student drop off time begins at 7:30 a.m. when pupil supervisors arrive on campus. Students move in an Easterly direction onto campus and to the cafeteria for breakfast or to the playground. The first bell for instruction to begin rings at 8:00 a.m.
6. At the bell, students “freeze” until given instructions to walk to their designated areas to wait for their teachers.
7. Students are met in line by their teacher and instructed to walk to class or begin the morning physical education program.

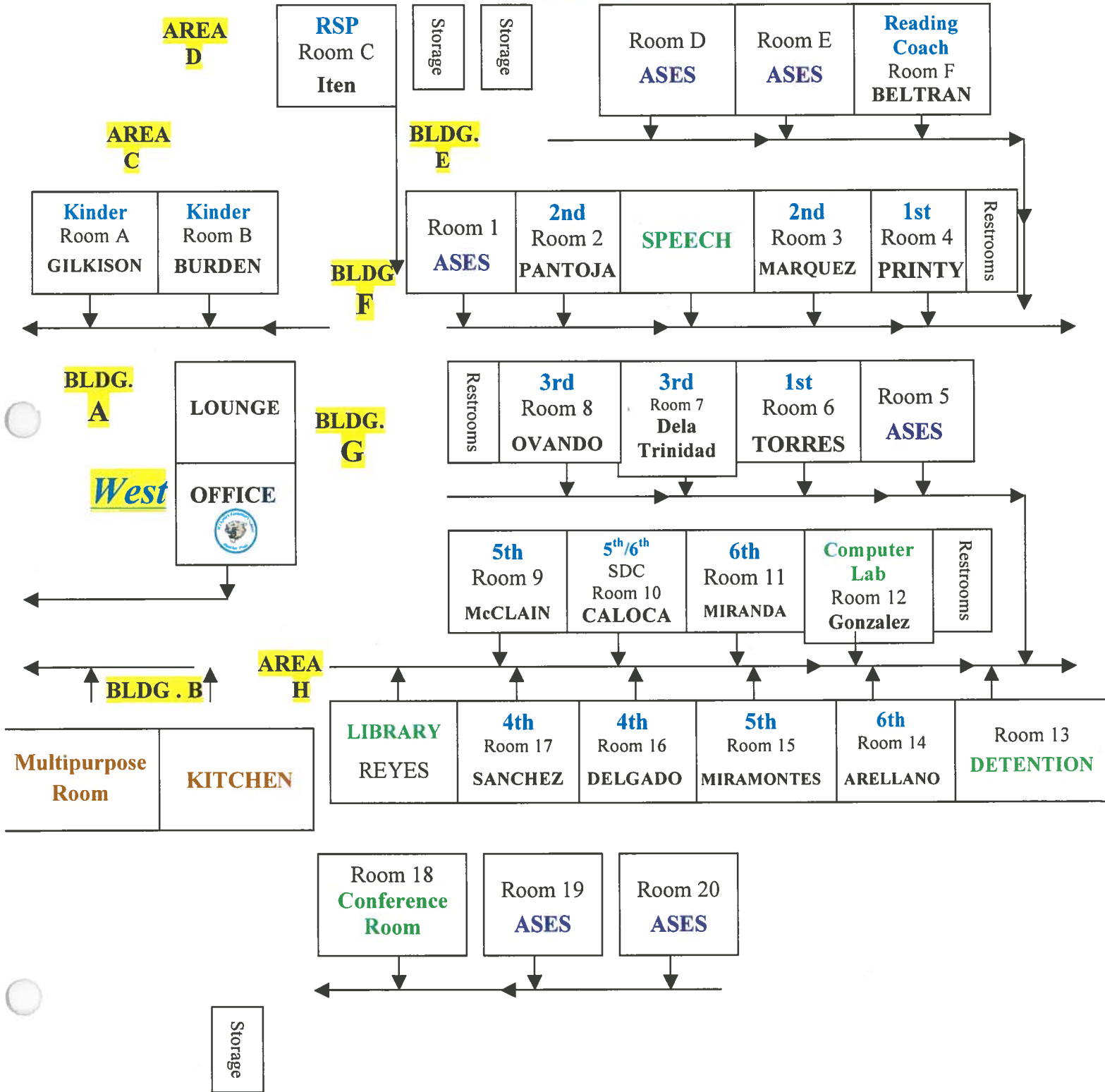
Egress from McKinley Elementary School

1. All students attending McKinley School exit to 8th Street
A crossing guard is provided by the City of El Centro at Oleander and 8th to assist students in crossing the busy intersection.
2. Vehicle entry onto the campus is via the South gate with exit through the North Gate in the front of the campus. Student pick up is contained within a cone-marked area near the school sidewalk. Student Safety Patrol help students and traffic to flow quickly and efficiently.
3. Drivers who wish to park are directed by a school crossing guard to visitor parking spaces.
4. Students riding bicycles are required to walk their bicycle across the street and they encouraged to wear a helmet.
5. Primary grade students are released at 2:00 p.m., Upper grades at 2:30 p.m. Having staggered release times helps in the management of traffic of student supervision.
6. Pupil supervisors are assigned to crossing areas and to the supervision of pupils at various locations of the campus.

MCKINLEY ELEMENTARY SCHOOL

Fire Drills Exit and Emergency Evacuations 2014-2015

North



MCKINLEY ELEMENTARY SCHOOL

OFFICE

TEACHER
PARKING
LOT



CAFETERIA



PARENT PARKING



DROPPING OFF LANE ONLY



PASSING LANE ONLY



STAFF PARKING

ENTER SLOWLY



MCKINLEY ELEMENTARY SCHOOL

OFICINA

ESTACIONAMIENTO PARA PROFESORES

CAFETERIA

ESTACIONAMIENTO PARA PADRES



CARRIL DE SUBIDA Y BAJADA

CARRIL PARA PASAR SOLAMENTE

ENTRE LENTAMENTE



ECESD Safe School Plan
ACTION PLAN FOR COMPONENT 1

People and Programs

Create a "Caring and Connected" school climate. See Chapter 5.

Goal: (What broad area will we focus on in the near future to accomplish our mission and vision) the McKinley School administration and staff are committed to creating a culture that focuses on student learning and positive discipline.

-Objective 1-1: What measurable results will show us that we are meeting our goal? When will we see them? How much change do we want to see? Who is responsible? Students at McKinley School will demonstrate continuous improvement in performance on the California Standards (including Common Core State Standards) Benchmark Test to meet state and federal targets for proficiency in all academic areas.

Related activities: Staff Development focused on effective teaching strategies that meet the need of all students and implementation of Common Core State Standards.

Resources needed: categorical and non-categorical funding sources.

Person(s) responsible for implementation: Principal, staff, Reading Coaches

Timeline for implementation :Immediate and ongoing

-Objective 1-2: What measurable results will show us that we are meeting our goal? When will we see them? How much change do we want to see? Who is responsible? McKinley School expects to demonstrate a steady and continuous drop in student suspension and discipline referral rates.

Related activities: Implementation of a school/classroom-wide discipline system for all students (including students with at-risk behavior), staff, and settings.

Resources needed: Peace Builders Character Education Program, Staff development on Restorative Justice and Positive Behavior Intervention Systems (PBIS) and meeting time

Person(s) responsible for implementation: Principal, District, teachers, and related staff.

Timeline for implementation: Immediate and ongoing

-Objective 1-3: What measurable results will show us that we are meeting our goal? When will we see them? How much change do we want to see? Who is responsible? Student progress in developing English as measured by Annual CELTD Testing and or other English Language Development assessments

Related activities: Intense and Direct Instruction in English, varied and constant opportunities to use and develop oral English language skills in and out of the classroom including single CELDT leveled ELD classes and the use of Rosetta Stone in the computer lab. Offer before, during and after school programs focused on English Language Development.

Resources needed: Staff Development, grade level planning, and expanded use of state adopted curriculum for English Language Development.

Person(s) responsible for implementation: Principal, teachers and related staff.

Timeline for implementation: immediate and ongoing

-Funds to support implementation: categorical and non-categorical funding sources.

-Evaluation: (How will we know if our plan is effective? Ways to measure effectiveness.) CELDT Assessment data and other related English language Assessment tools.

-Objective 1-4: What measurable results will show us that we are meeting our goal? When will we see them? How much change do we want to see? Who is responsible? Further and enhanced implementation of physical fitness, health, and well-being programs that will improve performance in State and Federal Physical Fitness tests in 5th grade as well as SPARKS Physical Education Program.

Related activities for the 2014-15 year:

- Continue to train and plan for implementation of School-wide SPARKS Physical Education Program K-6.
- Continue to Organize use of SPARKS and other Physical Education activities during students' lunch and recess time.

Resources needed: SPARKS equipment and SPARKS daily rotation schedule developed and followed school-wide

Person(s) responsible for implementation: principal, Reading Resource Teacher, and Staff

Timeline for implementation: 2014-15 School year

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: (To Establish and maintain a safe and secure learning environment that promotes student learning, responsibility and respect toward self and others.

-Objective 1-1: To create a safe environment where security and preparedness are a priority.

Related activities: Train students and staff to respond to and practice a variety of crises monthly.

Regularly monitor compliance to Williams Act and other legal requirements. Model, teach and expect staff and students to demonstrate respect and responsibility toward others utilizing our Peace Builders Character Education Program.

Resources needed: Planing and meeting time for preparation and debriefing

Person(s) responsible for implementation: Principal, staff and students

Timeline for implementation: school year 2014-15

-Objective 1-2: Protect and maintain a secure campus as measured by reducing the number of incidents, accidents, and breeches of security.

Related activities: Purchase medical supplies, security, and communication equipment as necessary to ensure school emergency readiness and security. Promote safety and security awareness at all school assemblies, meetings, and functions.

Regularly inspect and survey school for safety hazards.

Repair and maintain all parts of campus that relate to security and safety.

Resources needed: Portable two-way radios, security cameras, front and Southside gate locking mechanisms, medical supplies, tools, and District maintenance support.

Person(s) responsible for implementation: Principal, District maintenance, technology and business departments, teachers and custodial staff.

Timeline for implementation: school year 2014-15

-Objective 1-3: The end of the 2014-15 School year, we will see a 50% drop on incidents, accidents and breaches of security.

Resources needed: Regularly inspect, monitor, and survey school for safety hazards.

Repair and maintain all parts of campus that relate to security and safety.
Design and install locking front and Southside gate security along with installation of security cameras on the east side of school.

Resources needed: Radios, medical supplies, tools, District maintenance and financial support, Suspension reports, Incident reports.

Person(s) responsible for implementation: Principal, staff teachers, resource officer, and pupil supervisors

Timeline for implementation: School year 2014-15

-Funds to support implementation: Categorical Funding, District Funding, No funding at this time.

-Evaluation: Monitor and compare annual and monthly records related to accidents, crime, security, and Williams Act compliance.

ECESD Safe School Plan

Communicating the Safe School Plan to the Public

Describe your method for communicating the plan to the public and keeping a copy on file

The following method will be used communicate the plan to the public and keeping a copy on file:

1. Plan will be presented to the English Language Advisory Committee for suggestions.
2. Plan will be presented to the School Leadership Team for suggestions.
3. Plan will be presented to the School Site Council for input and approval.
4. Plan will be presented to the Parent Teacher Organization.
5. Letter will be sent out to the parents to inform them that there is a Safe School Plan, that a copy is kept in the school office and the district office, and that it is available for review.

November 10th, 2014

Jon LeDoux, Superintendent
El Centro Elementary School District
1256 Broadway Avenue
El Centro, CA 92243

Re: California Education Code section 1240(c)(2)(B) pursuant to the Williams Settlement requires the Imperial County Office of Education (ICOE) to visit county schools identified in deciles 1, 2, and 3 based on the 2012 Base Academic Performance Index (API) and First Quarterly Report, 2014-2015 Academic Year.

Dear Superintendent LeDoux,

As County Superintendent of Schools, I have the responsibility to visit schools in our county and report to you the results of these visits. Please share this report at a public meeting as required by the Williams Settlement Legislation. *California Education Code* section 1240(c)(2)(B) pursuant to the Williams Settlement specifically requires visits to the deciles 1, 2, and 3 schools based on the 2012 Base Academic Performance Index (API) in each county for the purpose of:

1. Ensuring that students have access to "sufficient" instructional materials in four core subject areas (English Language Arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment, foreign languages, and health education as defined in ED Section 60119. The standard set forth in the law defines "sufficient" instructional materials as every pupil, including English learners, having a textbook in the four core areas to use in class and to take home;
2. Assessing compliance with facilities maintenance using the Facilities Inspection Tool (FIT) to determine the condition of a facility that "poses an emergency or urgent threat to the health or safety of pupils or staff" as defined in EC Section 17592.72; assessing "the safety, cleanliness, and adequacy of school facilities, including good repair" as required by EC sections 17014, 17032.5, 17070.75, and 17089, which is defined as maintain schools that are clean, safe, and functional;
3. Determine if a school has current teacher misassignments or vacancies. The standard for "vacant teacher position" means a position to which a single designated certificated employee has not been assigned at the beginning of the school year (first 20 days) as defined in EC 33126(b)(5)(A)(B), EC 35186(h)(3), and CCR Title 5 section 4600(b);
4. Ensuring that Uniform Complaint Procedures (UCP) are posted in every classroom to address complaints related to deficiencies in Instructional Materials, Emergency or Urgent Facilities Conditions and Teacher Vacancies and Misassignments.
5. Determining if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to the sufficiency of instructional materials, adequacy of school facilities, and teacher vacancies and misassignments.

This report for 2014-15 site visits provides aggregate findings for schools in deciles 1, 2, and 3 conducted through September 2014. The William's district contact and principal of each school that was visited will also receive a letter and a copy of their school report.

SUMMARY OF VISITS

Date of Desert Garden Elementary School visit: September 17, 2014.

Date of Harding Elementary School visit: September 17, 2014.

Date of McKinley Elementary School visit: September 18, 2014.

Date of Washington Elementary School visit: September 18, 2014.

Visits to the schools took place during the first four weeks of school. At each school, the team visited 20% of classrooms in the core areas of English/language arts including English language development, mathematics, history-social science, and science and as appropriate, science laboratory equipment, foreign language, and health education.

Composition of Teams

Teams were established with experienced site administrators or experienced facilities managers. For secondary schools, teams visited one site per day. For elementary schools, teams conducted two school visits per day. Team members included team members who conducted the textbook counts and an experienced facility team member.

SUMMARY OF FINDINGS

Please refer to **Table A** for your district findings for Instructional Materials and School Facilities during the school visit.

Instructional Materials

Desert Garden Elementary School, McKinley Elementary School, and Washington Elementary School had **NO** insufficiencies at the time of the visits. Schools were able to demonstrate sufficiency of instructional materials. Availability was determined by comparing enrollment numbers with actual instructional materials in the classroom. Site instructional materials inventories were also reported by the school to support the sufficiency of findings

Harding Elementary School had textbook insufficiencies. A letter was sent to you regarding above-mentioned insufficiencies. Attached is a copy of that letter. A follow up visit was conducted on October 3, 2014. **Harding Elementary School** was able to demonstrate sufficiency of instructional materials at the time of that follow up visit. Availability was determined by comparing enrollment numbers with actual instructional materials in the classroom. Site instructional materials inventories were also reported by the school to support the sufficiency of findings.

School Facilities

The facilities team used the CDE Office of Public School Construction (OPSC) Facility Inspection Tool (FIT) to determine the condition of the facility.

All district schools made great efforts to ensure that all schools visited were clean, safe, and functional. The fifteen inspection categories on the FIT were totaled and calculated into an overall rating for each school. Please see attached FIT for additional information. The rating for each of your schools is as follows: **Desert Garden Elementary School-Good, Harding Elementary School-Good, McKinley Elementary School- Good, and Washington Elementary School-GOOD.**

Team leads reported to site principals any facility issues that were observed during the exit meeting.

School Accountability Report Card

Your schools have been asked to provide their most recent School Accountability Report Cards (SARCs) to the ICOE Williams Coordinator. Schools' SARCs contain the required *Williams* information related to instructional materials, facilities maintenance, and teacher vacancies and misassignments. The 2013-2014 SARC will be reviewed in March 2015.

Teacher Assignments

The County Office's collaborative ongoing credentials monitoring process has effectively incorporated the additional mandates of the *Williams* legislation. Each district provides all staffing assignments, as required by the *Williams* legislation, which are monitored by the Imperial County Office of Education prior to October 31st.

During the first 60 days of school, ICOE Credentials Analyst reviewed all certificated staff assignments from each William's school site. "Teacher vacancy" refers to a position to which a single designated certificated employee has not been assigned at the beginning of the year (first 20 days). 5 teacher vacancies were noted at the time of the site visits. One vacancy was filled as of September 22, 2014.

The report on teacher assignment compliance may be seen on **Table B** and is also provided to the California Commission on Teacher Credentialing (CCTC). A total of **(0)** misassignments were identified. Notifications of each misassignment were mailed to district administration by Sharie Ortega during the first week of November 2013. "Teacher misassignments" refers to a position to which the placement of a certificated employee in a teaching or *services position for which the employee does not hold a 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.*

IMPERIAL
COUNTY
OFFICE OF
EDUCATION

1398 SPERBER ROAD EL CENTRO, CALIFORNIA 92243 (760) 312-6464 FAX (760) 312-6565

ANNE J. MALLORY
SUPERINTENDENT

Anne J. Mallory, Superintendent

Uniform Complaint Procedure

All districts in the state of California are required to post their district's Uniform Complaint Procedures (UCP) in every classroom. The *Williams* teams visited twenty percent of the classrooms in your schools during the site visits. All classrooms visited had the UCP posted or were asked to post or update the UCP during the site visits.

Uniform Complaints

There were 0 complaints made in your district during the first quarter. See attached district-wide quarterly report for uniform complaints [Education Code 35186(d)].

Please be assured the Imperial County Office of Education will continue to be available to clarify any questions you may have in meeting the requirements under EC Section 1240. For more information, please contact Dorene A. Johnson at djohnson@icoe.org or (760) 312-6533.

Sincerely,


Anne J. Mallory
County Superintendent of Schools

cc: Kathy Brandenberg, Desert Garden Elementary School Principal
Juan Aguilera, Harding Elementary School Principal
Patti Weeks, McKinley Elementary School Principal
Karla Sigmond, Washington Elementary School Principal

Attachments: Table A-Summary of Visit Findings, Table B-Summary of Teacher Assignment Monitoring, Facility Inspection Tool (FIT), Textbook Insufficiency Letter, and Quarterly Report on Uniform Complaints

**Imperial County Office of Education
2014-2015 Williams Site Visits**

Table A

School District	School Site	Date of Visit	Textbooks/Instructional Materials				Facilities			
			Sufficiency	Insufficiency Letter Issued (Subject)	Required Follow-Up Instructional Materials Verification (Date)	Facilities Inspection %	Facilities FAIR Rating	Facilities GOOD Rating	Facilities EXEMPLARY Rating	
Imperial County Office of Education	Desert Garden	9/17/2014	X			94.80%		X		
	Harding	9/17/2014		9/17/2014 Transitional Kindergarten English Language Arts, Mathematics, Social Science, and Science.	10/3/2014	95.47%		X		
	Mckinley	9/18/2014	X			97.84%		X		
	Washington	9/18/2014	X			97.80%		X		

Imperial County Office of Education

2014-2015 Williams Monitoring of Teacher Vacancies and Misassignments(Summary)

Table B

School District	School Site	Vacancies		Teacher Misassignments			
		# of Teacher Vacancies Reported	Date Last Vacancy Filled	# of Teacher Misassignments	# of Teacher Misassignments Corrected	Date Last Misassignment Corrected	
El Centro Elementary	Desert Garden Elementary	0		0			
	Harding Elementary	3	pending	0			
	McKinley Elementary	1	pending	0			
	Washington Elementary	1	9/22/2014	0			
Totals		5		0			

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
 SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 05/09)

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION
 SCHOOL SITE: **Ei Centro Elementary School District** COUNTY: **Imperial**
 Inspector's Name: **David Watson** Inspector's Title: **ICOE Consultant**
 Weather Condition at Time of Inspection: **hot and humid**
 Name of District Representative Accompanying the Inspector(s) (if applicable): **Patti Weeks, Doug Hisei, Rudy Urrutia**
 School Type (Grade Level(s)): **K-6** Number of Classrooms on Site:
 Date: **7:30 a.m.**

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR INTERIOR SURFACES	C. CLEANLINESS		D. ELECTRICAL ELECTRICAL	E. RESTROOM/FOUNTAINS		F. SAFETY		G. STRUCTURAL STRUCTURAL DAMAGE	H. EXTERNAL PLAYGRounds/SCHOOL GROUNDS	I. EXTERNAL WINDOWS/DOORS/GATEPENCES
		Gas Leaks	Mechanical	Sewer		Overall Cleanliness	Pest/Vermin Infestation		Restrooms	Sinks/Fountains	Fire Safety	Hazardous Materials			
22	Number of %:	0	14	18	17	22	22	20	12	17	20	20	20	21	22
	Number of %:	0	0	0	3	0	0	0	0	0	0	0	0	0	0
	Number of %:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair (Total Areas - "NA"%)		100.00%		100.00%	85.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	95.45%	100.00%
Total Percent per Category (average of above)		100.00%			85.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	97.73%	
Rank (Circle one)		GOOD			FAIR	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: **DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** → **97.84%** **SCHOOL RATING**** → **GOOD**

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE RANGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-99.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: **The school and grounds are in great condition. There has been great effort to make the improvements necessary. The maintenance and custodial team is to be commended. The courts are old and very cracked and need to be replaced**

PART II: EVALUATION DETAIL Date of Inspection: 09/18/14 School Name: McKinley Elementary School

CATEGORY	Date of Inspection: 09/18/14																UCP
	1 GAS LEAKS	2 MECHANICAL	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SPRINKLER/FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWN/DOORS/ENTRANCES	Posted	
Room A Kinder	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA
	COMMENTS:																
Room B Kinder	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:																
Room 4 1st Grade	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:																
Room 3 Grade 2	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:																
Room 7 Grade 3	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:																
Room 17 Grade 4	NA	✓	NA	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS: Needs strobe light!																
Room 9 Grade 5	NA	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:																
Room 14 Grade 6th	NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:																

PART II: EVALUATION DETAIL		Date of Inspection: 09/18/14		School Name: McKinley Elementary School													
AREA	CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	UCP
		GAS LEAKS	MECHANIC	SPRINK	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/RAIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND SCHOOL GROUNDS	VARIOUS DOOR/ GATEWAYS	Ported
Room C K-6 SE-RSP	COMMENTS:																
	NA	✓	NA	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	✓	✓	✓
Room 10 Grade 5th- 6th SE-SDC	COMMENTS:																
	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lounge	COMMENTS:																
	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Office	COMMENTS:																
	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Kitchen	COMMENTS:																
	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Multipurpose Room	COMMENTS:																
	NA	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	✓	✓	✓
Restrooms Building F Boys	COMMENTS:																
	NA	NA	NA	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA
Restrooms Building F Girls	COMMENTS:																
	NA	NA	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA

Crack in west wall above sinks

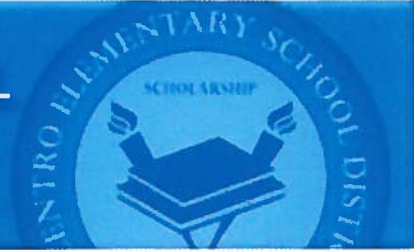
PART II: EVALUATION DETAIL Date of Inspection: 09/18/14 School Name: McKinley Elementary School

A/EBA CATEGORY	Date of Inspection: 09/18/14															UCP Posted
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	GALENS	MECHANIC	SEWER	INTERIOR SURFACE	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/GATEWAYS	
Restrooms Building G Girls	NA	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA
	COMMENTS:															
Kinder Playground	NA	NA	✓	NA	✓	✓	NA	NA	✓	NA	NA	NA	NA	✓	✓	NA
	COMMENTS:															
Boys Restroom Building E	NA	NA	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA
	COMMENTS: Plaster is cracking															
Girls Restroom Building E	NA	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA
	COMMENTS:															
Playground	NA	NA	NA	NA	✓	✓	NA	NA	NA	NA	NA	NA	NA	D	✓	NA
	COMMENTS: Replace all concrete courts lots of tripping hazards															
Restrooms Building G Boys	NA	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA
	COMMENTS:															

McKINLEY ELEMENTARY SCHOOL

PATTI WEEKS, PRINCIPAL

1177 NORTH 8TH ST. PHONE (760) 352-3225 FAX (760) 353-2858



McKinley Elementary School



Code of Student Conduct

2014 - 2015

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 McKinley Elementary 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

McKinley Elementary 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

McKinley 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

Severe Behavior:

- Fighting
- Stealing
- Property damage
- Throwing objects
- Possession of dangerous objects/materials
- Unacceptable/disruptive language and gestures
- Use of electronic signaling devices on campus

Classroom Discipline Plan (K-6) Consequences
1. Warning 2. Time-out (5 minute) 3. Time-out (10 minute) 4. Parent Contact /Buddy Room 5. Principal Referral **Severe Clause

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

McKinley Elementary 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 and short skirts are not allowed. Shorts and skirts are too short when they are shorter than where the fingertips of a person reach when standing with hands at the side

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

Violation of the uniform policy or Free Dress Day policy will be enforced from the first day of school. There will be no grace period.

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, McKinley 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 with 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.

**McKinley Elementary School Discipline Policy
Administrative Support Plan (Kinder-6th Grade)**

<p align="center">MISCHIEVOUS BEHAVIORS</p> <p>These consequences will be applied only after teachers have followed all discipline procedures in the classroom and have submitted a Student Discipline Report</p>	<p align="center">SEVERE BEHAVIORS</p> <p>These consequences will be applied immediately and refer to the following behaviors: Fighting, Vandalism, Theft, Bullying, Drugs, Weapons, Tobacco Products, Extreme Defiance.</p>
<p>FIRST REFERRAL:</p> <ul style="list-style-type: none"> • Conference with Student • Contact Parent • Discipline Essay • Loss of Privilege (optional) 	<p>FIRST REFERRAL:</p> <ul style="list-style-type: none"> • Conference with Student • Contact Parent • School Suspension (2 hours) • Loss of Privilege (optional)
<p>SECOND REFERRAL:</p> <ul style="list-style-type: none"> • Conference with Student • Contact Parent • School Suspension (1 hour) • Loss of Privilege (optional) 	<p>SECOND REFERRAL:</p> <ul style="list-style-type: none"> • Conference with Student • Contact Parent for Conference • School Suspension (1 day) • Grade Level PST Referral • 3-day Behavior Card
<p>THIRD REFERRAL:</p> <ul style="list-style-type: none"> • Conference with Student • Contact Parent for Conference with Teacher • School Suspension (2 hours) • Grade Level PST Referral • 1-day Behavior Card 	<p>THIRD REFERRAL:</p> <ul style="list-style-type: none"> • Conference with Student • Contact Parent for Conference • School Suspension (2 days) • 5-day Behavior Card • Investigate SARB Discipline Referral
<p>FOURTH REFERRAL:</p> <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 	<p>FOURTH REFERRAL:</p> <ul style="list-style-type: none"> • Conference with Student • Contact Parent • Home Suspension (1-2 days) • Return with Parent Shadow • On-going Behavior Card
<p>FIFTH REFERRAL:</p> <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 	<p>FIFTH REFERRAL:</p> <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
<p>Principal may include any of the following:</p> <ul style="list-style-type: none"> • Loss of playground privileges • Detention • Community Service • Outside Agency Referral • In or Out of School Suspension • Ongoing Behavior Card 	<p>Principal may include any of the following for SEVERE:</p> <ul style="list-style-type: none"> • Non-Activity List • Detention • Community Service • On-going Behavior Card • In or Out of School Suspension • Outside Agency Referral • Investigate for possible expulsion



Code of Student Conduct

Student's Name: _____

Teacher: _____ **Grade:** _____

Dear Parents,

At McKinley Elementary School, it our belief that, **“The parents/guardians are the first teachers and the home is the first classroom. Professional educators build on what a child brings to school. For that reason, each success and every concern should be shared by the teacher and parent whenever possible.”** Our Code of Student Conduct outlines our school-wide expectations. Please read and sign this form indicating you have reviewed it with your child. You will be kept informed of your student’s progress at McKinley, so that he/she may obtain the best education possible. Do not hesitate to call with any concerns. School Phone: (760) 352-3225

Teacher’s Signature: _____

Principal’s Signature: _____

~ Please sign and return this section to the classroom teacher at school. ~

My child and I have read and discussed the Code of Student Conduct and agree to abide by it.

Student's Name Primary Residence

Parent/Guardian Name(s)

Home phone Work phone Emergency phone

Parent Signature _____ Date _____

Student Signature _____ Date _____

Mckinley Elementary School

Playground Rules

Mckinley Panthers follow these playground rules:

BE SAFE

- ❖ Keep hands, feet, and objects to yourself
- ❖ Follow play equipment and game rules
- ❖ Stay within playground boundaries

BE RESPECTFUL

- ❖ Use appropriate language
- ❖ Follow directions the first time
- ❖ Treat others with respect & kindness

BE RESPONSIBLE

- ❖ Freeze immediately when the signal is given
- ❖ Walk quietly to and from all activities
- ❖ Toys, candy, gum, & electronic devices are not allowed

Consequences:

Warning or Time out

1st Red Card = Sit out 1 recess

2nd Red Card = Sit out 2 recesses

3rd Red Card = Detention 3 days a.m.

4th Red Card = Detention days a.m. & p.m.

5th Red Card = Office Referral

*Per month



We Are PeaceBuilders!

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

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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".

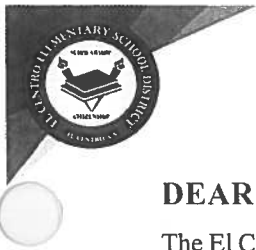
VI. GUIDELINES FOR SCHOOL PRINCIPALS

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).



ANNUAL PARENT NOTIFICATION 2014-15

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



ANNUAL PARENT NOTIFICATION 2014-15

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 your 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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MEDICAL AND HOSPITAL SERVICES FOR PUPILS (EC §§49471 and 49472): The District may make available accident insurance for injuries to pupils occurring during the regular school day at school, or elsewhere at school-sponsored activity or while in transit. The cost may be paid by the parent or guardian.

AVAILABILITY OF INDIVIDUALIZED INSTRUCTION/PRESENCE OF PUPIL WITH TEMPORARY DISABILITY IN HOSPITAL (EC §§48206.3, 48207-48208): Individualized instruction is available to students with temporary disabilities whose disability makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable. Parents of students hospitalized or with a temporary disability shall notify the school district where the student receives care, if an individualized instruction program is desired. Requests for home/hospital instruction made through the school district nurse at 760-352-5712 ext. 541. Students placed in a hospital are the responsibility of the school district in which the hospital is located.

CONTINUING MEDICATION REGIMEN (EC §49480): Parents of pupils needing daily medications shall inform the school nurse or other designated certificated employees of the medications, current dosage and the supervising physician.

ASBESTOS (40 CFR 763.93): In 1987, President Reagan signed the Asbestos Hazard Emergency Response Act (AHERA) into law. Since the enactment of AHERA, all schools nationwide are required to take comprehensive action relative to asbestos in their buildings. These actions include inspections by EPA accredited inspectors, the assessment of condition, potential exposure of asbestos materials, and posting of warning labels.

The El Centro Elementary School District has taken an aggressive step toward the protection of human health in the implementation of its AHERA compliance Program. The program, designed by University Associates, Ltd. and put into action by the District, exceeds the requirements of AHERA and sets an example to be followed by school districts nationwide.

If you are interested in reviewing the Management Plan for your local school, please contact the principal during the school year. If you have any questions after reviewing the Plan please contact Kimberly Dessert, Director, Maintenance/Operations/Transportation at 353-9200 ext. 33.

USE OF PESTICIDES (EC §§17612 and 48980.3): School districts are required to inform parents about the use of pesticides on school grounds. Warning signs must be posted 24 hours prior to using pesticides and remain posted 72 hours following the application of pesticides. Notification of staff and parents will be provided through the use of those posted signs. The District's procedure include applying the pesticides, if needed, on Fridays after school is out. That schedule allows a full weekend before children come back on campus. Below are the chemicals being used and the schedule for the 2014-15 school year.

Intended Pesticide use in 2014-15 School Year	
Name of Pesticide	Active Ingredients
Temp SC Ultra	Beta Cyfluthrin
Tengard SFR	Permethrin
Termidor SC	Fipronil
Maxforce Complete	Hydramethylnon
Gentrol IGR	Hydropene
Intice 10, Intice Granular Bait	Orthoboric Acid
PT Wasp Freeze	d-trans Allethrin
Tri Die Dust	Pyrethrins, Piperonyl, butoxide, technical, Amorphous Silica
Temprid SC	Imidacloprid, Cyflurthin

PESTICIDE APPLICATION DATES

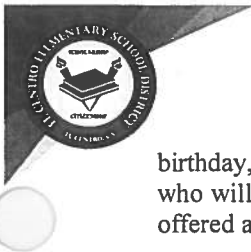
DeAnza Magnet, Desert Garden, Harding, Sunflower, Washington & IV Home School
 Friday, September 5, 2014 Friday, February 6, 2015
 Friday, October 3, 2014 Friday, March 6, 2015
 Friday, November 7, 2014 Friday, April 2, 2015*
 Friday, December 5, 2014 Friday, May 1, 2015
 Friday, January 5, 2015* Friday, June 5, 2015

McKinley, Kennedy Middle, Wilson Jr. High & Hedrick School
 Friday, September 12, 2014 Friday, February 13, 2015
 Friday, October 10, 2014 Friday, March 13, 2015
 Friday, November 14, 2014 Friday, April 13, 2015*
 Friday, December 12, 2014 Friday, May 8, 2015
 Friday, January 9, 2015 Friday, June 12, 2015

King & Lincoln School
 Friday, September 19, 2014 Friday, February 20, 2015
 Friday, October 17, 2014 Friday, March 20, 2015
 Friday, November 21, 2014 Friday, April 17, 2015
 Friday, December 19, 2014 Friday, May 15, 2015
 Friday, January 16, 2015 Friday, June 19, 2015
 *servicing on an alternative day due to holiday

STUDENT SERVICES

MINIMUM AGE OF ADMISSION TO KINDERGARTEN (EC §48000): A child shall be eligible for enrollment in kindergarten at the beginning of the school year or at a later time in the same year, if the child has his or her fifth



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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 Districts 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
- l. 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 whenever 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.

BOARD POLICY 5002

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

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 a 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:

Childs 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.