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  - School Discipline Policy

**El Centro Elementary School District**  
**Safe School Plan**  
**2015-16**

**Legislative Intent (EC 35294)** – It is the intent of the Legislature that all California public schools, in Kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process.

**Are we in compliance?**

1. The plan shall be evaluated and amended, as needed, by the designated group no less than once a year by February 22 to ensure that the plan is properly implemented **(EC 35294.2 (e))**.
2. An assessment of the current status of school crime committed on school campuses and at school-related functions should be performed. **(EC 35294.2 (a) (1))**.
3. It is the intent of the Legislature that schools develop school safety plans using existing resources, including the materials and services of the School Safety Partnership, pursuant to Chapter 2.5 of Part 19. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled “Safe Schools: A Planning Guide for Action” in conjunction with developing their plan for school safety **(EC 35294.2 (b))**.
4. An updated file of all safety plans and materials shall be readily available for inspection by the public at the school site and the district offices **(EC 35294.2 (e))**.
5. Each school shall forward its comprehensive school safety plan to the school district or county office of education for approval **(EC 35294.8 (a))**.
6. Before the comprehensive school plan is adopted by a school, a public meeting at the schoolsite shall be held in order to allow members of the public the opportunity to express an opinion about the school safety plan **(EC 35294.8 (b))**.
7. Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256 **(EC 35294.6 (b))**.

**Safe School Plan  
2015-16**

**Items to be Reviewed and Updated**

<b>Activity:</b>	<b>Complete by:</b>	<b>Resources:</b>
1) Needs Assessment: Gather and analyze data about your school and its community <ul style="list-style-type: none"> <li>• Parent Surveys</li> <li>• Teacher Surveys</li> <li>• Student Surveys (CHKS)</li> <li>• Suspension and Expulsion Records (UMIRS)</li> <li>• Attendance and Truancy Data (UMIRS/SIS)</li> <li>• Property loss records (e.g., insurance claims, accident reports, vandalism work orders)</li> </ul>	October/ November	-Forms 1, 2a & 2b
2) Set your major goal(s) (based on needs assessment)	Mid November	- Form 3
3) Select and implement strategies for both safe school components – Action Plan ( <b><u>based on needs assessment</u></b> )	December	- Forms 4 & 5
4) Update Safe School Plan binder <ul style="list-style-type: none"> <li>• Tab 1 – Approval of Plan Minutes of SSC Meeting</li> <li>• Tab 2 – School Crime Assessment Report (include CHKS, UMIRS, attendance, surveys)</li> <li>• Tab 3 – Identify Programs and Strategies to Provide School Safety (include SDFSC/TUPE Annual Report)</li> <li>• Tab 6 – Earthquake and Fire Drill Procedures (Optional)</li> <li>• Tab 10 – School Wide Dress Code</li> <li>• Tab 11 – Procedures for Safe Ingress To and Egress From School</li> <li>• Tab 12 – Procedures to Ensure a Safe and Orderly Environment – Action Plan (reflective of data from CHKS, UMIRS, attendance &amp; surveys)</li> </ul>	January	- Approval Form Form 7 (Tab 1) - Form 1 or 2 (Tab 2)  -SDFSC/TUPE Annual Report (Tab 3)  - School Map (Tab 11) - Forms 4 & 5 (Tab 12)
5) Present to School Site Council and communicate SSP to the public	January	-Approval Form Form 7 -Form 6
6) Submit to Office of Support Services by <b><u>February</u></b> for approval	February	

## Safe School Plan Approval 2016-2015

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: Booker T. Washington Elementary School

Member	Signature	Date
Principal	<i>Karla Segman</i>	1/21/15
Teacher	<i>[Signature]</i>	1-21-15
Parent	<i>Dennis Mance</i>	1-21-15
Classified Employee	<i>[Signature]</i>	1/21/15
Other: Teacher	<i>Melody Wogatzke</i>	1/21/15
Other: Teacher	<i>[Signature]</i>	1/21/15
Other: Teacher	<i>[Signature]</i>	1/21/15
Other:		
Other:		
Other:		

**Booker T. Washington School**

223 South First Street  
El Centro, California 92243

*Ms. Karla A. Sigmond, Principal*

*(760) 352-6611*

*ksigmond@ecsd.org*

**School Site Council/English Language Advisory Committee  
Sign-In Sheet**

**January 21, 2015**

**SSC Members**

1. Melody Wagatzke
2. Laura Espun
3. Norma Vellicasa
4. Debbie Mance
5. Karl Samuel
6. Bob
7. Gerardo Jones
8. \_\_\_\_\_

**ELAC Members**

1. \_\_\_\_\_
2. Vellicasa
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Booker T. Elementary School  
223 South First Street  
El Centro, California 92243

Karla A. Sigmond (760) 352-6611

School Site Council/English Language Advisory Committee  
Agenda  
4:00 PM

January 21, 2015

1. **Welcome and Introductions/*Bienvenidos y Presentaciones***
2. **Roll Call/Tomar Lista**
3. **Action Items/*Temas de acción***
  - **SSC Minutes/*Minutas***  
Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  - **SSC Minutes/*Minutas***  
Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  - **Approval of Safe School Plan/*Aprovar el Plan de Seguridad***  
Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
4. **. Information Items/*Temas de Información***
  - *Washington on the Spot Light*
  - *Cheer/Porristas*
  - **Topics for next meeting/*Temas para la siguiente junta*** : *Aprendices de Ingles/ English Learners*
5. **Next Meeting – February 11, 2015**

*Proxima junta – 11 de febrero*
6. **Adjournment**  
*Aplazamiento*  
Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**School Site Council/English Language Advisory Committees  
Washington Elementary School  
223 First Street  
El Centro, California 92243**

Minutes  
Regular Meeting  
January 21, 2015

**1. Welcome and Introductions/Bienvenidos e Introducciones**

**2. Call to Order/Tomar Lista**

The meeting was called to order by Ms. Mange, SSC Representative at 4:10 p.m.

Members Present

K. Sigmond, Principal  
D. Mange, Parent/SSC Representative  
M. Wogatzke, Teacher/Secretary and SSC Representative  
N. Villicana, Teacher/Secretary and ELAC-DELAC Representative  
L. Esparza, Reading Coach/SSC Representative

Members Absent

I. Andrade, Parent/President and ELAC-DELAC Representative  
M. Jardin, Parent/SSC Representative  
I. Torres, Parent/SSC Representative  
D. Rodriguez, Teacher/ELAC Representative  
Mr. Parra, Teacher's Assistant

**3. Action Items/Temas de Accion**

- *SSC Minutes/Minutas del Comite:* A motion to approve the minutes of November 19, 2014 was made by Ms. Wogatzke and seconded by Ms. Esparza. All members present voted in favor to approve the minutes.  
A motion to approve the minutes of January 14, 2015 was made by Ms. Wogatzke and seconded by Ms. Esparza. All members present voted in favor to approve the minutes.
- *Safe School Plan/Plan de Seguridad:* A motion to approve SSP with corrections: delete Mr. Valenzuela and Ms. Patty (former employees was made by Ms. Esparza and seconded by Ms. Wogatzke. All members present voted in favor to approve the SSP with the corrections.

**4. Information Items/Temas de Informacion**

- *Washington in the Spotlight:* This event was held on Jan. 20, 2015 at the District Boardroom. Principal, Karla Sigmond, highlighted the many offerings at Washington School. She also detailed Washington School's goals for student achievement and positive school culture. The video presented will also be presented at our next SSC/DELAC meeting.



- Cheer/Porristas: Someone has been hired to run this program and will soon be present at our school site. Cheer will be part of the ASES program, but may be open to other students (who may not be enrolled in ASES). Final decision on this matter had not been made yet. The plan is to offer cheer for 4<sup>th</sup>-6<sup>th</sup> grade students.
- Ms. Esparza suggested that the Safe School Plan be presented to Washington School Staff at the next staff meeting. Ms. Sigmond agreed and the SSP will be presented at tomorrow's staff meeting.

**5. Next Meeting/topics**

February 11, 2015 at 4pm

Update on English learners to be presented by Mrs. Villicana, ELAC/DELAC Representative

**6. Adjournment/Conclusion de la Junta**

A motion to adjourn the meeting at 4:35 p.m. was made by Ms. Wogatzke and seconded by Ms. Esparza. All members present voted in favor to adjourn the meeting at 4:35 p.m.

# Booker T. Washington School

## School Site Council/ELAC Meeting

### Sign-in Sheet

Date: January 14 2015

Time: 4:00 A.M.

	Name	Job Title	Signature
1	Denise mange	Parent	Denise mange
2	Iracema Torres	Parent	
3	Susan Ireland	Parent	Susan Ireland.
4		Parent	
5		Parent	
6	GERARDO PARRA	Classified Staff	Gerardo Parra
7	Norma Villiacha	ELAC Teacher	Norma Villiacha
8	M. Rodriguez	Teacher	M. Rodriguez
9	Melody Wogatzke	Teacher	Melody Wogatzke
10	Laura Espinza	Teacher	Laura Espinza
11	Karla A. Sigmond	Principal	Karla A. Sigmond

Thank you!

Susanireland@co.imperial.ca.us.  
or  
s.ireland-ivcrc@gmail.com

# Booker T. Washington School

## School Site Council/ELAC Meeting

### Sign-in Sheet

Date: January 14 2015

Time: 4:00 A.M.

	Name	Job Title	Signature
1	Denise mange	Parent	Denise mange
2	Iracema Torres	Parent	
3	Susan Ireland	Parent	Susan Ireland
4		Parent	
5		Parent	
6	GERARDO PARRA	Classified Staff	Gerardo Parra
7	Norma Villacuna	ELAC Teacher	Norma Villacuna
8	M Rodriguez	Teacher	M Rodriguez
9	Melody Wogatzke	Teacher	Melody Wogatzke
10	Laura Esparza	Teacher	Laura Esparza
11	Karla A. Sigmond	Principal	Karla A. Sigmond

Thank you!

Susanireland@co.imperial.ca.us.  
or  
s.ireland-ivcrc@gmail.com

**School Site Council/English Language Advisory Committees  
Washington Elementary School  
223 First Street  
El Centro, California 92243**

Minutes  
Regular Meeting  
January 14, 2015

**1. Welcome and Introductions/Bienvenidos e Introducciones**

**2. Call to Order/Tomar Lista**

The meeting was called to order by Ms. Sigmond, Washington School Principal, at 4:00 p.m.

Members Present

K. Sigmond, Principal  
D. Mange, Parent/SSC Representative  
I. Torres, Parent/SSC Representative  
M. Wogatzke, Teacher/Secretary and SSC Representative  
N. Villicana, Teacher/Secretary and ELAC-DELAC Representative  
D. Rodriguez, Teacher/ELAC Representative  
Mr. Parra, Teacher's Assistant  
S. Ireland, Parent

Members Absent

I. Andrade, Parent/President and ELAC-DELAC Representative  
M. Jardin, Parent/SSC Representative

**3. Action Items/Temas de Accion**

- SSC Minutes: Minutes from last meeting to be presented at the next meeting for approval.

**4. Information Items/Temas de Informacion**

- Safe School Plan/Plan de Seguridad: Ms. Sigmond asked that the SSP be discussed later in the meeting. All members agreed.
- Attendance/Asistencia: Washington School continues to face issues with attendance. Student absenteeism is a concern. Suggestion by Ms. Ireland to offer parenting classes to address high absences at our school. Ms. Sigmond stated she would work on that. She also explained that an officer also becomes involved when students reach excessive absences.
- New computers/Nuevas Computadoras: Ms. Sigmond informed the council that new computers have been purchased for every teacher in the district. Mrs. Villicana explained the crucial function these new computers have in enhancing student engagement. Also, a new computer mobile lab with 70 computers is now available at each school site in order to offer students the opportunity to

familiarize themselves with these computers which will be used to take the upcoming SBAC test. A schedule will be developed to rotate this mobile lab within the school.

- *ASB Winter Dance/Baile de Invierno*: Ms. Esparza gave details on the upcoming ASB Winter Dance to be held on Thursday, Jan 29. ASB will also be selling Valentine-o-grams.
- *Beautification Day in March*: Ms. Sigmond contacted Lowes regarding donating items for this day. Mr. Parra shared about the successful Beautification Day held at McKinley School where about 75 IVC students volunteered that day. He offered to contact SDSU to recruit students from there.  
Ms. Ireland asked if her son, Darren, could start an herb garden at our school since he is growing one at the Resource Center. Mr. Rodriguez and Ms. Sigmond will look into this possibility.
- *PTO*: Ms. Mange reported that the next activities for PTO are a father-daughter dance in February and a Mother-Son Dance in May. Mr. Rodriguez expressed concern about some students not having a parent to come with them to this dance so perhaps it would be better to rename it to parent-student dance.  
Ms. Mange reported that The Santa Secret Shop went well and students were excited. Ms. Sigmond added that the meaning behind the Secret Shop is reinforcing the concept about giving to others.  
A question about Bear Bucks was addressed by Ms. Esparza who gave an update on the Bear Bucks System that started in ASES but is no longer in place.  
Ms. Mange inquired about reduction of fieldtrips in the last year. Mr. Rodriguez and Ms. Sigmond explained that the school bus rate is higher now. A suggestion was made by Ms. Ireland to connect with service clubs for donations.
- *Safe School Plan*: SSP was given to all members present for input and approval. SSP to be discussed/approved at next meeting in order to allow members to read and evaluate current SSP. The SSP Binder was offered by Ms. Sigmond to anyone who would like to see it at her office. Clarification was made by Ms. Sigmond regarding the Safe School Plan approved this year to be used next year.
- *Other/Temas adicionales para la siguiente junta*: Status of Washington School's Cheerleading Squad.

**5. Next Meeting**

January 21 at 4:00 p.m. (Approval of the Safe School Plan)

**6. Adjournment/Conclusion de la Junta**

Motion to adjourn the meeting was made by Ms. Sigmond and seconded by Mr. Rodriguez. All members present voted in favor to adjourn.

**School Site Council/English Language Advisory Committee  
Washington Elementary School  
223 South First Street  
El Centro, California 92243**

**Minutes  
Regular Meeting  
November 19, 2014**

1. Call to Order

The meeting was called to order by Ms. Sigmond, Washington School Principal, at 7:30 a.m.

Members Present

K. Sigmond, Principal  
I. Torres, Parent  
I. Andrade, Parent  
D. Mange, Parent  
M. Jardin, Parent  
N. Villicana, ELAC/DELAC Representative (Teacher)  
D. Rodriguez, ELAC Representative (Teacher)

Members Absent

M. Wogatzke, SSC Representative (Teacher)

2. Action Items

- a. SSC Minutes: A motion was made by I. Andrade to approve the minutes of November 12, 2014. The motion was seconded by I. Torres. All members present voted in favor of this motion.
- b. Election of SSC President: Ms. Sigmond clarified that given newly found information regarding the position of President of SSC, a new election was required. As a result, a motion was made by I. Andrade to appoint herself as President of School Site Council. The motion was seconded by I. Torres. All members present voted in favor of this motion.
- c. Single Plan for Student Achievement: Ms. Sigmond highlighted information included in the Single Plan for Student Achievement. Washington School has less instructional assistants this year; issues with student attendance are being addressed in order to increase student attendance which is currently at 95%. A discussion about forming an Attendance Committee led to a motion by I. Torres to include this in this SPSA. The motion was seconded by D. Mange. All members present voted in favor of this motion. In addition, Ms. Sigmond informed council members that the recommendation to establish a partnership with Imperial Valley College had been included in the SPSA. A motion to approve the Single Plan for Student Achievement was made by I. Torres and seconded by D. Mange. All members present voted in favor of this motion.

- d. Washington School NCLB Title 1 Parent Involvement Policy: A motion was made by M. Jardin to approve this policy. The motion was seconded by D. Mange. All members present voted in favor of approving this policy.
  - e. Washington School NCLB Title 1 Professional Development: A motion was made by I. Torres to approve this document. The motion was seconded by M. Jardin. All members present voted in favor of this motion.
  - f. Consolidated Programs Effectiveness Summary:
3. Information Items:
    - a. Safe School Plan
    - b. Other
  4. Next Meeting
  5. Identification of items for next meeting: 1. Safe School Plan 2. ELAC

ECESD Safe School Plan

**SUMMARY SHEET: AREAS OF DESIRED  
CHANGE AND ACTION**

1. Data sources reviewed by Committee
  - a. 2013 – 14 Parent Survey
  - b. CST Data
  - c. 2013-14 Staff Surveys
  - d. School Site Council Suggestions
  
2. Areas needing improvement or change (from data).
  - a. Traffic Control/Visitor Parking
  - b. Campus Beautification/Shade for students
  - c. Additional Adult Supervision
  - d. Review Discipline Plan- Bully Free School Campaign
  
3. Possible causes of safety concerns in these areas.
  - a. Heavy traffic before and after school
  - b. Need shade for students, especially during hot months
  - c. Campus playground areas and yards are expansive
  - d. Ensure safety for students before, during and after school
  
4. Desired actions.
  - a. Student pick-up/drop-off areas, traffic procedures
  - b. Additional plants, flowers, shrubs, and trees for shade
  - c. Additional adult supervision
  - d. Review discipline plan, create Discipline Committee, and continue to provide education on bullying for teachers, parents, and students. Continue "Taking a Stand Against Bullying" Action Plan. Implement "Steps to Respect" curriculum. Contact local community agencies for Presentation on Bullying. Contact FACT Center and Imperial County Behavioral Health Services for presentations on Bullying.



## ECESD Safe School Plan

## DATA SUMMARY

### for Component 1 – People and Programs

Areas of Pride and Strength (Based on qualitative and quantitative data)	What Do We Want to Change? (Based on qualitative and quantitative data)
<p>1. A very slight gain on AYP for English Language Arts.</p> <p>2. Discipline has improved: Less referrals to office especially during lunch period. The implementation of the Salzman Behavior plan, Peacebuilders and Bully Free School Campaign is being successful.</p> <p>4. An average of 95% of parents Strongly Agreed and Agreed to all questions on Parent Survey.</p> <p>5. Classified and certificated staff work together to supervise our students while students are out of class and during dismissal time.</p> <p>6. Implementation of Cheer Squad, Soccer Team, Student Council, Cleaning Campaign, and Student Safety Patrol.</p> <p>7. Fire Drills are within the four minute time limit.</p> <p>8. Earthquake Drills have also been Successful.</p> <p>9. Buildings have been labeled for emergencies.</p> <p>10. Continued implementation of ASES program.</p> <p>11. Rules have been posted in designated areas.</p>	<p>1. Continue positive results in student achievement (CCSS and district benchmarks) and discipline plans, thus implement Anti-Bullying Action Plan in order to minimize bullying and harassment of students.</p> <p>2. Set goals and interventions in order to meet the CCSS target during grade level and PLC meetings.</p> <p>3. Set goals and interventions in order to meet the CCSS targets and district goals school wide and improve for all subgroups especially in the area of Language Arts.</p> <p>4. Continue high percentage of parent satisfaction.</p> <p>5. Continue student supervision out of class time and during dismissal. Additional adult supervision. Continue Student Safety Patrol program.</p> <p>6. Continue Student Pride programs.</p> <p>7. Revisit the implementation of the Character Counts Program. Look into presenters from local agencies for Anti-Bullying presentations.</p> <p>8. Continue monthly fire drills and practice Earthquake evacuation drills.</p> <p>9. Implement plan and procedures for Lock Down drills. 3 N 1 Drills to be implemented more often.</p> <p>10. Continue ASES program with a variety of activities.</p> <p>11. Encourage students to make positive choices.</p>

Adapted from Safe Schools: A Planning Guide for Action

## ECESD Safe School Plan

## DATA SUMMARY for Component 2 – Place

Areas of Pride and Strength (Based on qualitative and quantitative data)	What Do We Want to Change? (Based on qualitative and quantitative data)
<p>1. School is physically well maintained and attractive. Recommendations from the Williams Act observations have been rectified. (Old restrooms need to be refurbished.)</p> <p>2. Parents, students, and staff participate on Beautification Day on a yearly basis. Trees, flowers, and shrubs have been added to beautify school.</p> <p>3. School has signs in front of school to route all visitors. Buildings have been labeled for emergencies and parents.</p> <p>4. Primary and intermediate students continue to have separate designated areas for play during recess. Rules have been posted at designated areas.</p> <p>5. New line up procedures and designated line up areas have been established and are being helpful.</p> <p>6. Certificated and classified staff work together to supervise students while out of class time and during dismissal times.</p> <p>7. Soccer goal posts provide our students the opportunity to play soccer during recess times, eliminating discipline problems.</p> <p>8. A "No Parking" sign and cones have been purchased to assist parents during morning drop of students.</p> <p>9. Clean-up Campaign Days for grade level participation during morning and lunch recesses.</p>	<p>1. Additional greenery needed on campus and trees for shade.</p> <p>2. Improve traffic procedures during pick-up and drop-off times. Consider designating or adding a pupil supervisor after school to assist with pick up of students.</p> <p>3. Consider ideas for community parking, such as requesting the City of El Centro to paint the curb green for limited parking time.</p> <p>4. Continue adult supervision while students are out of class and during dismissal times.</p> <p>5. Continue Student Safety Patrol Program to assist with students' discipline during recesses promoting leadership skills.</p> <p>6. Continue Soccer Team, Cheer Squad, and Student Council, Clean up campaign promoting leadership skill, good sportsmanship, and school pride.</p> <p>7. Pupil supervisors to be attentive to their jobs 100% of time. Two pupil supervisors have been added in the morning, one for playground supervision and another for cafeteria breakfast supervision. Consider one additional supervisor to assist with traffic in the morning and after school.</p> <p>8. Send letter to parents about Traffic protocols.</p> <p>9. Continue on-going maintenance of school facilities. Refurbish old restrooms.</p>

Adapted from Safe Schools: A Planning Guide for Action

## ECESD Safe School Plan

## DEVELOPING OUR GOALS

1. Based on the analysis of data and major areas of desired change, our priorities for action are as follows:
  - a. Continue to work on attaining positive results in student achievement with recognition plan and discipline plans: Review student data with teachers, students, and parents. Revisit the Character Counts Program, continue implementation of the Noah Salzman Behavior Plan for discipline, and implement Anti Bullying Campaign by providing teachers, parents and students with information, curriculum, and training on Bullying.
  - b. Review disaster and evacuation plan to include Lock down drills to be implemented on a regular basis. Practice earthquake evacuation drills a least once every quarter to include 2 N 1 Drills.
  - c. Additional greenery needed for campus and trees and continue on going maintenance of facilities.
  - d. Continue the addition of adult supervision on playground during morning recess and breakfast.
  - e. Improve traffic procedures for pick-up and drop-off of students. Consider adding a pupil supervisor to assist with loading and unloading of students before and after school. Consider ideas for visitor parking.
2. Our overall goals for the 2015-16 school year are:
  - Component 1:
    - a) Continue to work on attaining positive student results in achievement with recognition plan and discipline plans: Character Counts Program, Bully Free School Campaign, and Salzman Behavior Plan, staff, students and parent presentations and curriculum on Bullying.
    - b) Additional Pupil Supervisor and hours
    - c) Meet annual CCSS targets and district goals
    - d) Continue student soccer team, cheer squad, student council ASES folklorico and cleaning campaign.
  - Component 2:
    - a) Additional greenery and trees or shade structures.
    - c) Improve traffic flow & establish visitor parking
    - d) Continue physical maintenance of facilities/campus and refurbish old restrooms.
    - c) Continue student Safety Patrol Program

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

School	TK	Space	FTE	K	Space	FTE	1st	Space	FTE	2nd	Space	FTE	3rd	Space	FTE	4th	Space	FTE	5th	Space	FTE	6th	Space	FTE	7th	8th	FTE	SDC	FTE	RSP	Totals	Total FTE						
De Anza				25	0	1	31	0	1	52	12	2	56	8	2	33	2	1	70	0	2	61	9	61	9	61	70				61	70	4	15	1	1	474	17.0
Desert Garden				50	0	2	55	7	2	54	10	2	32	0	1	50	20	2	61	9	2	35	0	35	0	1								354	14.0			
Harding	20	2	1	68	7	3	69	24	3	83	13	3	77	19	3	35	0	1	64	6	2	66	4	2	2								497	20.0				
Hedrick	21	1	1	48	2	2	61	1	2	64	0	2	63	1	2	61	9	2	68	2	2	65	5	2	2								467	17.0				
ML King	19	3	1	45	5	2	54	8	2	52	12	2	59	5	2	60	10	2	57	13	2	57	13	2	2							409	16.0					
Lincoln				49	1	2	62	0	2	61	3	2	56	8	2	69	1	2	35	0	1	58	12	2	2							415	16.0					
McKinley				45	5	2	57	5	2	64	0	2	53	11	2	59	11	2	60	10	2	60	10	2	2							413	16.0					
Sunflower				50	0	2	56	6	2	59	5	2	64	0	2	70	0	2	68	2	2	56	14	2	2							441	16.0					
Washington	15	7	1	47	3	2	59	3	2	49	15	2	63	1	2	62	8	2	58	12	2	57	13	2	2							426	17.0					
Home School	4		1	11		1	7			4		1	4		6			3	3		0			1	3	5	1	0	1	1	368	14.0						
Kennedy																																684	27.0					
Wilson																																	6	1.0				
YOP																																						
<b>District Totals</b>	<b>79</b>	<b>13</b>	<b>51.0</b>	<b>438</b>	<b>23</b>	<b>18.0</b>	<b>511</b>	<b>54</b>	<b>18.0</b>	<b>542</b>	<b>70</b>	<b>19.0</b>	<b>527</b>	<b>53</b>	<b>18.0</b>	<b>505</b>	<b>61</b>	<b>16.0</b>	<b>544</b>	<b>54</b>	<b>17.0</b>	<b>515</b>	<b>80</b>	<b>17.0</b>	<b>558</b>	<b>592</b>	<b>19.0</b>	<b>190</b>	<b>122.5</b>	<b>105</b>	<b>5001.0</b>	<b>193.0</b>						
Waiting List	0			0			0			0			0			0			0			0			0	0					0							
Pending List	0			0			0			0			0			0			0			0			0	0					0							

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

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

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

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

Notes:

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

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

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

#### Number of Cases Referred to Local District SARB

GRADE LEVEL	MALE	FEMALE	BEHAVIOR	IRREGULAR ATTENDANCE	HABITUAL TRUANT	COURT REFERRALS	TOTALS
K	0	0	0	0	0	0	450
1	0	0	0	0	0	0	527
2	0	0	0	0	0	0	560
3	0	0	0	0	0	0	546
4	1	0	0	1	1	1	520
5	0	0	0	0	0	0	570
6	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							
<b>TOTALS 21</b>	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	SCHOOLS											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
<b>TOTAL</b>	<b>474</b>	<b>354</b>	<b>477</b>	<b>443</b>	<b>390</b>	<b>415</b>	<b>413</b>	<b>441</b>	<b>411</b>	<b>368</b>	<b>690</b>	<b>43</b>	<b>5001</b>

Grade School	SCHOOLS - 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
<b>Total</b>	<b>21</b>	<b>33</b>	<b>60</b>	<b>48</b>	<b>21</b>	<b>47</b>	<b>36</b>	<b>36</b>	<b>53</b>	<b>29</b>	<b>36</b>	<b>0</b>	<b>420</b>

**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
<b>Total</b>	<b>105</b>	<b>12</b>	<b>72</b>	<b>180</b>	<b>148</b>	<b>260</b>	<b>236</b>	<b>191</b>	<b>199</b>	<b>175</b>	<b>143</b>	<b>0</b>	<b>1721</b>

**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
<b>Total</b>	<b>51</b>	<b>6</b>	<b>27</b>	<b>108</b>	<b>75</b>	<b>159</b>	<b>159</b>	<b>112</b>	<b>131</b>	<b>118</b>	<b>87</b>	<b>0</b>	<b>1,033</b>



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	
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>14</b>	<b>0</b>	<b>21</b>

# Safe School Plan Information

## El Centro Elementary School District Teacher Survey 11-12

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

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

### Clear School Mission

1. The principal frequently communicates the school's vision and mission through his or her actions. \_\_\_\_\_

### High Expectations for Success

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

### Instructional Leadership

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

### Frequent Monitoring of Student Progress

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

### Opportunity to Learn and Student Time on Task

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

### Safe and Orderly Environment

14. The school climate is warm and supportive of children. \_\_\_\_\_
15. Children feel safe at this school. \_\_\_\_\_
16. The school building and grounds are attractive and clean. \_\_\_\_\_
17. Discipline is consistent and fair at this school. \_\_\_\_\_
18. Teachers and administrators show respect toward students. \_\_\_\_\_

### Home/School Relations

19. I make contact with at least 3 parents a week regarding their child's progress. \_\_\_\_\_
20. I keep parents informed about their child's progress. \_\_\_\_\_

## **2011-2012 Teacher Survey**

### **B. T. Washington Staff Survey Summary**

- 193 responses indicated that they strongly agree in most areas.
- 104 responses indicated that they agree in all areas.
- 11 responses indicated that they disagreed in a few areas.
- 0 responses indicated that they strongly disagreed.
- 0 responses were not sure

**The area where there were some responses with disagree was “High Expectations for Success.” These include the following:**

- 2. “I believe that all my students can attain mastery of core curriculum”

**Another area with some “Disagree” was in “Home/School Relations”.**

Based on these findings the following shall be implemented:

- 19. I make contact with at least three parents a week regarding their child’s progress.
- 20. I keep parents informed about their child’s progress.

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

	SA	A	D	SD	NS
Clear School Mission					
Principal frequently communicates the school's vision and mission through his/her actions.	16	2			
High Expectations for Success					
I believe that all students can attain mastery of core curriculum.	7	7	3		
I feel I have been provided adequate support/training to help all students mastery of core content.	12	5			
I feel that it is my responsibility to ensure that all students succeed.	13	4			
Instructional Leadership					
The school principal has high expectations for the staff.	16	1			
I am pleased with the leadership provided by the principal.	12	5			
The principal provides ongoing feedback on classroom instruction to staff.	15	2			
Faculty meetings and staff development activities support my skills in teaching.	9	7			
Frequent Monitoring of Student Progress					
I explain to each student how he/she is doing.	11	6			
I use Language Arts/Math assessments to guide my instruction.	14	4			
I review assessment results (OARS or other) on a monthly basis.	9	5			
Opportunity to Learn and Student time on Task					
I am able to follow Language Arts/Math/Science pacing guides and complete activities in the allotted time frame.	8	7	1		
Estimate the number of minutes used during the day for transitions, Morning routines, reviewing homework, etc. ___ minutes.	1@5, 2@10, 2@20, 8@30				
Safe and Orderly Environment					
The school climate is warm and supportive of children.	12	4			
Children feel safe at this school.	7	8			
The school building and grounds are attractive and clean.	6	9	2		
Discipline is consistent and fair at this school.	3	9	1		
Teachers and administrators show respect toward students.	9	6			
Home/School Relations					
I make contact with at least three parents a week regarding their child's progress.	5	8	2		
I keep parents informed about their child's progress.	9	5	2		
	193	104	11		

Recap: 193 responses indicated that they strongly agreed in most areas, 104 responses indicated that they agreed in some areas, 11 responses indicated that they disagreed in a few areas. Question #13 varied in responses. A significant number of responses indicated that transition time took 30 minutes throughout the day. Three teachers did not respond to survey.

Due to Jeannette: June 10, 2014

Advance Data Collection for the Uniform Management Information Reporting System (UMIRS) for the Consolidated Application, Part I

For Complete ConApp Part I Instructions Refer to:

<http://www.cde.ca.gov/fq/fo/ca/>, select Part 1 and then "Instructions"

Site Name

Washington School

County-District-School Code

1363123-6008486

Report Period

2013-2014

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)	1	15
	48900(a)(2)		
	48900(b)		3
	48900(c)		
	48900(d)		
	48900(e)		
	48900(f)		1
	48900(g)		1
	48900(h)		
	48900(i)		4
	48900(j)		
	48900(k)		37
	48900(l)		
	48900(m)		
	48900(n)		1
	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		
	48900.3		
	48900.4		
	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	1	62	

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 EI 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														
Alt Ed														
Grand Total	4,922	396	8.00%	1,002	12	9	21	21	2	14	6	1	21	11

Notes:

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

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

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

#### Number of Cases Referred to Local District SARB

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

*\*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	S C H O O L S											TOTAL	
	1	2	3	4	5	6	7	8	9	10	11		Home School
School	De Anza	Desert Garden	Harding	Hedrick	M L K	Lincoln	McKinley	Sunflower	Washington	Kennedy	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	S C H O O L S - Chronic Absentees (absent 10% or more of totalschool days in the year)											TOTAL	
	1	2	3	4	5	6	7	8	9	10	11		Home School
School	De Anza	Desert Garden	Harding	Hedrick	M L K	Lincoln	McKinley	Sunflower	Washington	Kennedy	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

# **Booker T. Washington Elementary School**

## **Spanish Parent Survey 2010-2011 Summary**

1. 98% of our parents agree that our teachers and administrator show respect toward students.
2. 95% of our parents agree that their child feels safe going to and from school.
3. 95% of our parents agree that their child feels safe while at school.
4. 88% of our parents agree that their child is free from bullying or harassment at school.
5. 97% of our parents agree that discipline is consistent and fair at this school.
6. 97% of our parents agree that the principal and teachers have high expectations for student learning.
7. 97% of our parents agree that leadership provided by the principal supports student achievement.
8. 94% of our parents agree that when they have questions or concerns, the principal/staff respond promptly.
9. 97% of our parents agree that they receive adequate notice about school events.
10. 86% of our parents agree that the principal's presentation during Back to School Night was informative and helpful.
11. 98% of our parents agree that they are aware of what their child is expected to learn at his/her grade level.
12. 97% of our parents agree that they are kept informed about their child's progress in a timely manner.

13. 98% of our parents agree that they receive school communication in a language they can understand.
14. 94% of our parents have attended parent-teacher conferences.
15. 96% of our parents have reviewed their child's class work and homework assignments regularly.
16. 83% of our parent expressed that they have been invited to attend School Site Council and /or other advisory committee meetings.
17. 42% of our parents have participated in trainings/meetings conducted by the school.
18. 53% of our parents gave our school an A, 28% of our parents gave our school a B, and only 5% of our students gave our school a C. 13 parents did not respond to this question.

Based on this Spanish Parent Survey it is evident that at Booker T. Washington Elementary School a focus should be in the following areas of improvement:

1. Provide a program and plan to address the area of bullying.
2. Have the principal to plan and provide a more informative presentation during Back to School Night.
3. Provide, invite and promote parents to attend school trainings and meetings.
4. Have a goal of receiving a higher percentage of grades A or B for our school. Have parents respond to this part of the survey.

# **Booker T. Washington Elementary School**

## **English Parent Survey 2010-2011 Summary**

1. 96% of our parents agree that our teachers and administrator show respect toward students.
2. 96% of our parents agree that their child feels safe going to and from school.
3. 94% of our parents agree that their child feels safe while at school.
4. 79% of our parents agree that their child is free from bullying or harassment at school.
5. 88% of our parents agree that discipline is consistent and fair at this school.
6. 98% of our parents agree that the principal and teachers have high expectations for student learning.
7. 98% of our parents agree that leadership provided by the principal supports student achievement.
8. 91% of our parents agree that when they have questions or concerns, the principal/staff respond promptly.
9. 95% of our parents agree that they receive adequate notice about school events.
10. 86% of our parents agree that the principal's presentation during Back to School Night was informative and helpful.
11. 96% of our parents agree that they are aware of what their child is expected to learn at his/her grade level.

12. 99% of our parents agree that they are kept informed about their child's progress in a timely manner.
13. 95% of our parents agree that they receive school communication in a language they can understand.
14. 96% of our parents have attended parent-teacher conferences.
15. 99% of our parents have reviewed their child's class work and homework assignments regularly.
16. 77% of our parent expressed that they have been invited to attend School Site Council and /or other advisory committee meetings.
17. 38% of our parents have participated in trainings/meetings conducted by the school.
18. 52% of our parents gave our school an A, 30% of our parents gave our school a B, and only 5% of our students gave our school a C. 10 parents did not respond to this question.

Based on this Parent Survey it is evident that at Booker T. Washington Elementary School a focus should be in the following areas of improvement:

1. Provide a program and plan to address the area of bullying.
2. Have the principal to plan and provide a more informative presentation during Back to School Night.
3. Provide, invite and promote parents to attend school trainings and meetings.
4. Have a goal of receiving a higher percentage of grades A or B for our school. Have parents respond to this part of the survey.

# Washington Count and Percent Parent Involvement Survey 10-11

	Count	Percent
<b>School</b>		
Washington	94	100.00 %
<b>Total Responses</b>	<b>94</b>	<b>100 %</b>
<b>Grade</b>		
(Not Answered)	10	10.75 %
K	21	22.58 %
1	19	20.43 %
2	11	11.83 %
3	8	8.60 %
4	4	4.30 %
5	16	17.20 %
6	4	4.30 %
<b>Total Responses</b>	<b>93</b>	<b>100 %</b>
<b>Teachers and administrators show respect toward students.</b>		
Strongly Agree	56	59.57 %
Agree	36	38.30 %
Disagree	2	2.13 %
<b>Total Responses</b>	<b>94</b>	<b>100 %</b>
<b>My child feels safe going to and from school.</b>		
Strongly Agree	51	54.26 %
Agree	41	43.62 %
Disagree	2	2.13 %
<b>Total Responses</b>	<b>94</b>	<b>100 %</b>
<b>My child feels safe while at school.</b>		
(Not Answered)	1	1.06 %
Strongly Agree	56	59.57 %
Agree	35	37.23 %
Disagree	2	2.13 %
<b>Total Responses</b>	<b>94</b>	<b>100 %</b>
<b>My child is not bullied or harrassed at school.</b>		
(Not Answered)	2	2.15 %
Strongly Agree	38	40.86 %
Agree	36	38.71 %
Disagree	12	12.90 %
Strongly Disagree	2	2.15 %

# Washington Count and Percent Parent Involvement Survey 10-11

	Count	Percent
<b>My child is not bullied or harrassed at school.</b>		
Not Sure	3	3.23 %
<b>Total Responses</b>	<b>93</b>	<b>100 %</b>
<b>Discipline is consistent and fair at this school.</b>		
(Not Answered)	1	1.06 %
Strongly Agree	43	45.74 %
Agree	45	47.87 %
Disagree	3	3.19 %
Not Sure	2	2.13 %
<b>Total Responses</b>	<b>94</b>	<b>100 %</b>
<b>The principal and teachers have high expectations for student learning.</b>		
Strongly Agree	60	63.83 %
Agree	34	36.17 %
<b>Total Responses</b>	<b>94</b>	<b>100 %</b>
<b>Leadership provided by the principal supports student achievement.</b>		
(Not Answered)	1	1.06 %
Strongly Agree	55	58.51 %
Agree	38	40.43 %
<b>Total Responses</b>	<b>94</b>	<b>100 %</b>
<b>When I have questions or concerns, the principal/staff respond promptly.</b>		
Strongly Agree	55	58.51 %
Agree	37	39.36 %
Disagree	1	1.06 %
Not Sure	1	1.06 %
<b>Total Responses</b>	<b>94</b>	<b>100 %</b>
<b>I receive adequate advance notice about school events.</b>		
Strongly Agree	52	55.32 %
Agree	42	44.68 %
<b>Total Responses</b>	<b>94</b>	<b>100 %</b>

# Washington Count and Percent Parent Involvement Survey 10-11

	Count	Percent
<b>The principal's presentation during Back-To-School Night was informative and helpful.</b>		
(Not Answered)	1	1.08 %
Strongly Agree	50	53.76 %
Agree	37	39.78 %
Not Sure	5	5.38 %
<b>Total Responses</b>	<b>93</b>	<b>100 %</b>
<b>I am aware of what my child is expected to learn at his/her grade level.</b>		
(Not Answered)	1	1.06 %
Strongly Agree	63	67.02 %
Agree	30	31.91 %
<b>Total Responses</b>	<b>94</b>	<b>100 %</b>
<b>I am kept informed about my child's progress in a timely manner.</b>		
(Not Answered)	1	1.06 %
Strongly Agree	58	61.70 %
Agree	35	37.23 %
<b>Total Responses</b>	<b>94</b>	<b>100 %</b>
<b>I receive school communication in a language I can understand.</b>		
Strongly Agree	72	76.60 %
Agree	22	23.40 %
<b>Total Responses</b>	<b>94</b>	<b>100 %</b>
<b>I attended parent-teacher conferences for my child.</b>		
(Not Answered)	1	1.06 %
Yes	92	97.87 %
No	1	1.06 %
<b>Total Responses</b>	<b>94</b>	<b>100 %</b>
<b>I review my child's classwork and homework assignments regularly.</b>		
(Not Answered)	1	1.06 %
Yes	92	97.87 %
No	1	1.06 %
<b>Total Responses</b>	<b>94</b>	<b>100 %</b>



# Washington Count and Percent Parent Involvement Survey 10-11

Count      Percent

I have been invited to attend School Site Council and/or other advisory committee meetings.

Yes	75	80.65 %
No	18	19.35 %
<b>Total Responses</b>	<b>93</b>	<b>100 %</b>

I have participated in trainings/meetings conducted by the school.

(Not Answered)	4	4.26 %
Yes	40	42.55 %
No	50	53.19 %
<b>Total Responses</b>	<b>94</b>	<b>100 %</b>

If you were to give this school an overall grade, what would it be?

(Not Answered)	10	10.64 %
A	46	48.94 %
B	32	34.04 %
C	5	5.32 %
D	1	1.06 %
<b>Total Responses</b>	<b>94</b>	<b>100 %</b>

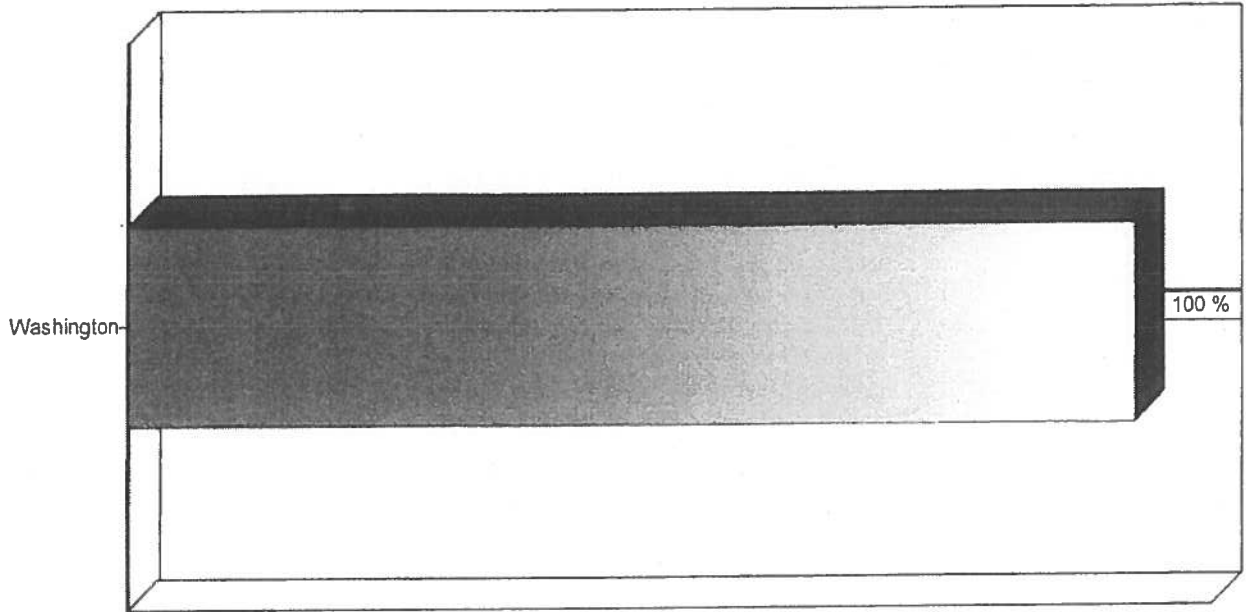
Where do you get most of your information about school?

(Not Answered)	7	4.07 %
school calendar	65	37.79 %
district	5	2.91 %
friends	3	1.74 %
children	43	25.00 %
teacher	41	23.84 %
principal	8	4.65 %
<b>Total Responses</b>	<b>172</b>	<b>100 %</b>

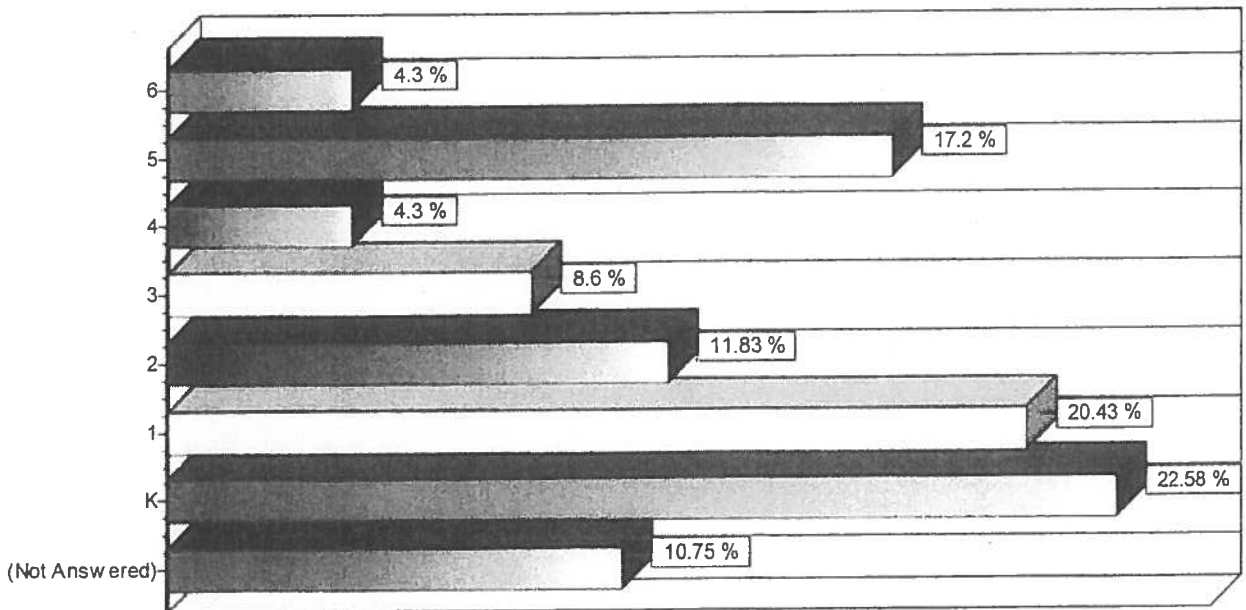
# Washington Bar Graphs

## Parent Involvement Survey 10-11

School



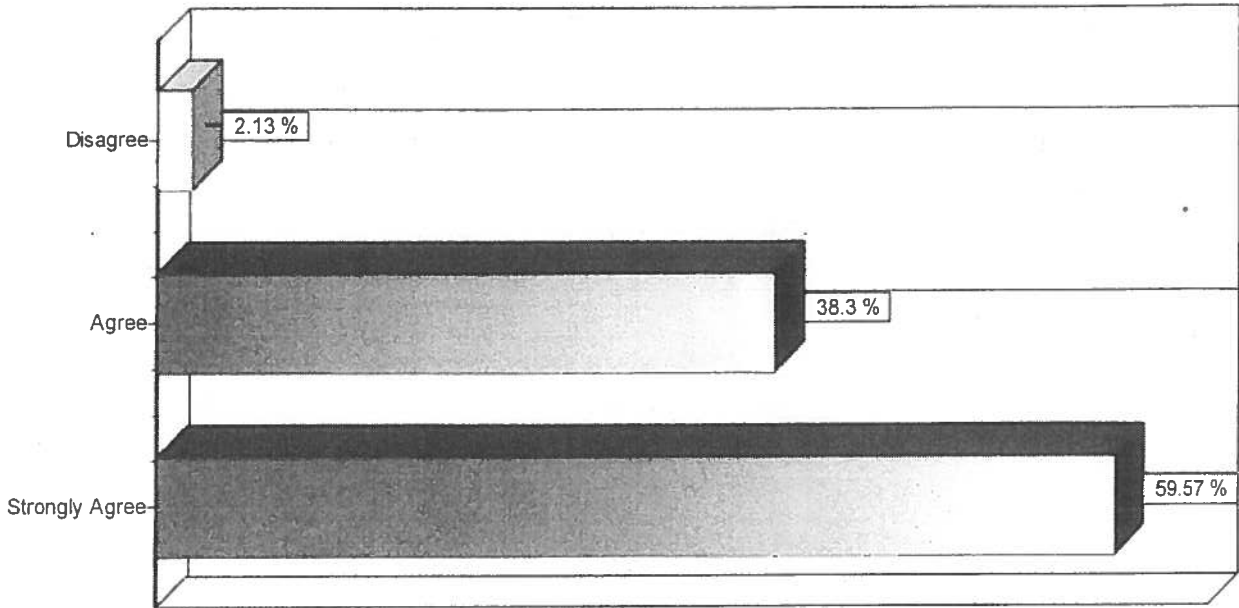
Grade



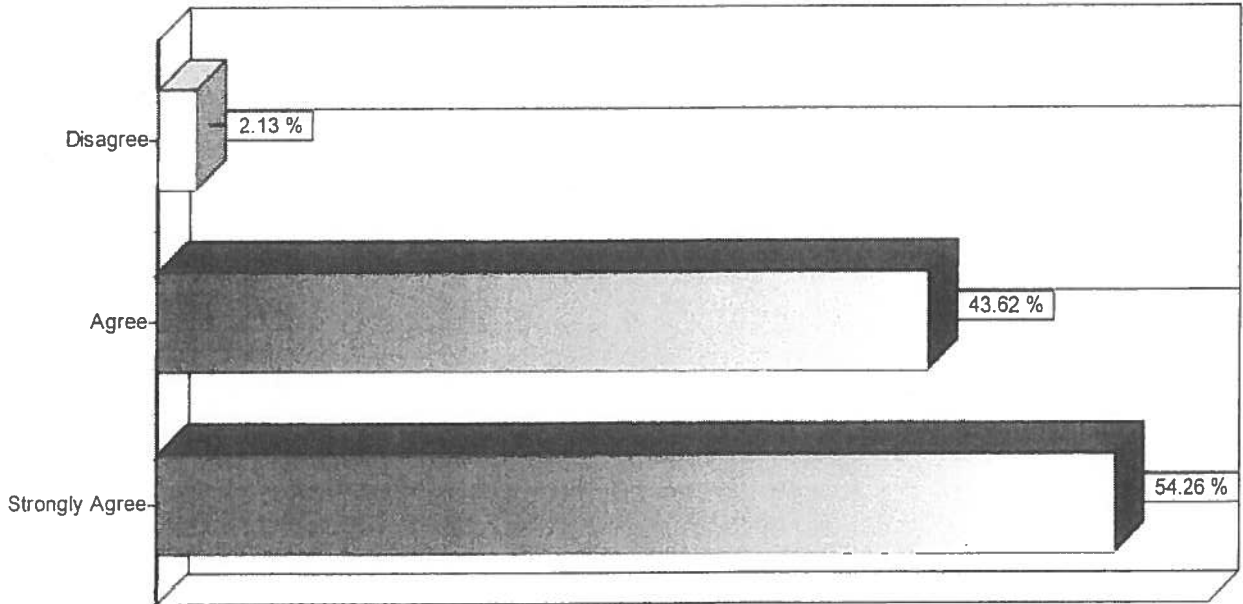
# Washington Bar Graphs

## Parent Involvement Survey 10-11

Teachers and administrators show respect toward students.



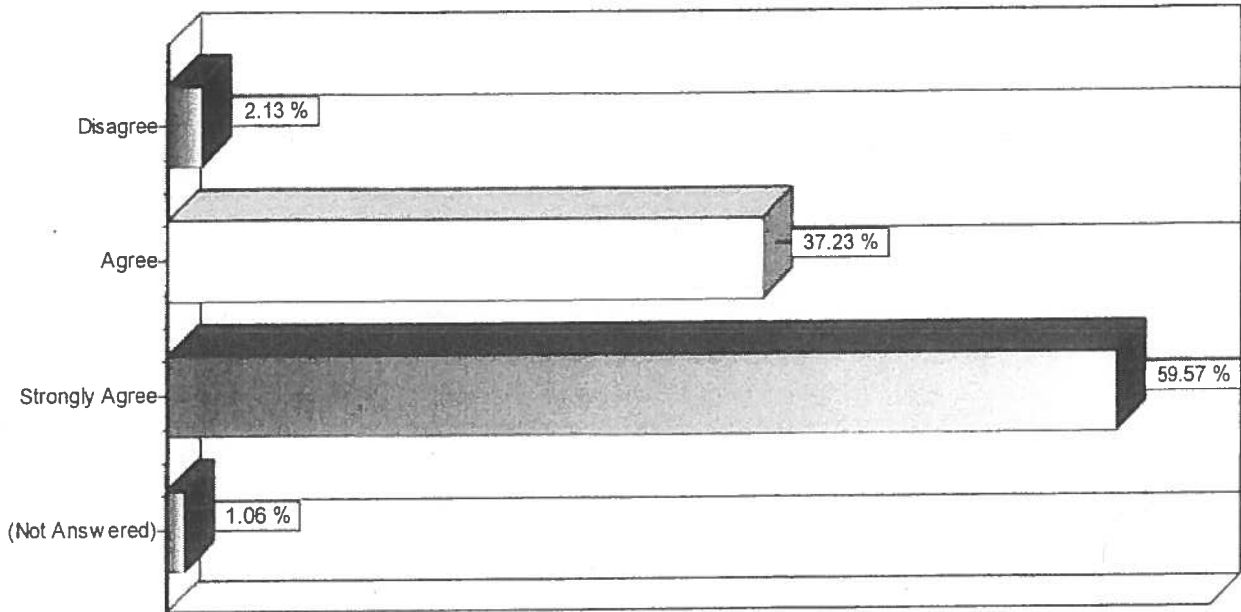
My child feels safe going to and from school.



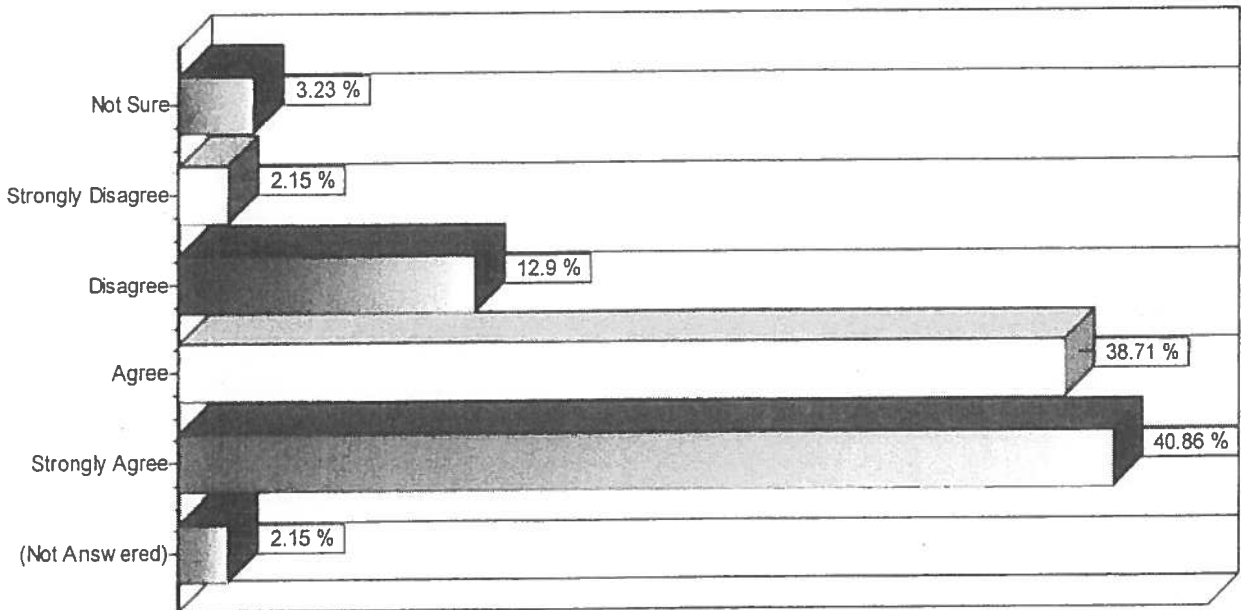
# Washington Bar Graphs

## Parent Involvement Survey 10-11

My child feels safe while at school.



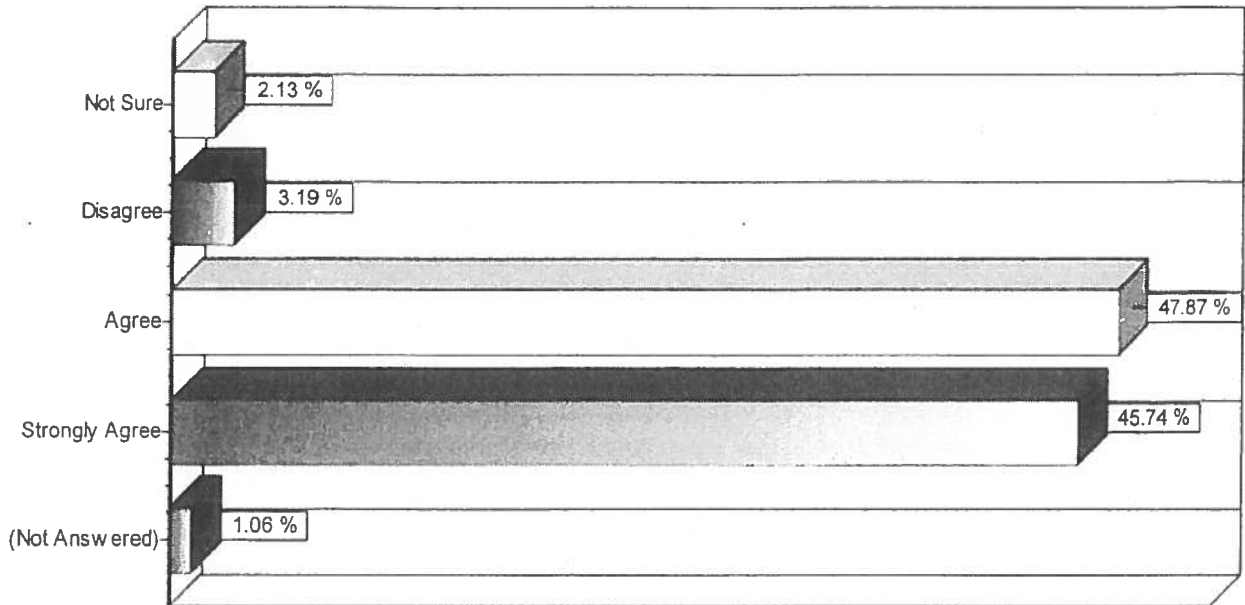
My child is not bullied or harrassed at school.



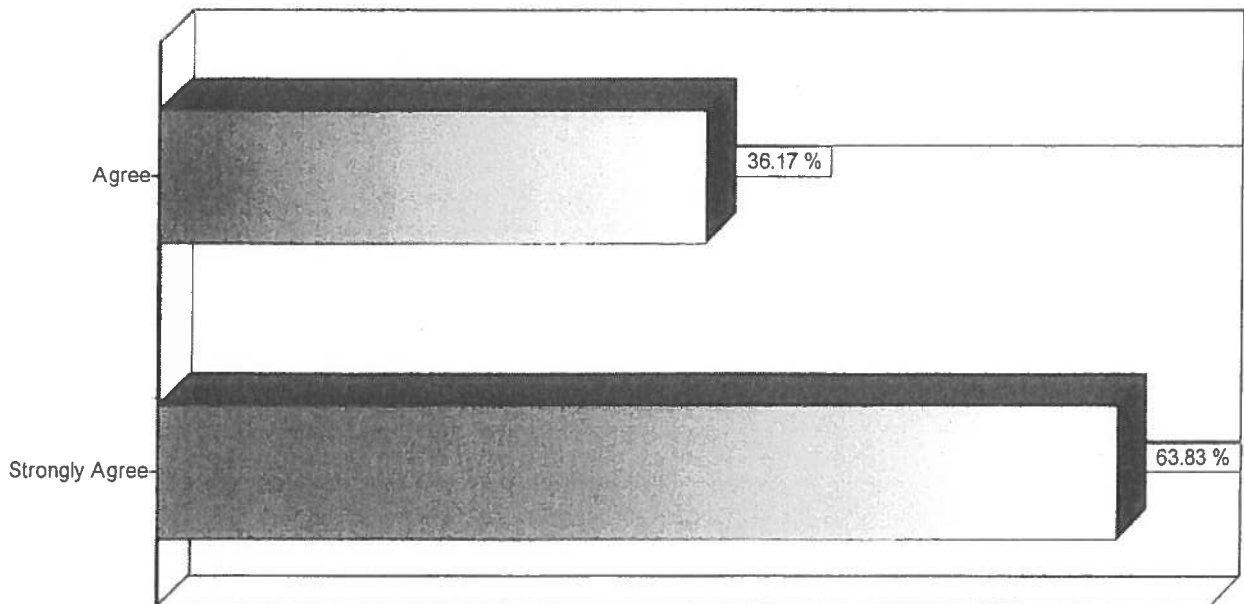
# Washington Bar Graphs

## Parent Involvement Survey 10-11

Discipline is consistent and fair at this school.



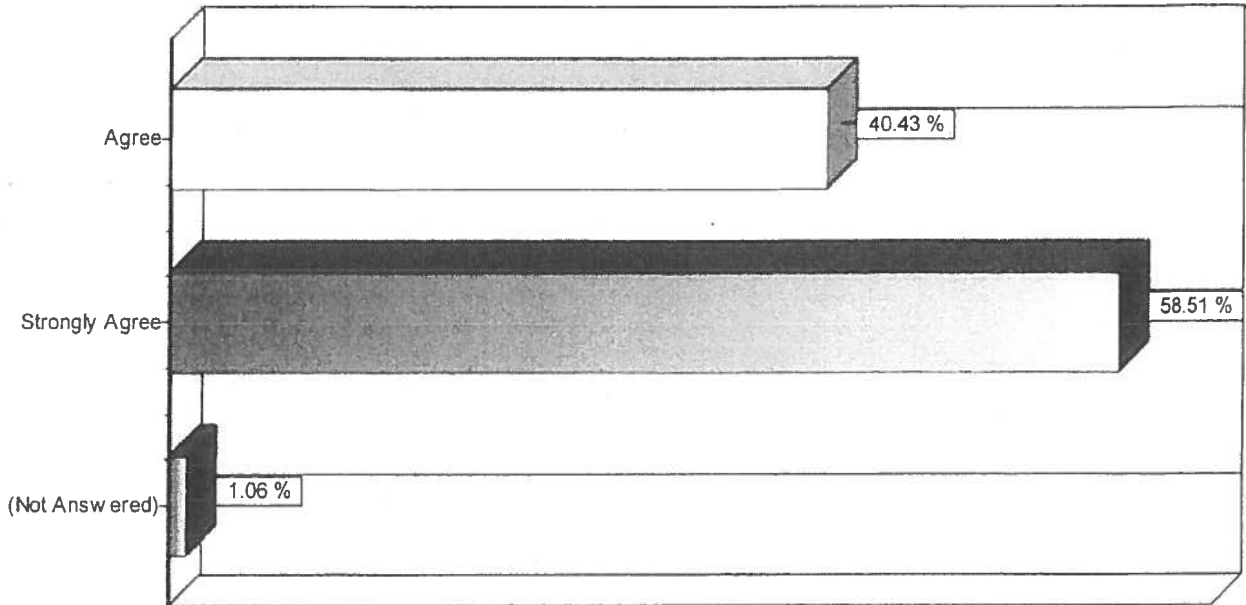
The principal and teachers have high expectations for student learning.



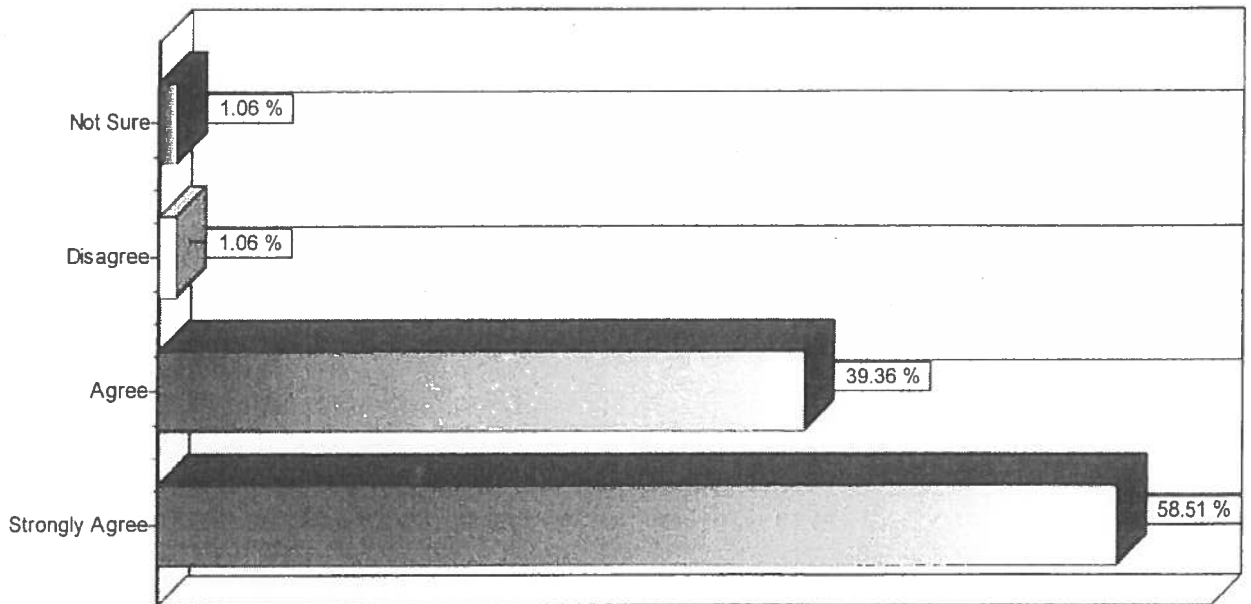
# Washington Bar Graphs

## Parent Involvement Survey 10-11

Leadership provided by the principal supports student achievement.



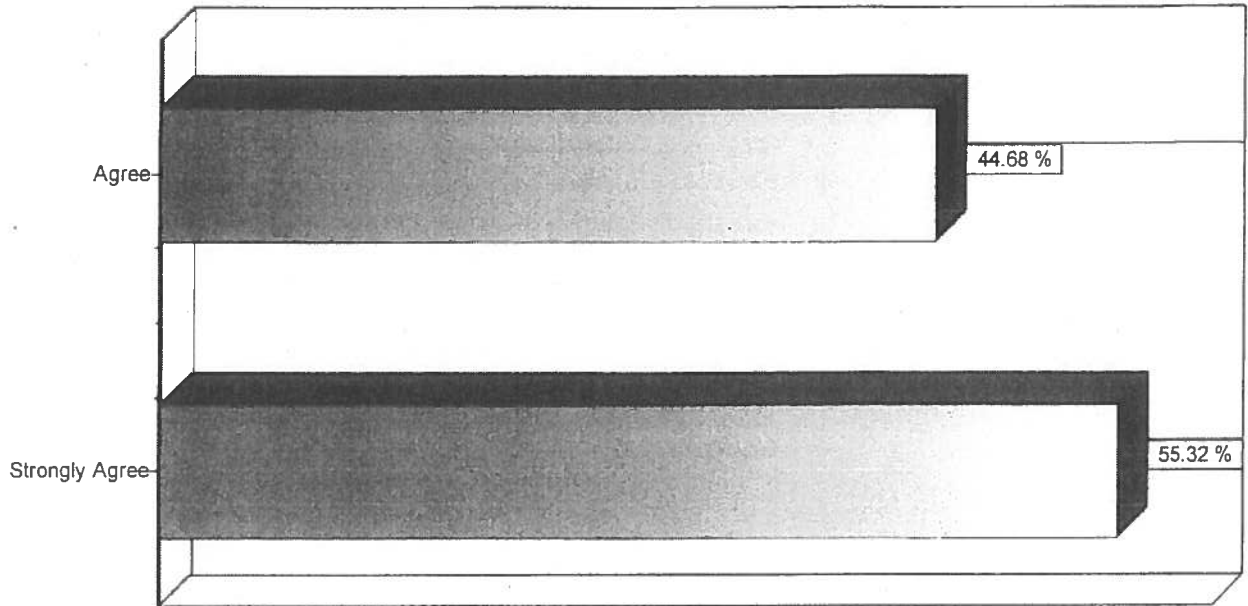
When I have questions or concerns, the principal/staff respond promptly.



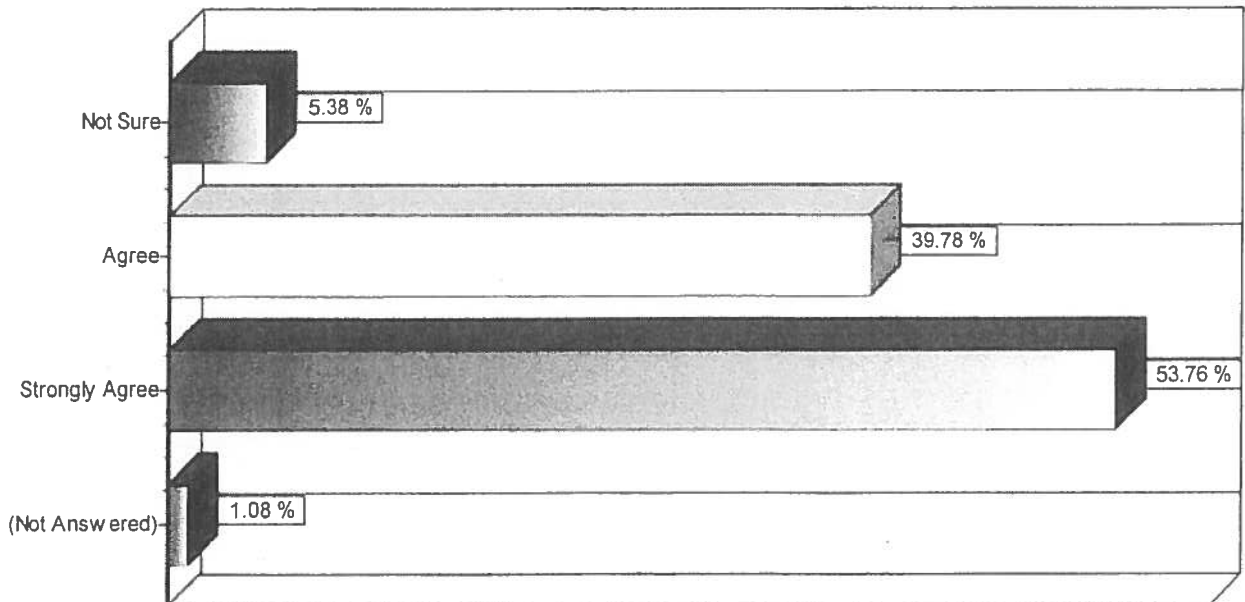
# Washington Bar Graphs

## Parent Involvement Survey 10-11

I receive adequate advance notice about school events.



The principal's presentation during Back-To-School Night was informative and helpful.

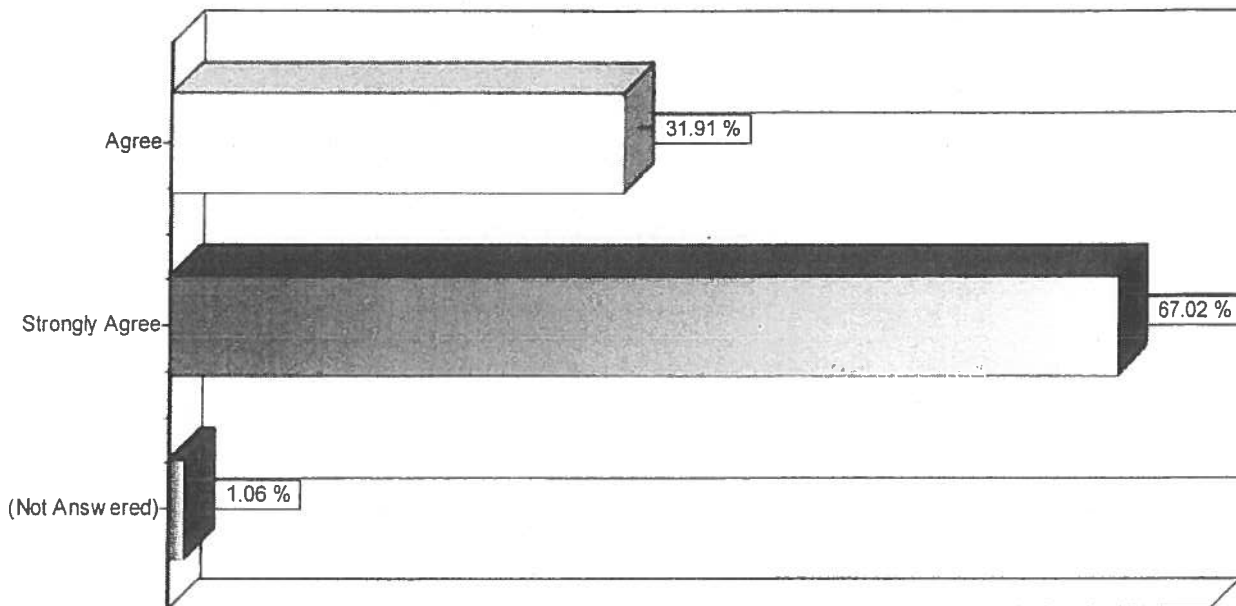


# Washington Bar Graphs

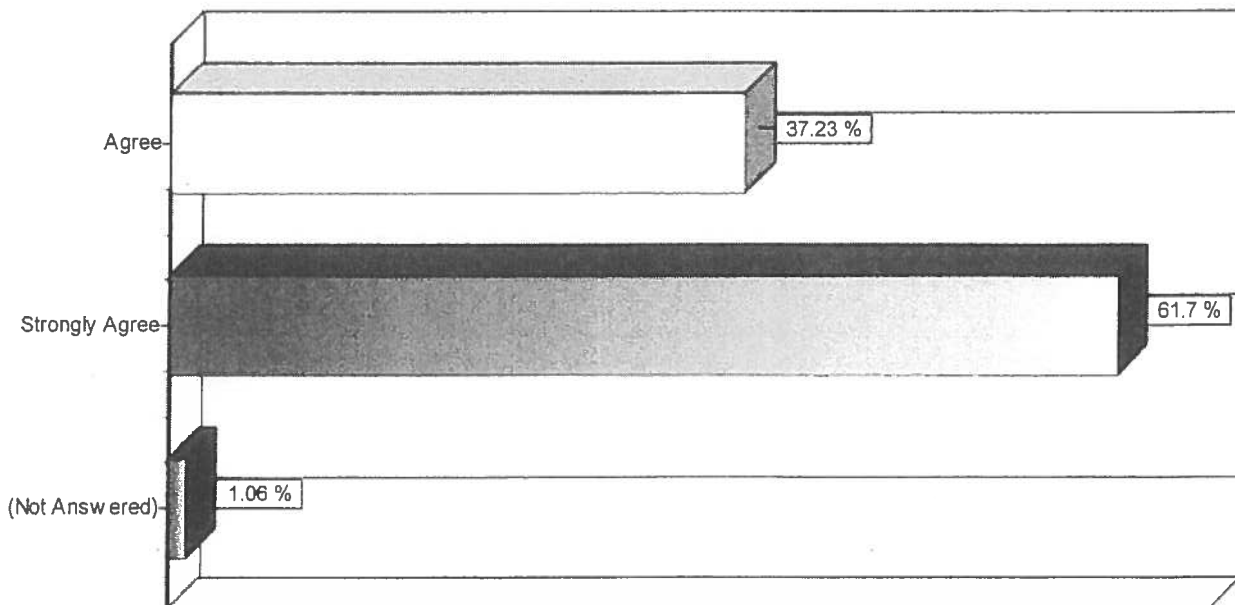
## Parent Involvement Survey 10-11

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I am aware of what my child is expected to learn at his/her grade level.



I am kept informed about my child's progress in a timely manner.

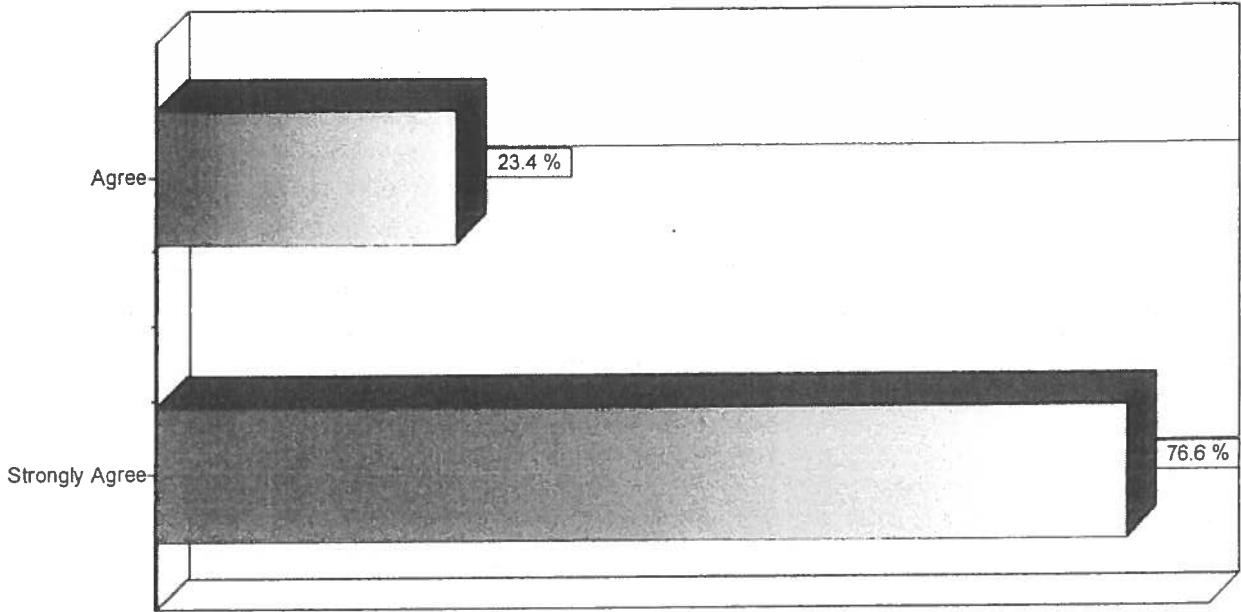




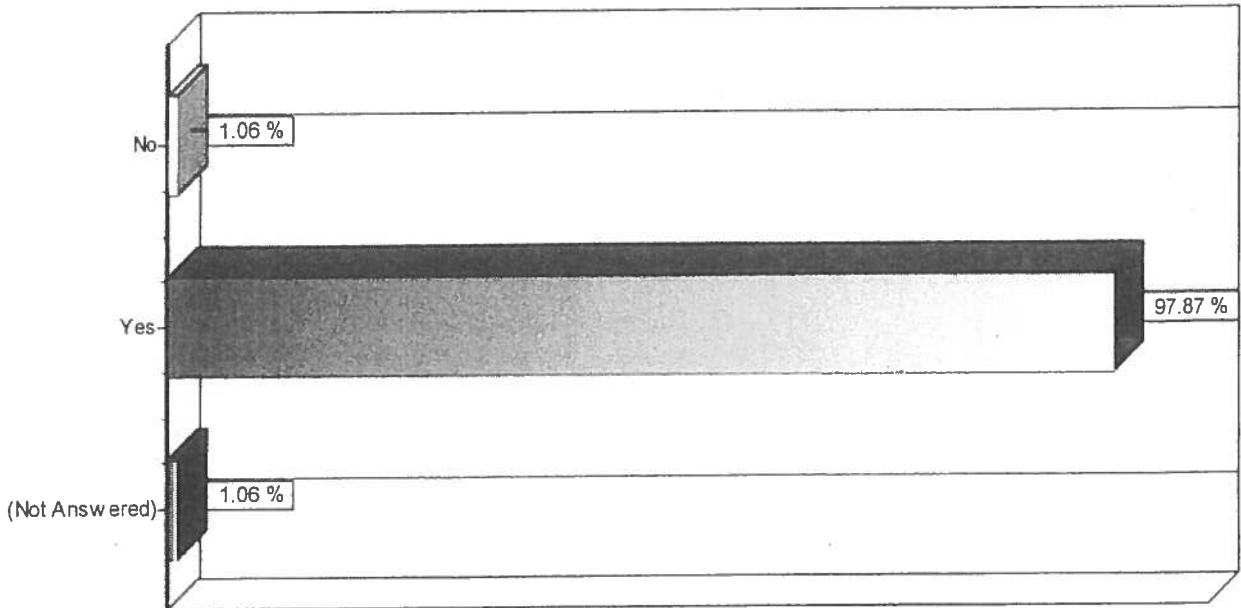
# Washington Bar Graphs

## Parent Involvement Survey 10-11

I receive school communication in a language I can understand.



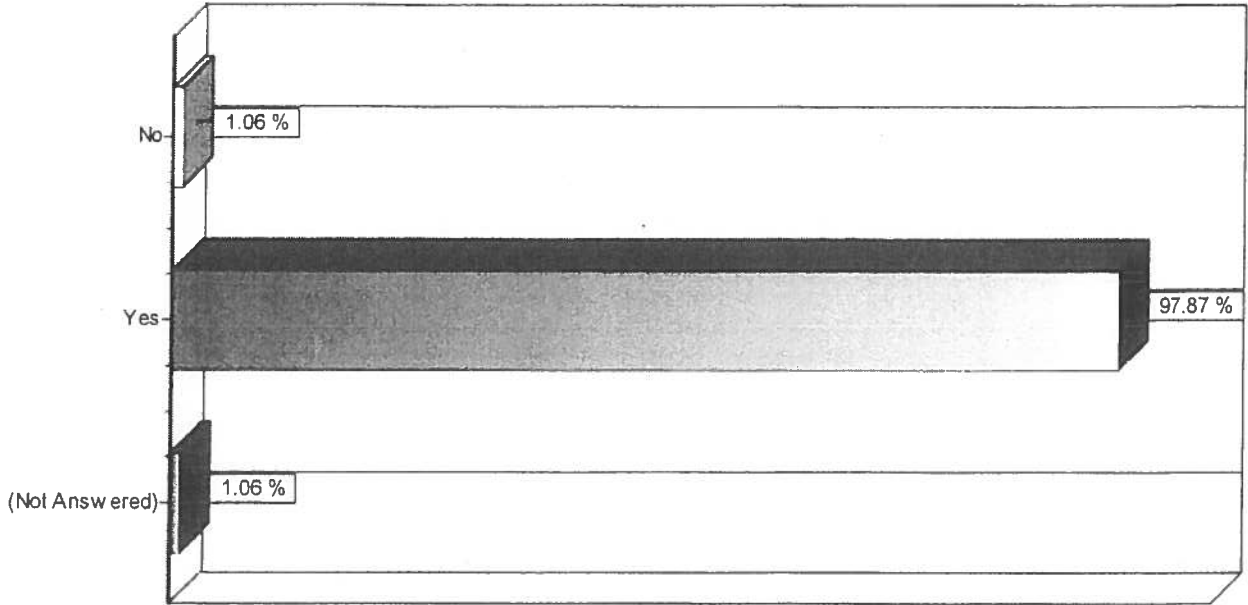
I attended parent-teacher conferences for my child.



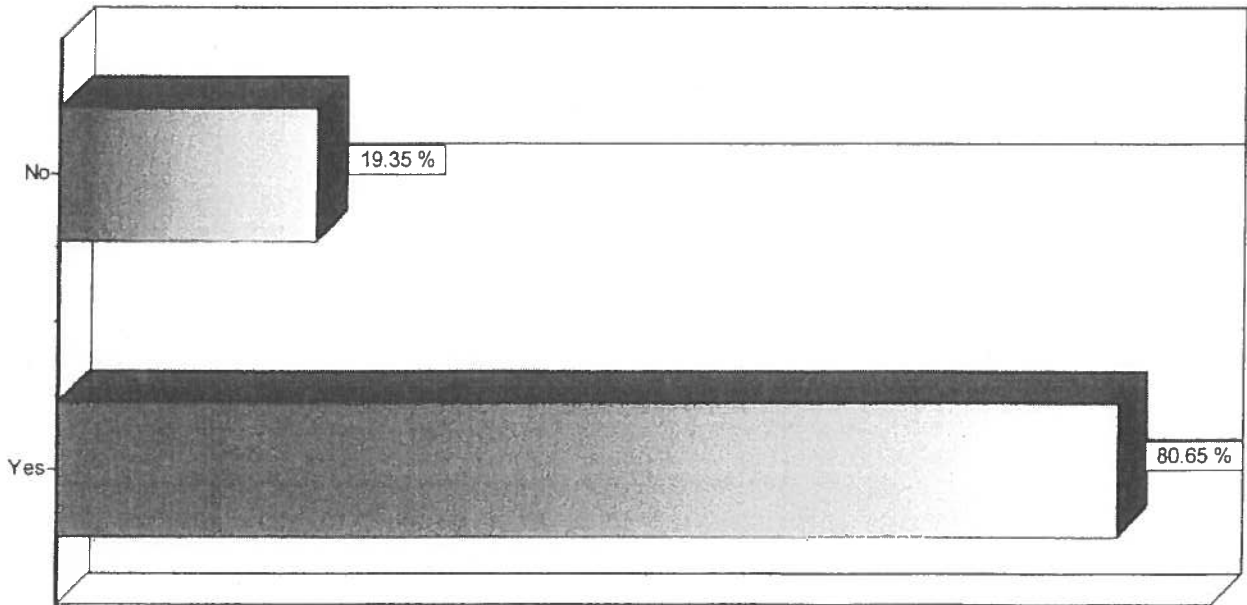
# Washington Bar Graphs

## Parent Involvement Survey 10-11

I review my child's classwork and homework assignments regularly.



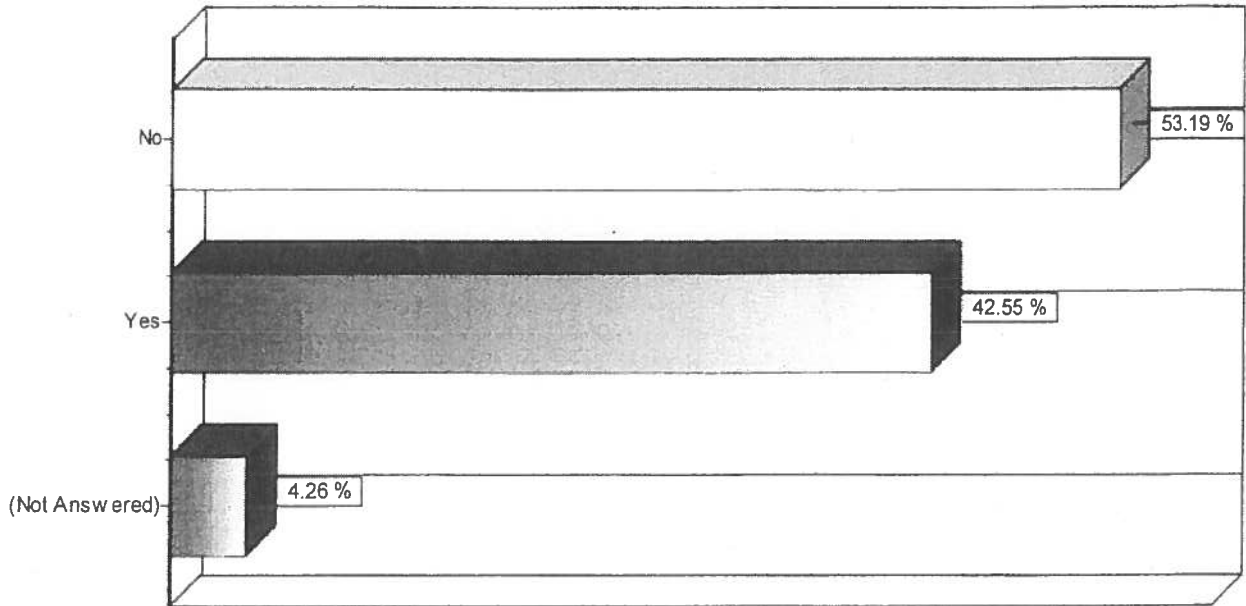
I have been invited to attend School Site Council and/or other advisory committee meetings.



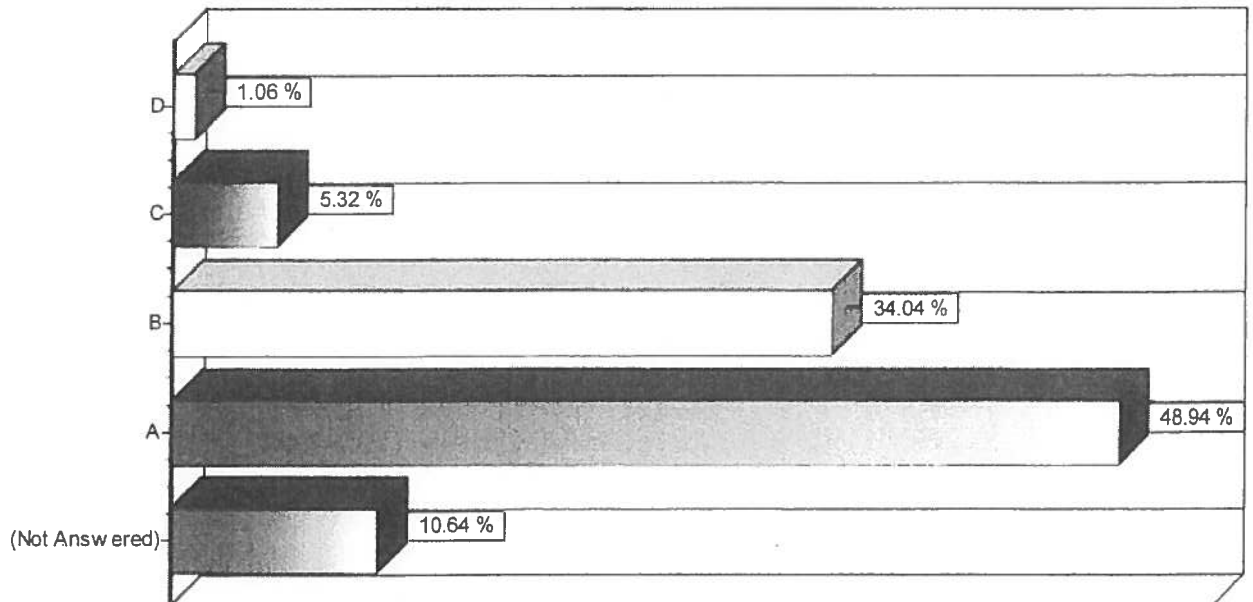
# Washington Bar Graphs

## Parent Involvement Survey 10-11

I have participated in trainings/meetings conducted by the school.



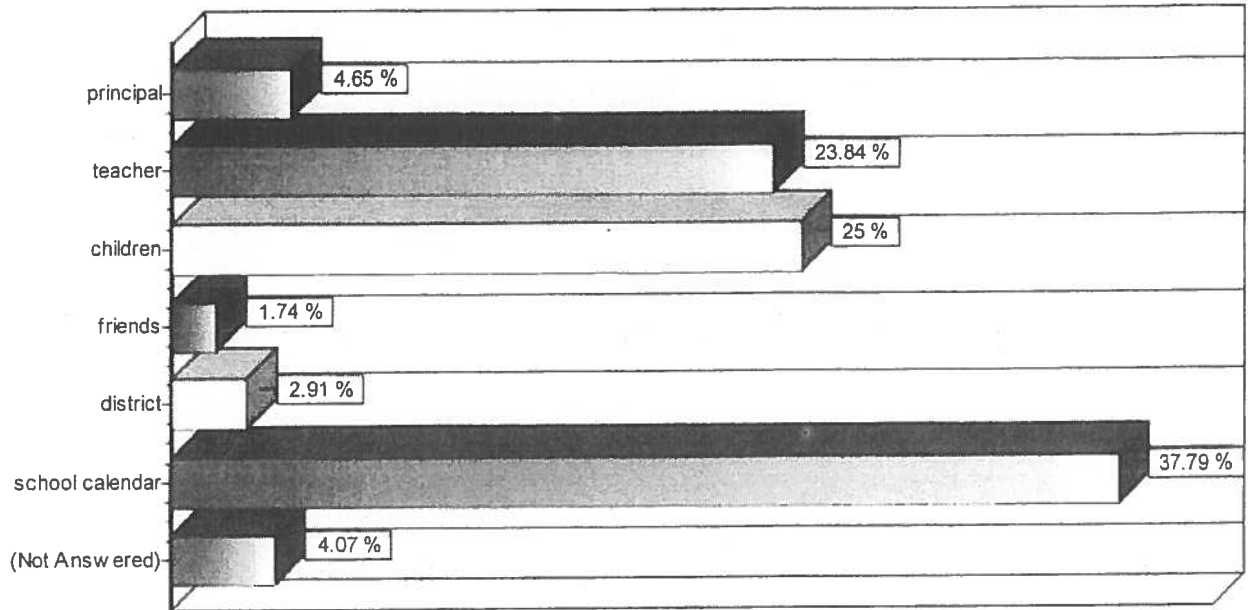
If you were to give this school an overall grade, what would it be?



# Washington Bar Graphs

## Parent Involvement Survey 10-11

Where do you get most of your information about school?



# Washington Count and Percent Parent Involvement Survey SPANISH 10-11

	Count	Percent
<b>La Escuela</b>		
Washington	110	100.00 %
<b>Total Responses</b>	<b>110</b>	<b>100 %</b>
<b>Grado</b>		
(Not Answered)	12	10.91 %
K	18	16.36 %
1	18	16.36 %
2	14	12.73 %
3	13	11.82 %
4	4	3.64 %
5	21	19.09 %
6	10	9.09 %
<b>Total Responses</b>	<b>110</b>	<b>100 %</b>
<b>Los maestros y los administradores muestran respeto hacia los alumnos.</b>		
(Not Answered)	1	0.91 %
Totalmente en Acuerdo	90	81.82 %
En Acuerdo	18	16.36 %
Totalmente en Desacuerdo	1	0.91 %
<b>Total Responses</b>	<b>110</b>	<b>100 %</b>
<b>Mi hijo/a se siente seguro yendo y viniendo de la escuela.</b>		
(Not Answered)	1	0.91 %
Totalmente en Acuerdo	76	69.09 %
En Acuerdo	31	28.18 %
Totalmente en Desacuerdo	1	0.91 %
No Se	1	0.91 %
<b>Total Responses</b>	<b>110</b>	<b>100 %</b>
<b>Mi hijo/a se siente seguro mientras está en la escuela.</b>		
(Not Answered)	1	0.91 %
Totalmente en Acuerdo	83	75.45 %
En Acuerdo	23	20.91 %
Totalmente en Desacuerdo	2	1.82 %
No Se	1	0.91 %
<b>Total Responses</b>	<b>110</b>	<b>100 %</b>

# Washington Count and Percent Parent Involvement Survey SPANISH 10-11

	Count	Percent
<b>Mi hijo/a no es intimidado o acosado/a en la escuela.</b>		
(Not Answered)	4	3.67 %
Totalmente en Acuerdo	71	65.14 %
En Acuerdo	21	19.27 %
Desacuerdo	5	4.59 %
Totalmente en Desacuerdo	4	3.67 %
No Se	4	3.67 %
<b>Total Responses</b>	<b>109</b>	<b>100 %</b>
<b>La póliza de disciplina es constante y justa en está escuela.</b>		
Totalmente en Acuerdo	76	69.09 %
En Acuerdo	29	26.36 %
Desacuerdo	1	0.91 %
Totalmente en Desacuerdo	3	2.73 %
No Se	1	0.91 %
<b>Total Responses</b>	<b>110</b>	<b>100 %</b>
<b>El director y los maestros tienen altas esperanzas para el aprendizaje de los alumnos.</b>		
(Not Answered)	1	0.92 %
Totalmente en Acuerdo	79	72.48 %
En Acuerdo	26	23.85 %
Totalmente en Desacuerdo	1	0.92 %
No Se	2	1.83 %
<b>Total Responses</b>	<b>109</b>	<b>100 %</b>
<b>El liderazgo proporcionado por el director de la escuela apoya el éxito de los alumnos.</b>		
Totalmente en Acuerdo	76	69.09 %
En Acuerdo	33	30.00 %
Totalmente en Desacuerdo	1	0.91 %
<b>Total Responses</b>	<b>110</b>	<b>100 %</b>
<b>Cuando yo tengo preguntas o preocupaciones, el director/personal responde rápidamente.</b>		
Totalmente en Acuerdo	68	61.82 %
En Acuerdo	36	32.73 %
Desacuerdo	2	1.82 %
Totalmente en Desacuerdo	2	1.82 %
No Se	2	1.82 %

# Washington Count and Percent Parent Involvement Survey SPANISH 10-11

	Count	Percent
<b>Quando yo tengo preguntas o preocupaciones, el director/personal responde rápidamente.</b>		
<b>Total Responses</b>	<b>110</b>	<b>100 %</b>
<b>Yo recibo el aviso adecuado a tiempo sobre los acontecimientos de la escuela.</b>		
(Not Answered)	1	0.91 %
Totalmente en Acuerdo	79	71.82 %
En Acuerdo	29	26.36 %
Totalmente en Desacuerdo	1	0.91 %
<b>Total Responses</b>	<b>110</b>	<b>100 %</b>
<b>La presentación del director de la escuela sobre la "Noche de Regreso a Clases" fue informativo y provechoso.</b>		
(Not Answered)	2	1.83 %
Totalmente en Acuerdo	72	66.06 %
En Acuerdo	29	26.61 %
Desacuerdo	1	0.92 %
Totalmente en Desacuerdo	1	0.92 %
No Se	4	3.67 %
<b>Total Responses</b>	<b>109</b>	<b>100 %</b>
<b>Yo estoy enterado/a de lo que se espera que mi hijo/a aprenda en su nivel de grado.</b>		
Totalmente en Acuerdo	86	78.18 %
En Acuerdo	23	20.91 %
Totalmente en Desacuerdo	1	0.91 %
<b>Total Responses</b>	<b>110</b>	<b>100 %</b>
<b>Se me mantiene informado/a del progreso de mi hijo/a a tiempo.</b>		
(Not Answered)	2	1.83 %
Totalmente en Acuerdo	82	75.23 %
En Acuerdo	23	21.10 %
Desacuerdo	1	0.92 %
Totalmente en Desacuerdo	1	0.92 %
<b>Total Responses</b>	<b>109</b>	<b>100 %</b>

# Washington Count and Percent Parent Involvement Survey SPANISH 10-11

	Count	Percent
--	-------	---------

Yo recibo comunicación de la escuela en un idioma que puedo entender.

(Not Answered)	3	2.73 %
Totalmente en Acuerdo	90	81.82 %
En Acuerdo	16	14.55 %
Totalmente en Desacuerdo	1	0.91 %
<b>Total Responses</b>	<b>110</b>	<b>100 %</b>

Yo asistí a las conferencias de padres-maestros de mi hijo/a.

(Not Answered)	1	0.91 %
Sí	104	94.55 %
No	5	4.55 %
<b>Total Responses</b>	<b>110</b>	<b>100 %</b>

Yo reviso el trabajo de la clase y la tarea de mi hijo/a frecuentemente.

Sí	108	98.18 %
No	2	1.82 %
<b>Total Responses</b>	<b>110</b>	<b>100 %</b>

Me han invitado asistir al Comité Consejero Escolar y/o otras juntas de la mesa directiva.

(Not Answered)	6	5.45 %
Sí	82	74.55 %
No	22	20.00 %
<b>Total Responses</b>	<b>110</b>	<b>100 %</b>

Yo he participado en entrenamientos/juntas conducidas por la escuela.

(Not Answered)	3	2.75 %
Sí	48	44.04 %
No	58	53.21 %
<b>Total Responses</b>	<b>109</b>	<b>100 %</b>

¿Si usted le diera una calificación total a esta escuela, cuál sería?

(Not Answered)	14	12.73 %
A	61	55.45 %
B	31	28.18 %
C	4	3.64 %
<b>Total Responses</b>	<b>110</b>	<b>100 %</b>



# Washington Count and Percent Parent Involvement Survey SPANISH 10-11

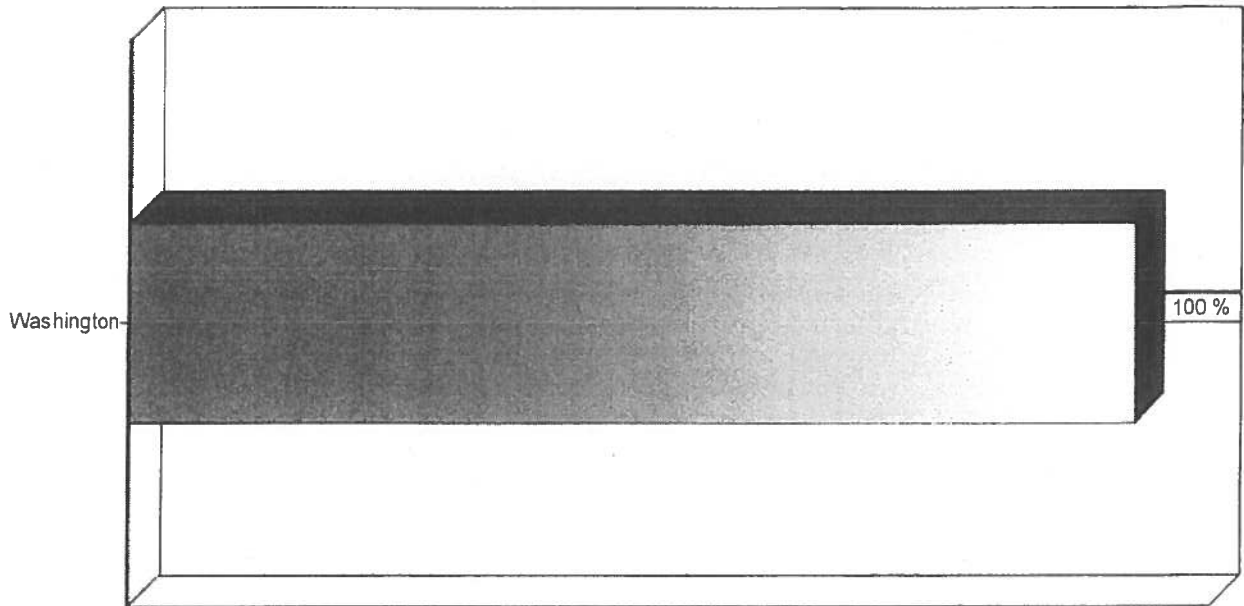
---

	Count	Percent
¿De donde obtiene la mayor parte de su información acerca de la escuela?		
(Not Answered)	17	9.09 %
calendario	62	33.16 %
distrito	19	10.16 %
amigos	6	3.21 %
niños	23	12.30 %
maestros	46	24.60 %
director	14	7.49 %
<b>Total Responses</b>	<b>187</b>	<b>100 %</b>

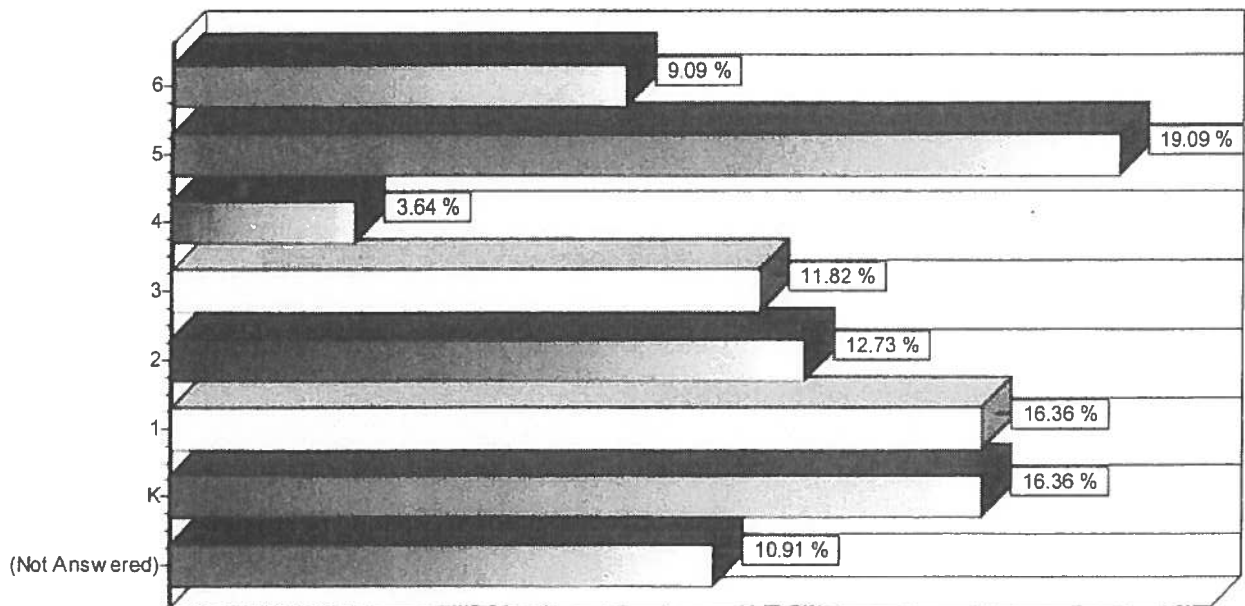
# Washington Bar Graphs

## Parent Involvement Survey SPANISH 10-11

La Escuela



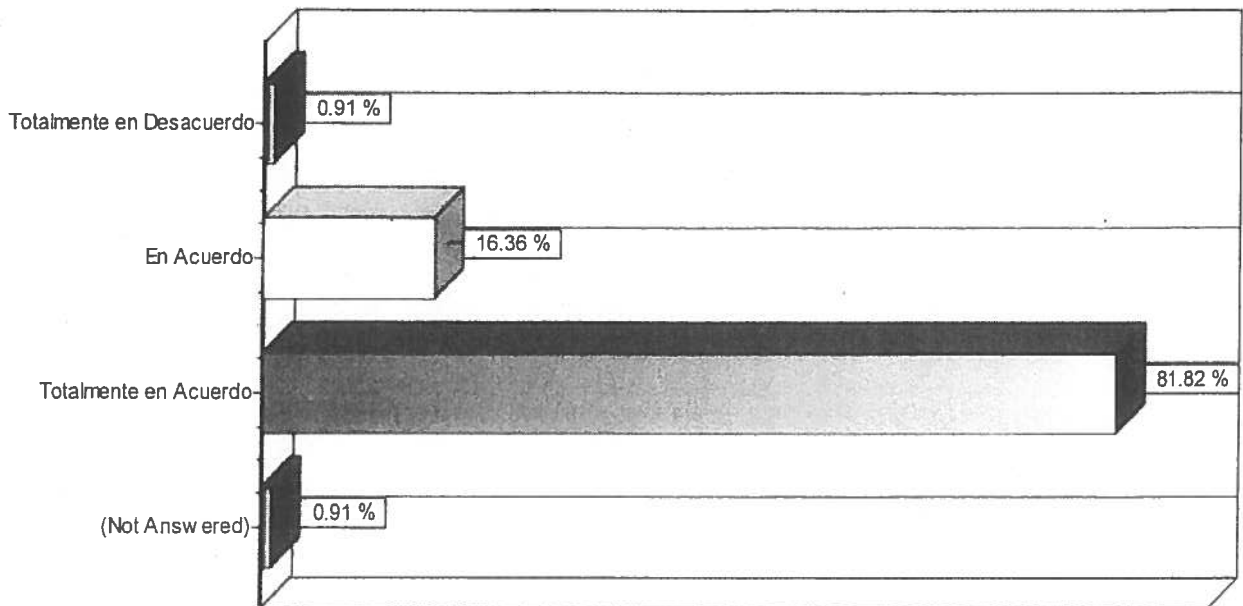
Grado



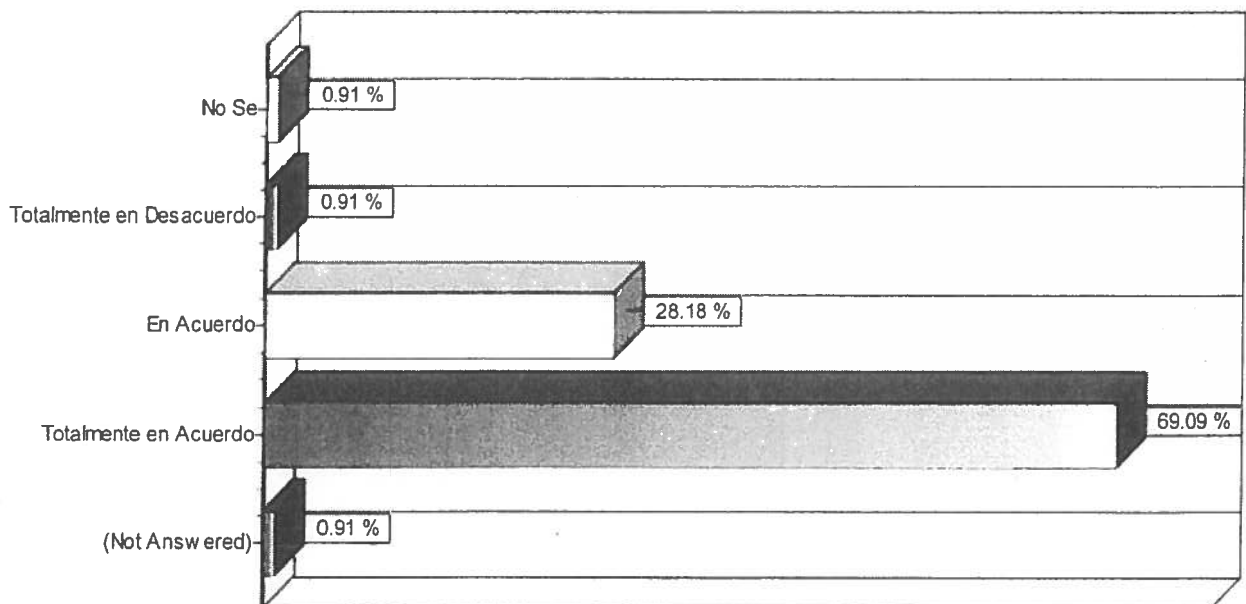
# Washington Bar Graphs

## Parent Involvement Survey SPANISH 10-11

Los maestros y los administradores muestran respeto hacia los alumnos.



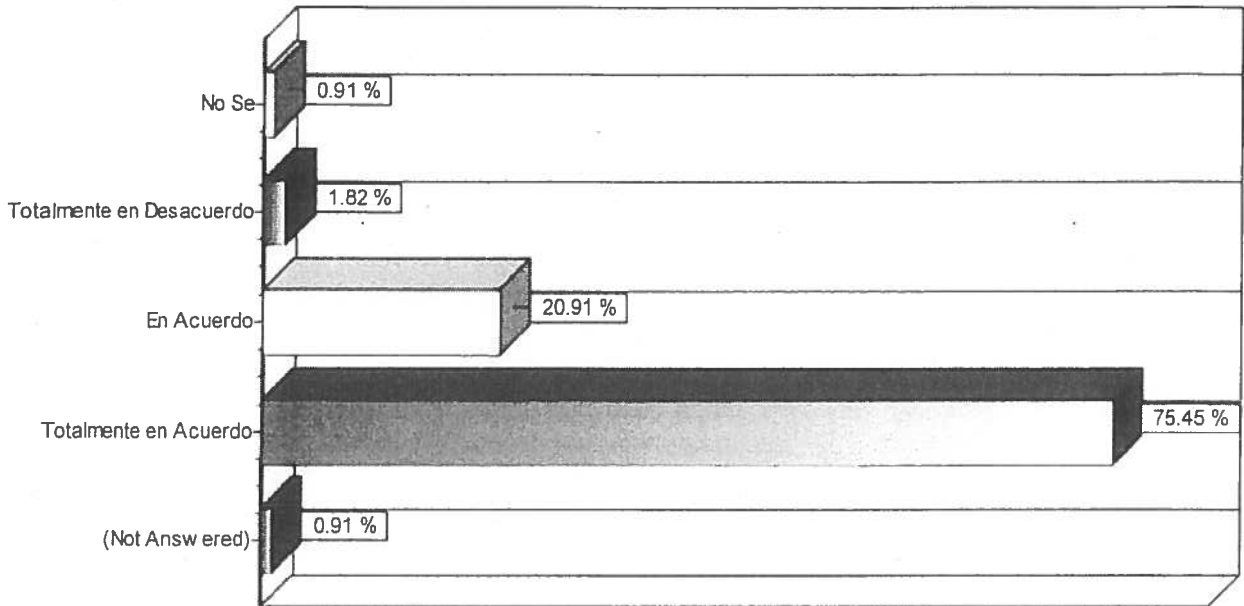
Mi hijo/a se siente seguro yendo y viniendo de la escuela.



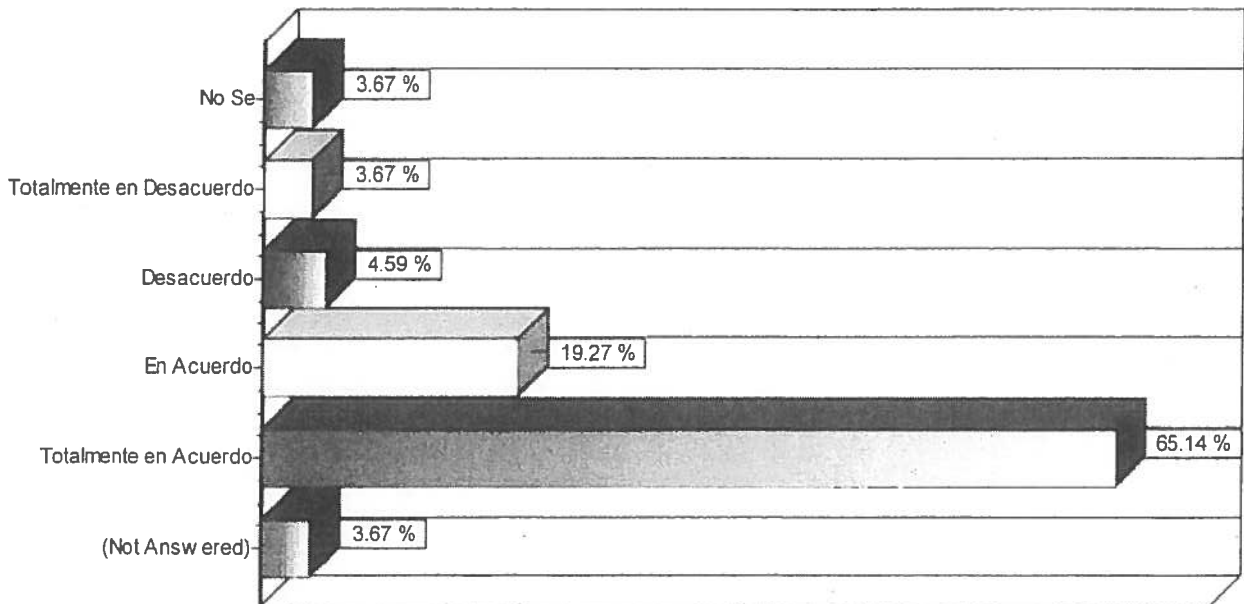
# Washington Bar Graphs

## Parent Involvement Survey SPANISH 10-11

Mi hijo/a se siente seguro mientras está en la escuela.



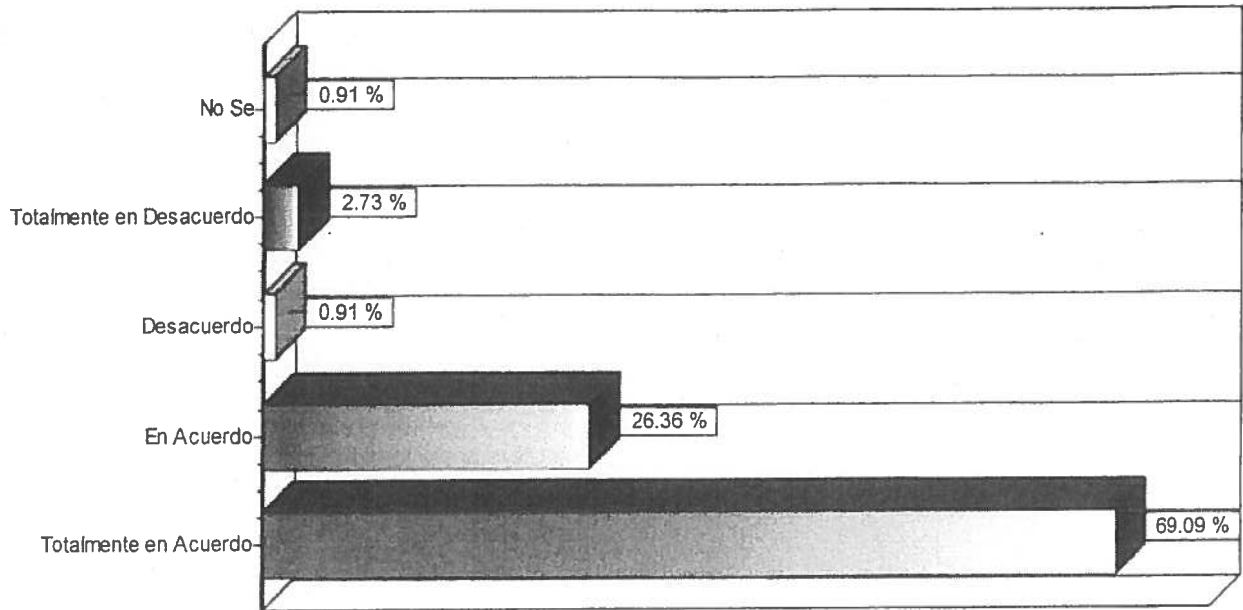
Mi hijo/a no es intimidado o acosado/a en la escuela.



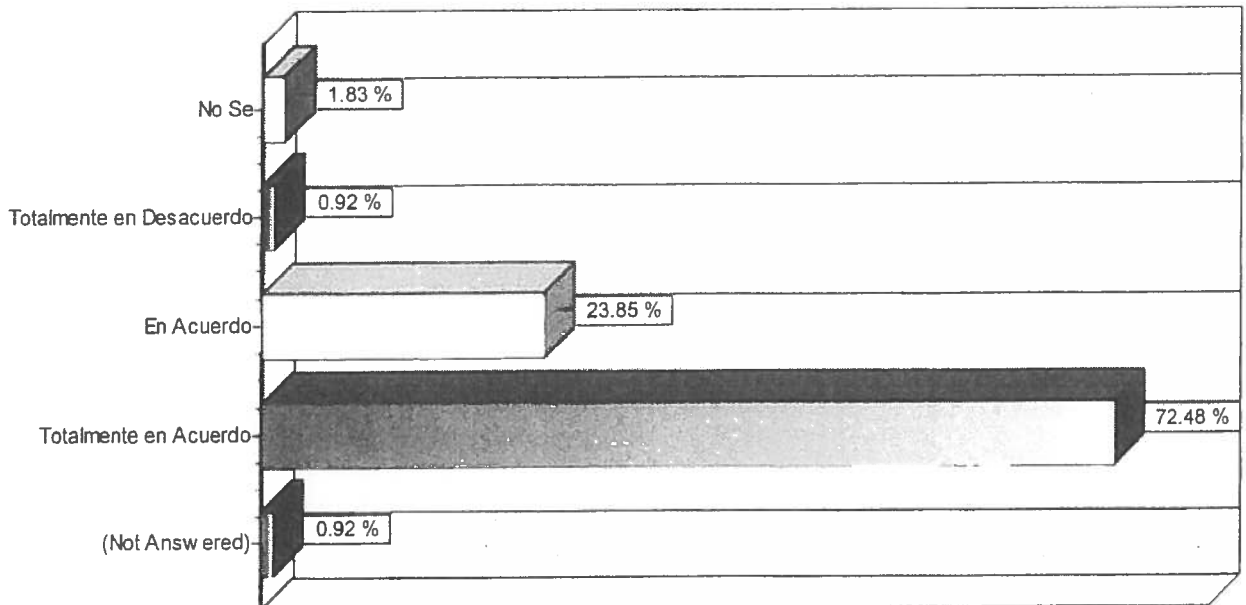
# Washington Bar Graphs

## Parent Involvement Survey SPANISH 10-11

La póliza de disciplina es constante y justa en está escuela.



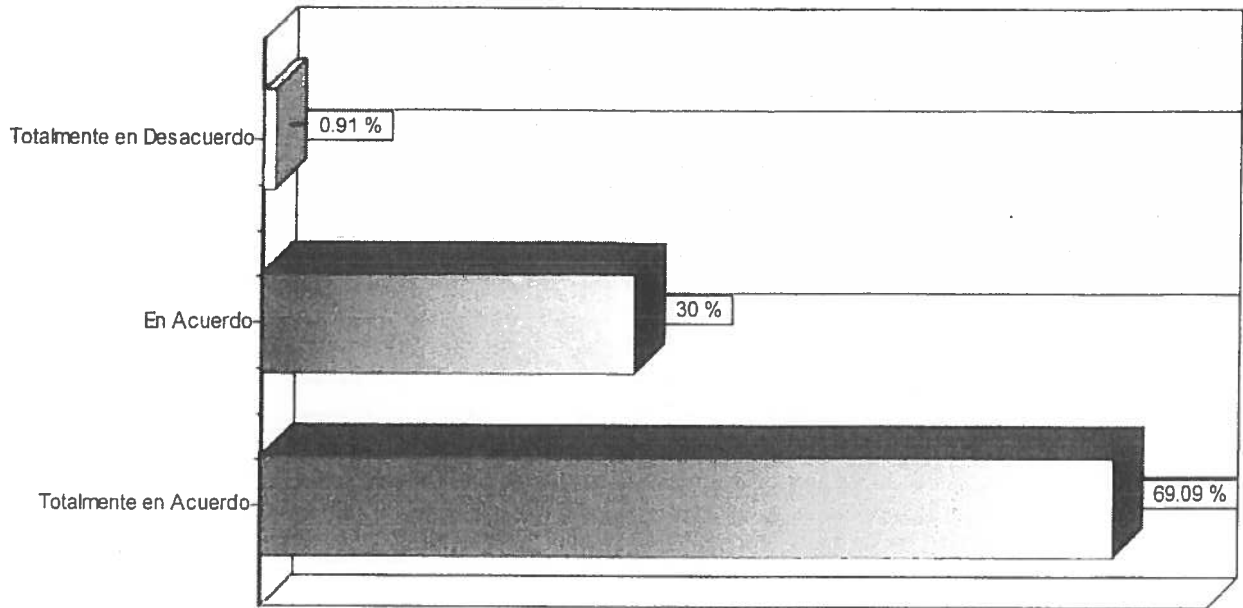
El director y los maestros tienen altas esperanzas para el aprendizaje de los alumnos.



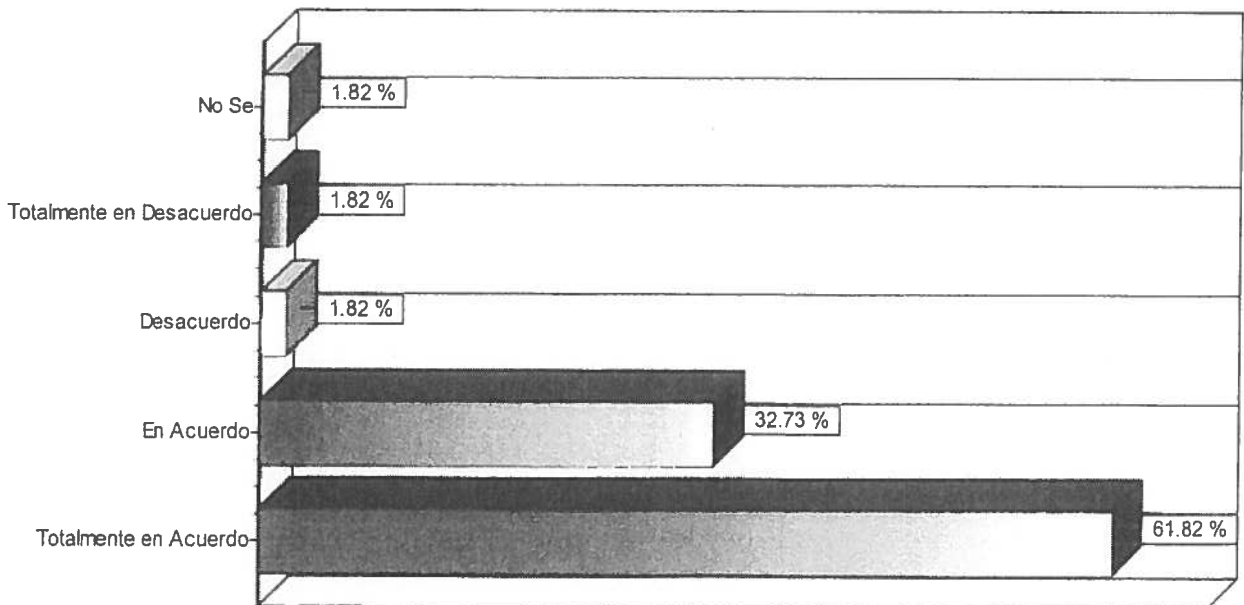
# Washington Bar Graphs

## Parent Involvement Survey SPANISH 10-11

El liderazgo proporcionado por el director de la escuela apoya el éxito de los alumnos.



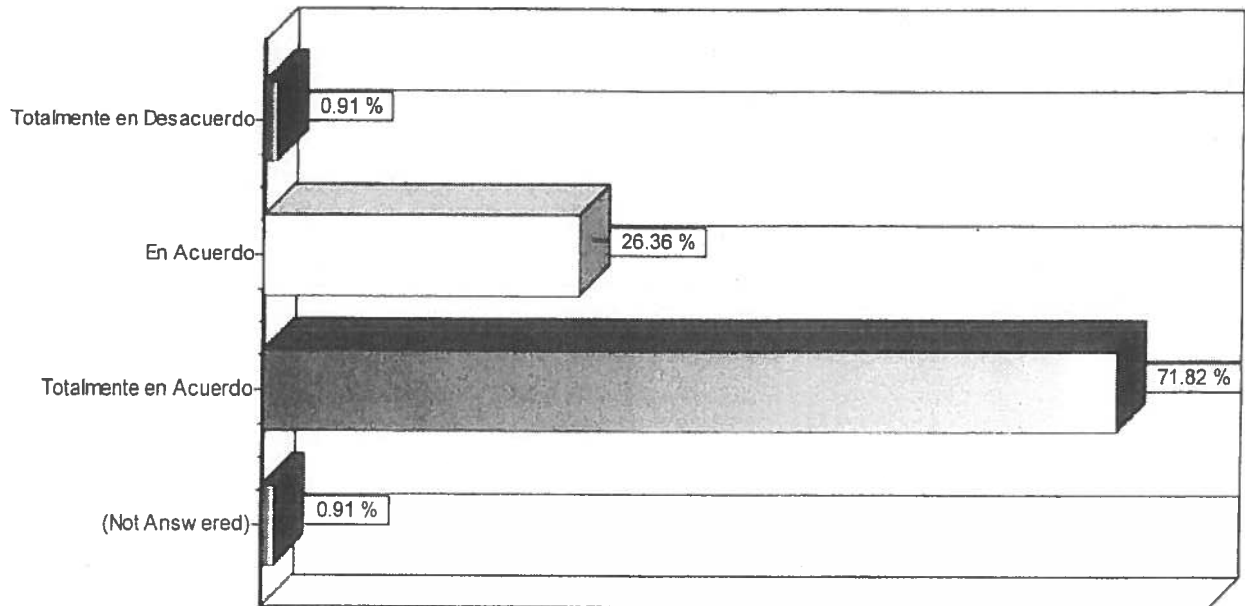
Cuando yo tengo preguntas o preocupaciones, el director/personal responde rápidamente.



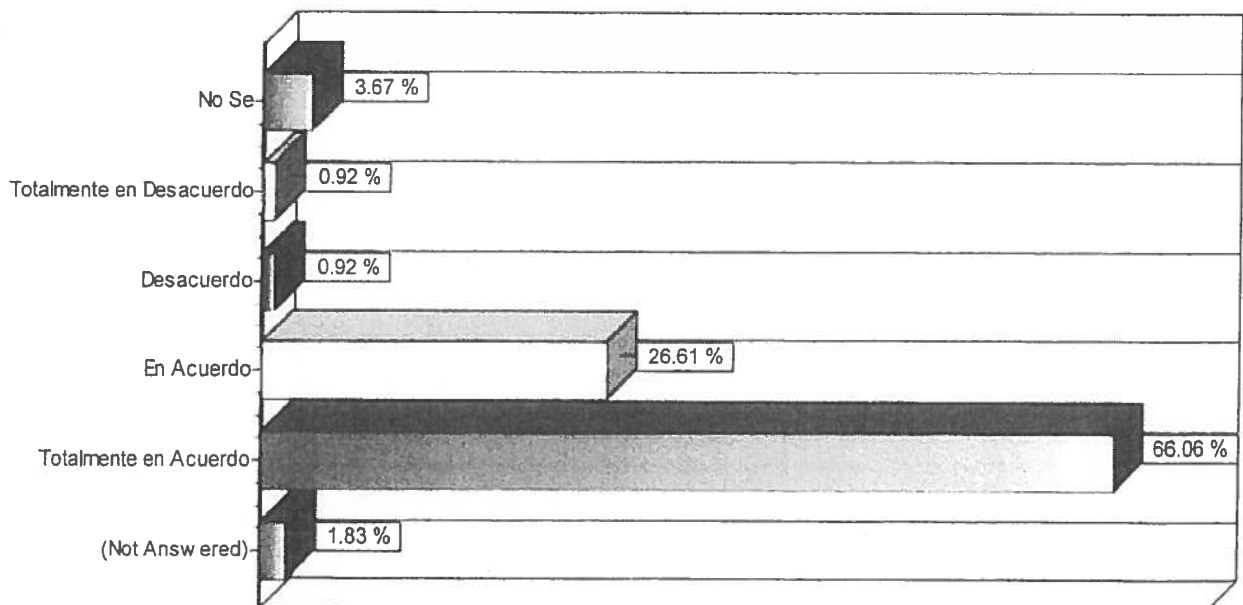
# Washington Bar Graphs

## Parent Involvement Survey SPANISH 10-11

Yo recibo el aviso adecuado a tiempo sobre los acontecimientos de la escuela.



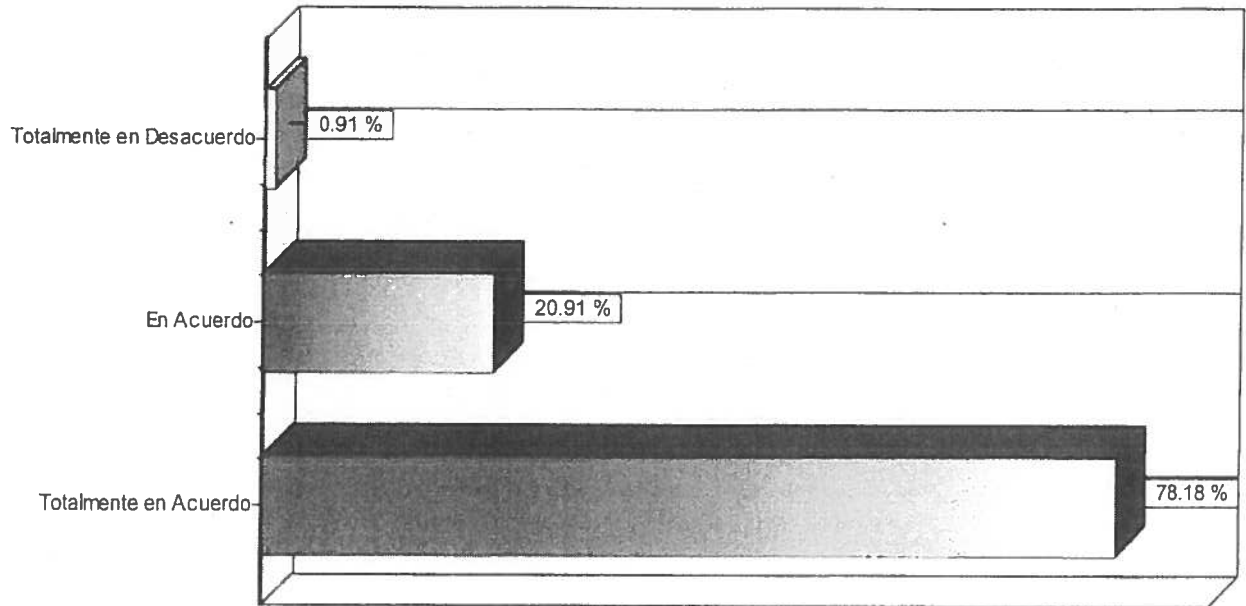
La presentación del director de la escuela sobre la "Noche de Regreso a Clases" fue informativo y provechoso.



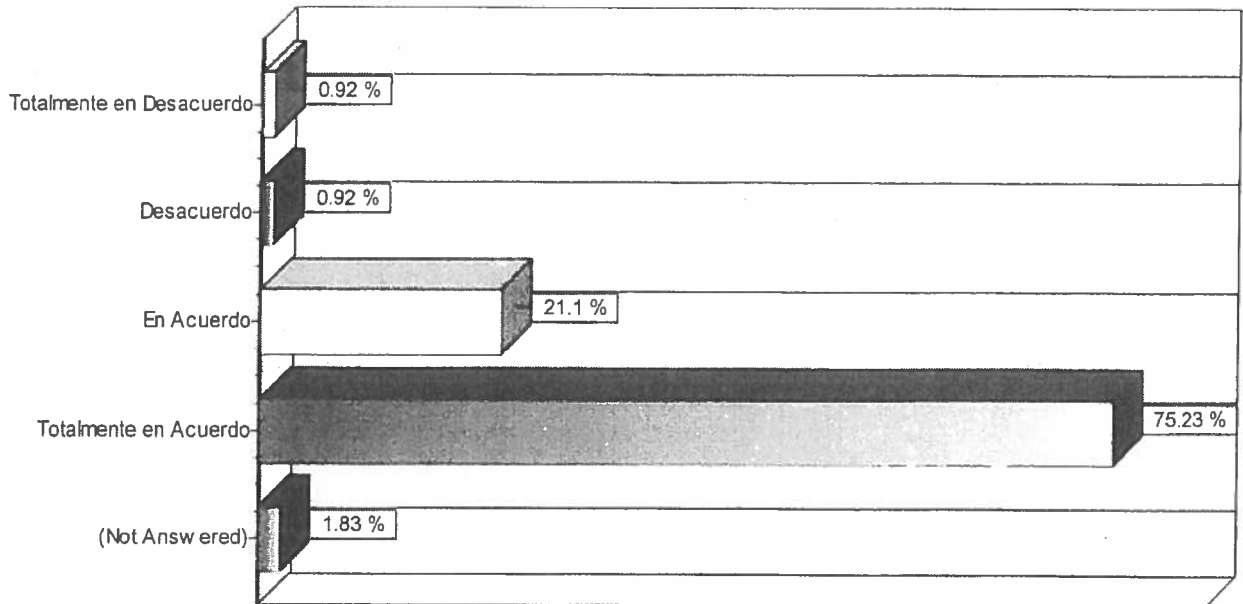
# Washington Bar Graphs

## Parent Involvement Survey SPANISH 10-11

Yo estoy enterado/a de lo que se espera que mi hijo/a aprenda en su nivel de grado.



Se me mantiene informado/a del progreso de mi hijo/a a tiempo.

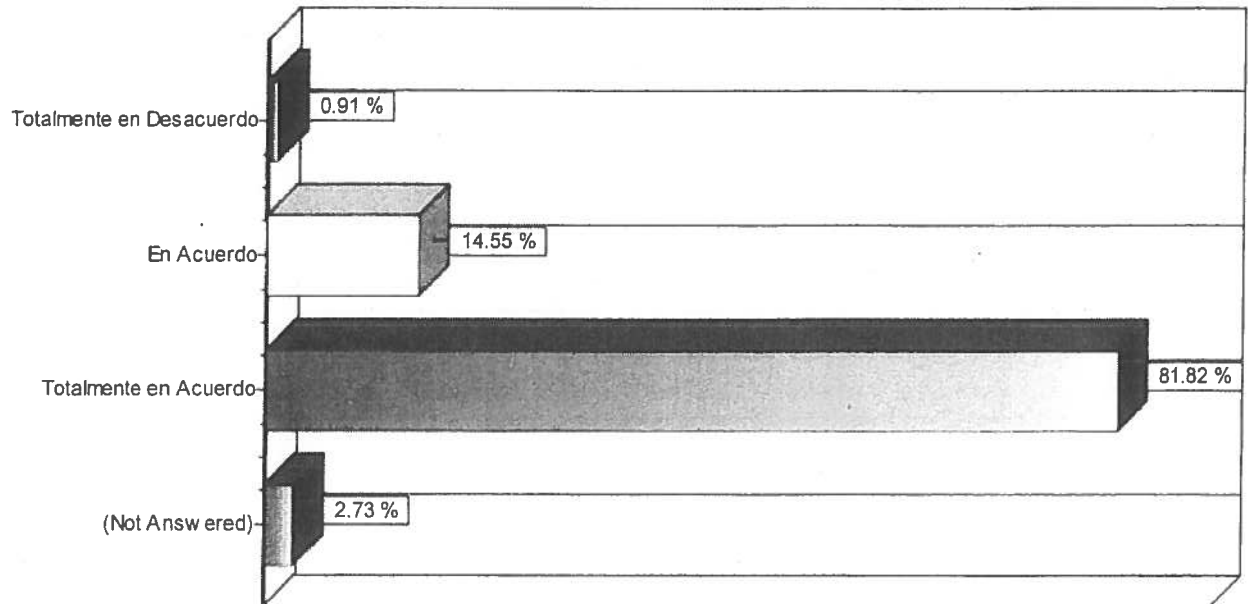




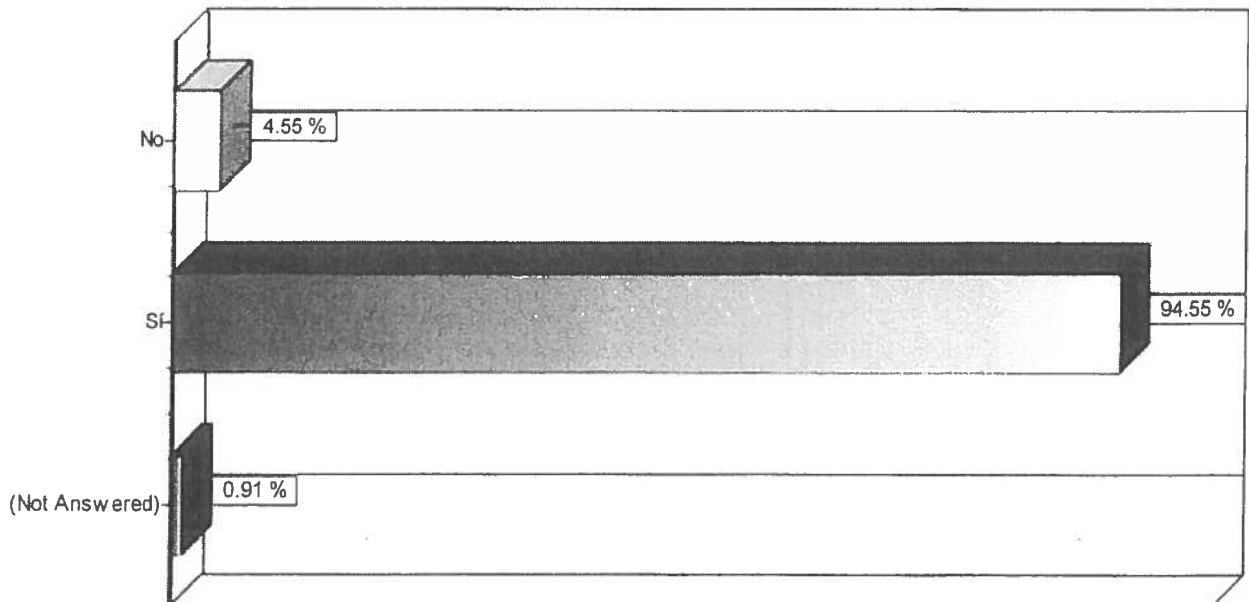
# Washington Bar Graphs

## Parent Involvement Survey SPANISH 10-11

Yo recibo comunicación de la escuela en un idioma que puedo entender.



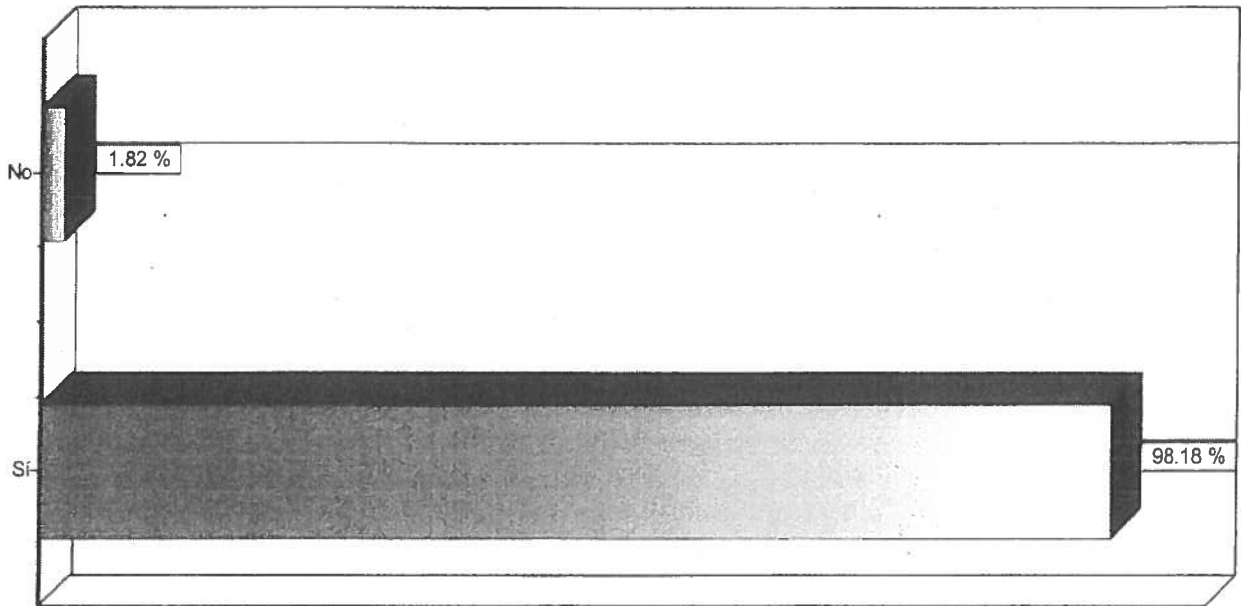
Yo asistí a las conferencias de padres-maestros de mi hijo/a.



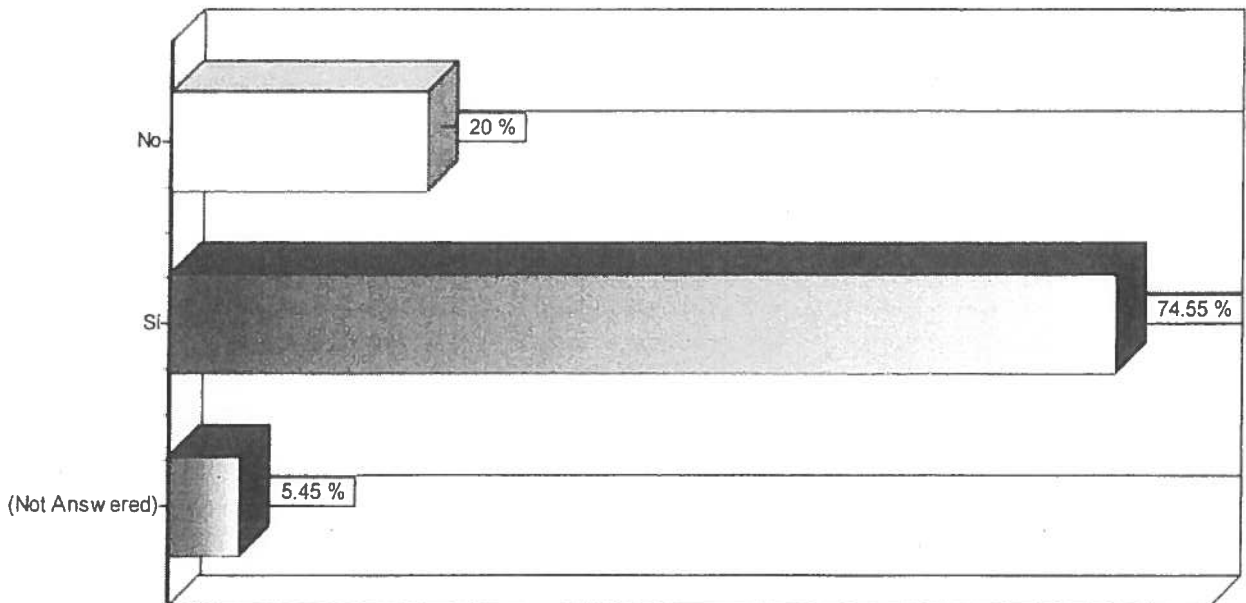
# Washington Bar Graphs

## Parent Involvement Survey SPANISH 10-11

Yo reviso el trabajo de la clase y la tarea de mi hijo/a frecuentemente.



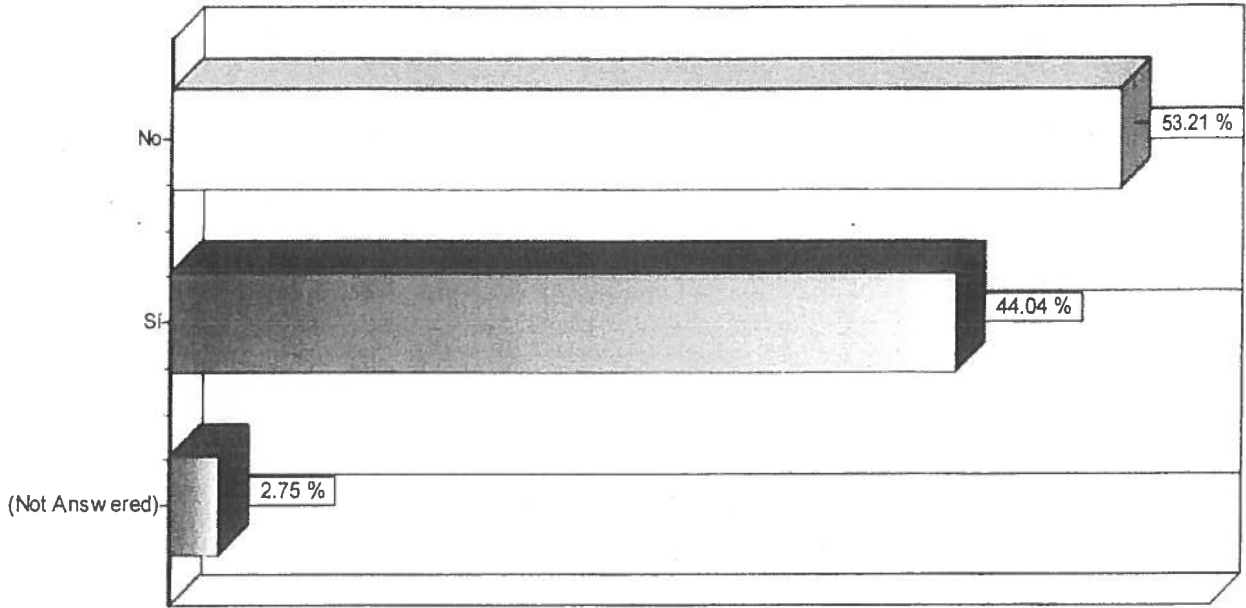
Me han invitado asistir al Comité Consejero Escolar y/o otras juntas de la mesa directiva.



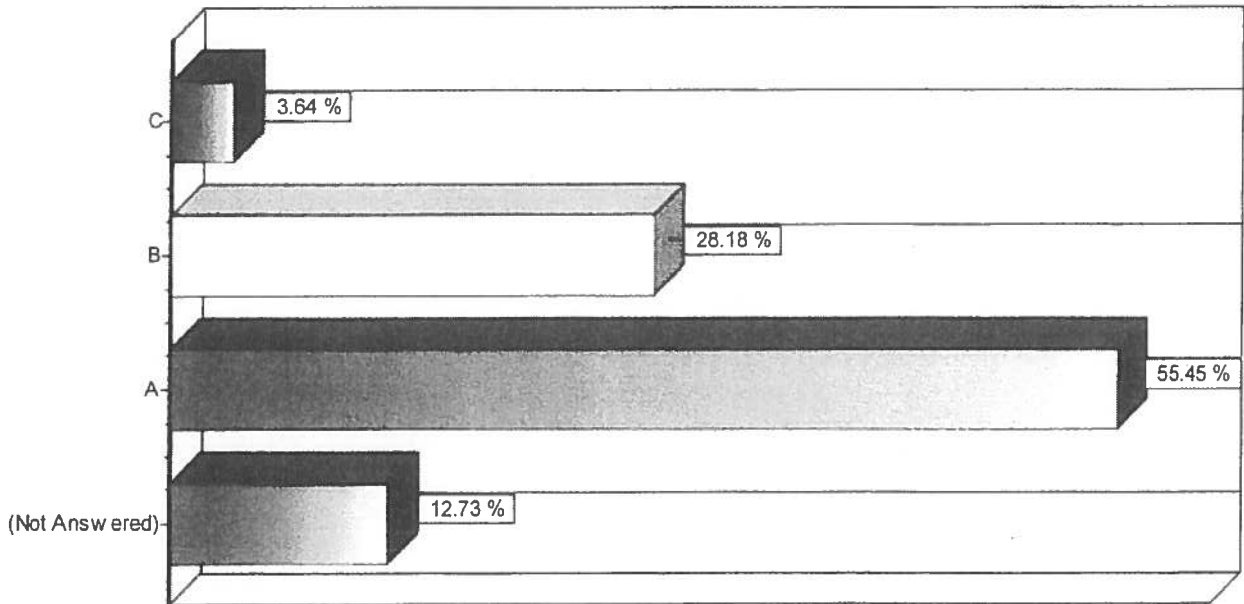
# Washington Bar Graphs

## Parent Involvement Survey SPANISH 10-11

Yo he participado en entrenamientos/juntas conducidas por la escuela.



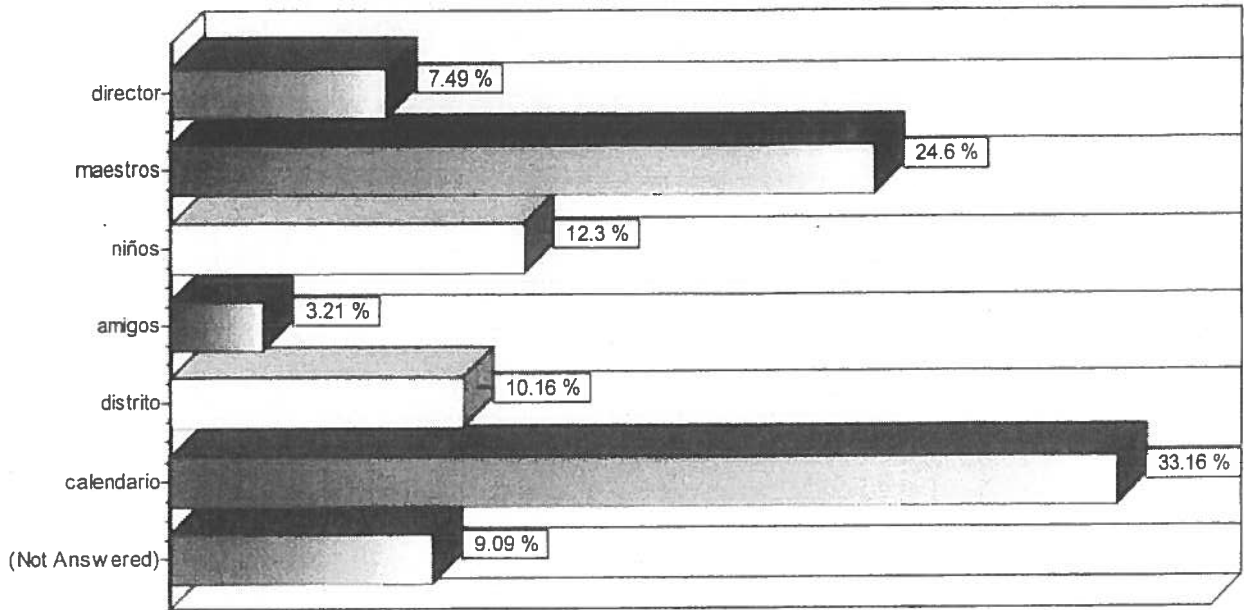
¿Si usted le diera una calificación total a esta escuela, cuál sería?



# Washington Bar Graphs

## Parent Involvement Survey SPANISH 10-11

¿De donde obtiene la mayor parte de su información acerca de la escuela?



Washington

EL CENTRO ELEMENTARY SCHOOL DISTRICT  
OFFICE OF EDUCATIONAL SERVICES

November 10, 2009

TO: Principals  
FROM: Renato Montaña  
RE: Healthy Kid Survey

Enclosed please find materials for California Healthy Kid Survey (CHKS).

1. School Coordinator Instructions (Please read instructions)
2. Proctor/Assurance of Confidentiality/Script/Teacher Instructions – 1 per teacher
3. CHKS surveys for 5<sup>th</sup> and 7<sup>th</sup> grade students
4. Answer documents – scan sheets
5. Transmittal Envelopes – 1 per teacher

Please schedule CHKS administration anytime from **December 7 – December 11**. Administration should take approximately 40-50 minutes. Prior to administration, distribute following materials to each 5<sup>th</sup> grade classroom:

- List of students who will be administered survey (may use log attached to instructions)
- Teacher instructions and assurance of confidentiality
- Surveys and answer documents
- Transmittal envelope

After survey administration collect all materials. Please ensure that teacher has correctly filled out all requested information on transmittal envelope. Transmittal envelopes should contain only completed scan sheets for each class.

Return extra scan sheets, surveys, instructions, and consent forms to office #4 by December 15, 2009.

Call me if you have any questions.

Staff School Climate Survey, 2009-10

**Washington**

Your school needs you to complete this online survey to be in compliance with the *No Child Left Behind Act of 2001 (NCLB)*. It is an opportunity to communicate your perceptions about fundamental learning supports and barriers at this school. This letter explains the survey and, at the bottom of the page, provides your login, password and access instructions. If you have any questions about this survey, contact

**You will have access to this online survey for 30 days beginning 12 / 01 / 09.**

The purpose of this survey is to obtain staff perceptions of student behavior and attitudes, school programs and policies, and the overall school climate as they relate to student well-being and learning. It deals with such issues as truancy, safety, harassment, substance use, school connectedness, and learning supports. The survey is a companion to the California Healthy Kids Survey (CHKS), a comprehensive student health risk and resilience assessment tool (grades 5, 7, 9 & 11) that CDE requires all districts to administer every two years (see [www.wested.org/hks](http://www.wested.org/hks) for more information). Minimally, it should be completed by all certificated staff working with grades five through twelve, including teachers and all other personnel working in the areas of prevention, student health, and safety.

- **Your participation is voluntary. It is also very important.** The information you provide will help guide district and school efforts to promote safety, enhance learning supports, improve student achievement, and reduce health risks that stand as barriers to learning.
- **This is an anonymous survey.** It is designed so that participating staff cannot be identified from the data. You do not have to respond to any questions that you feel could be used to identify you. Simply skip any such questions.
- **All questions apply to this school only.**
- **The results are for the use of your district.** CDE/CHKS will preserve data confidentiality and refer any data requests to the district. *No Child Left Behind* does require that the district make the results publicly available.
- **On-line results.** Demographic information is not reported at all if fewer than five staff take the survey at any reportable level.

**INSTRUCTIONS FOR ACCESSING THE SURVEY**

Access the login page for the survey using the following URL:

**<http://www.wested.org/climate>**

Use the following login (all numbers) and password (all lower case letters) and click the Login button:

**Login: 6008486**

**Password: ddmzpw**

**Troubleshooting**

If you are having trouble taking the survey, please try these solutions:

- Make sure that your web browser has cookies enabled. You may also need to clear the cookies in your web browser.
- Make sure that you have entered only numerals for the login.
- Make sure that you have entered only lowercase letters for the password.
- Make sure that your survey window is open. You should be able to find the start date on this form. The window is open for 30 days from this date.

Thank you for taking this important survey!

CALIFORNIA *healthy kids* SURVEY

*School Climate Survey*

**This survey asks your opinions about this school only, not about the district overall. This survey is in two parts. The first part is for all staff. The second part is only for staff at this school who have responsibilities for services or instruction related to health, prevention, discipline, counseling and/or safety.**

**Circle the alphabetical letter that corresponds to your response to each question.**

1. What is your role(s) at this school? (Mark all that apply.)

- A) Teacher
- B) Administrator
- C) Prevention staff, nurse, or health aide
- D) Counselor, psychologist
- E) Police, resource officer, or safety personnel
- F) Other certificated staff (e.g., librarian)
- G) Other classified staff (e.g., janitor, secretarial or clerical, food service)
- H) Teacher's aide, teacher's assistant, or instructional aide

2. How many years have you worked, in any position, at this school?

- A) Less than one year
- B) 1 to 2 years
- C) 3 to 5 years
- D) 6 to 10 years
- E) Over 10 years

*Please indicate how much you agree with the following statements about this school.*

This school...

		Strongly Agree	Agree	Disagree	Strongly Disagree
3.	is a supportive and inviting place for students to learn.	A	B	C	D
4.	sets high standards for academic performance for all students.	A	B	C	D
5.	promotes academic success for all students.	A	B	C	D
6.	fails to involve most parents in school events or activities.	A	B	C	D
7.	clearly communicates to students the consequences of breaking school rules.	A	B	C	D
8.	handles discipline problems fairly.	A	B	C	D
9.	is a supportive and inviting place for staff to work.	A	B	C	D

*Please indicate how much you agree with the following statements about this school.*

This school...		Strongly Agree		Disagree		Strongly Disagree	
		A	B	C	D		
10.	provides adequate counseling and support services for students.	A	B	C	D		
11.	provides adequate health services for students.	A	B	C	D		
12.	provides students with healthy food choices.	A	B	C	D		
13.	encourages opportunities for students to decide things like class activities or rules.	A	B	C	D		
14.	fosters an appreciation of student diversity and respect for each other.	A	B	C	D		
15.	is a safe place for students.	A	B	C	D		
16.	is a safe place for staff.	A	B	C	D		

*The next questions ask your opinions about adults at this school.*

How many adults at this school ...		Nearly All			Most		Some		Few		Almost None	
		A	B	C	D	E						
17.	really care about <i>all</i> students?	A	B	C	D	E						
18.	acknowledge and pay attention to students?	A	B	C	D	E						
19.	want all students to do their best?	A	B	C	D	E						
20.	listen to what students have to say?	A	B	C	D	E						
21.	believe that every student can be a success?	A	B	C	D	E						
22.	treat all students fairly?	A	B	C	D	E						
23.	support and treat each other with respect?	A	B	C	D	E						
24.	feel a responsibility to improve this school?	A	B	C	D	E						

*The next questions ask your opinions about students at this school.*

Based on your experience, how many students at this school...		Nearly All			Most		Some		Few		Almost None	
		A	B	C	D	E						
25.	are healthy and physically fit?	A	B	C	D	E						
26.	arrive at school alert and rested?	A	B	C	D	E						
27.	are motivated to learn?	A	B	C	D	E						
28.	are well-behaved?	A	B	C	D	E						
29.	are involved in extracurricular activities or enrichment opportunities?	A	B	C	D	E						



*The next questions ask for your opinions about behaviors or problems of students at this school.*

How much of a problem is...

	Insignificant Problem	Mild Problem	Moderate Problem	Severe Problem
30. student alcohol use?	A	B	C	D
31. student drug use?	A	B	C	D
32. student tobacco use?	A	B	C	D
33. harassment or bullying among students?	A	B	C	D
34. physical fighting between students?	A	B	C	D
35. disruptive student behavior?	A	B	C	D
36. racial/ethnic conflict among students?	A	B	C	D
37. student depression or other mental health problems?	A	B	C	D
38. verbal or physical abuse of school staff by students?	A	B	C	D
39. cutting classes or being truant?	A	B	C	D
40. gang-related activity?	A	B	C	D
41. weapons possession?	A	B	C	D
42. vandalism (including graffiti)?	A	B	C	D
43. theft?	A	B	C	D

**The following items are ONLY for staff at this school who have responsibilities for services or instruction related to health, prevention, discipline, counseling and/or safety. If you have such responsibilities, continue through the end of the survey. If you do not, you are done with the survey. Thank you.**

*Please indicate how much you agree with the following statements about this school.*

This school...

	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
44. has well-understood procedures to deal with crises.	A	B	C	D	E
45. collaborates well with community organizations to help address substance use or other problems among youth.	A	B	C	D	E
46. collaborates well with law enforcement organizations.	A	B	C	D	E
47. has sufficient resources to create a safe campus.	A	B	C	D	E
48. has sufficient resources to address substance use prevention needs.	A	B	C	D	E
49. considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options.	A	B	C	D	E

*Please indicate how much you agree with the following statements about this school.*

This school...

	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
50. punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension.	A	B	C	D	E
51. enforces zero tolerance policies.	A	B	C	D	E
52. seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.	A	B	C	D	E
53. provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program).	A	B	C	D	E
54. provides adequate professional development opportunities for staff on how to deal with the social, emotional, and developmental needs of youth.	A	B	C	D	E
55. effectively handles student discipline and behavioral problems.	A	B	C	D	E
56. considers substance abuse prevention an important goal.	A	B	C	D	E

*The next questions ask about this school's health or prevention services and activities.*

To what extent does this school...

	A Lot	Some	Not Much	Not At All
57. foster youth development, resilience, or asset promotion?	A	B	C	D
58. provide nutritional instruction?	A	B	C	D
59. provide opportunities for physical education and activity?	A	B	C	D
60. provide alcohol or drug use prevention instruction?	A	B	C	D
61. provide tobacco use prevention instruction?	A	B	C	D
62. provide conflict resolution or behavior management instruction?	A	B	C	D
63. provide character education?	A	B	C	D
64. provide harassment or bullying prevention?	A	B	C	D
65. provide services for students with disabilities or other special needs?	A	B	C	D

*California Healthy Kids Survey*  
**School Climate Survey**  
**Booker T. Washington School**  
**2009-2010**

1. 24 teachers responded to the survey.

2. How many years have you worked, in any position, at this school?

A) Less than one year	1
B) 1 to 2 years	2
C) 3 to 5 years	2
D) 6-10 years	4
E) Over 10 years	12

	Strongly Agree	Agree	Disagree	Strongly Disagree
<hr/>				
<b>This school...</b>				
3. is a supportive and inviting place for students to learn	14	11	1	
4. sets high standards for academic performance for all students	15	11		
5. promotes academic success for all students	15	11	1	
6. fails to involve most parents in school events or activities	4	9	7	7
7. clearly communicates to students the Consequences of breaking school rules	13	9	4	
8. handles discipline fairly	13	11	2	
9. is a supportive and inviting place for staff to work	13	8		
10. provides adequate counseling and support services For students	2	18	4	
11. provides adequate health services for students	3	12	7	1
12. provides students with healthy foods	5	8	5	4
13. encourages opportunities for students to decide things like class activities or rules	8	15	2	
14. fosters an appreciation for student diversity and Respect for each other	7	15	3	
15. is a safe place for students	10	12	2	1
16. is a safe place for staff	9	16	1	

**How many adults at this school ...**

	Nearly All	Most	Some	Few	Almost None
17. really care about all students?	14	11			
18. acknowledge and pay attention to students?	13	12			
19. want all students to do their best?	20	4	1		
20. listen to what students have to say?	9	15	1		
21. believe that every student can be a success?	11	13	1		
22. treat all students fairly?	13	11	2		
23. support and treat each other with respect?	13	11	1		
24. feel a responsibility to improve this school?	13	9	2	1	

**Base on your experience, how many students at this school ...**

25. are healthy and physically fit?	1	9	12	2	
26. arrive at school alert and rested?	1	12	12		
27. are motivated to learn?	2	10	11	3	
28. are well behaved?	1	13	10	2	
29. are involved in extracurricular activities or enrichment opportunities?		4	15	5	1

**How much of a problem is ...**

	Insignificant	Mild	Moderate	Severe
30. student alcohol use?	20			
31. student drug use?	21			
32. student tobacco use?	18	1	1	
33. harassment or bullying among students?		7	19	4
34. physical fighting between students?	3	11	7	1
35. disruptive student behavior?	1	8	12	4
36. racial/ethnic conflict among students?	11	10	3	
37. student depression or other mental health problems?	6	12	5	1

38. verbal or physical abuse of school staff by students?	8	13	4	
39. cutting classes or being truant?	10	11	1	1
40. gang related activitiy?	14	7	1	
41. weapons possession?	13	7	1	
42. vandalism (including graffiti)?	9	9	7	
43. theft?	4	15	5	

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

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

TO: Principals

FROM: Olga Criman, Support Services Coordinator

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

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

CPM Compliance Item

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

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

How to Achieve Compliance

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

El Centro Elementary School District  
Office of Educational Services

Safe and Drug Free Schools and Communities and Tobacco Use Prevention Education  
Annual Report 2015-16

School Booker T. Washington Elementary

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

FACT Center Referrals/Parent Trainings

Telesis (TUPE Curriculum

Second Step

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

Identify the predominant nonclassroom based  
prevention resources and activities in use this  
year.

- Club Live
- Red Ribbon Week
- After school prevention clubs (ASES- After  
School Education and Safety Program)
- Dramatic prevention-focused student  
presentation (Drug Store presentation to 6<sup>th</sup>  
grade students)
- Prevention-focus assemblies and speakers
- Early Mental Health Initiative (PIP)
- Prevention and intervention counseling:  
individual or group (Migrant only)
- Character education programs
- School Safety Teams
- Parent meeting, training session, or class  
focused on prevention or intervention
- Great American Smokeout/Smokescream
- Great California Shake Out Earthquake Drill
- Other Healthy Kids Survey

**Booker T. Washington School**

***"Taking a Stand Against Bullying" Action Plan***

**2013-14**

1. Conduct an Assembly with students on the 2<sup>nd</sup> day of school to discuss School Wide Rules with a focus on Bully Free School.
2. Present Bully power point to teachers during a staff meeting
3. Develop a Bully Free School Committee
4. Review our Bully Free School Campaign to our parents during Back to School Night.
5. Meet with grade levels in the cafeteria to:
  - a. Review posters on Bullying and Reporting a bully
  - b. Have students sign the "Taking a Stand Against Bullying" Banner
  - c. Provide incentives (stickers and bracelets) for taking a stand against bullying
  - d. Inform students about the principal's "Bully List" on the IPAD and consequences
  - e. Provide posters for every classroom, library, computer lab: "Bully Free Zone"
6. Review and select curriculum/lessons that will be implemented in each classroom
  - a. Steps to Respect
  - b. Second Step- A Violence Prevention Curriculum
7. Bully Prevention Week: October 25<sup>th</sup> November 1<sup>st</sup> 2013
  - a. Unite against Bullying posters in each classroom and outside school
  - b. Students and staff may wear orange on October 12, 2013
  - c. Incentives will be given to students wearing orange.
  - d. Watch the "The Ant Bully Video"
  - e. Classrooms will make posters and orange chains to place on fence
8. Provide classroom presentations and parent training on Bullying
  - a. Prevention Early Intervention Program
9. Provide other alternatives for students to be leaders/buddies and not bullies
  - a. Students Council
  - b. Soccer Team
  - c. Cheer Squad
  - d. Cleaning Campaign
  - e. Safety Patrol
  - f. Library Helpers
  - g. Washington Bears Gazette Club



# B.T. Washington School's Red Ribbon Week

A Week of Activities – A Life Time of Dreams  
October 27- 31, 2014

**Please join us in promoting a drug-free lifestyle.**

**Show your support by participating in the activities.**



Monday -10/ 27

“Follow Your Dreams Day!”

- Wear your Pajamas to School.



Tuesday- 10/28:

“Team-Up Against Drugs Day”

- Wear your favorite team gear.



Wednesday-10/29:

“Sock it to Alcohol, Tobacco and other Drugs Day!”

- Wear Crazy Socks.



Thursday-10/30:

“Say BOO! To Drugs Day!”

- Wear your Halloween Costume to school.
- Student of the Month Assembly @ 8:15 a.m.
- Halloween Parade @ 9:00 a.m.
- Halloween Carnival at 1:30 p.m.



Friday-10/31:

“Drugs Make Me See Red Day”

- Wear something Red today.



Everyone who participates in an activity may wear jeans for that day.

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## Sibling and Peer Relationships

Both siblings (brothers and sisters), and peers (friends), play an important role in children's development. Sibling and peer relationships may seem very similar because they both involve children interacting with each other during the preschool and school age years. However, these relationships do have some important differences. For example, siblings are usually slightly different in age, whereas peers are more similar in age. Peer friendships usually are of the same gender, but siblings are sometimes the same and sometimes not. Also, peer relationships can be ended fairly easily, whereas sibling relationships endure through blood. Finally, there is a source of rivalry for parental affection between siblings, which usually doesn't exist between peers.

### Peer interaction during the preschool years

By the time children are age 2, they are usually quite interested in other children and often begin showing the ability to take turns with peers. They are able to speak to another child, wait for a response, and then repeat the interaction. Much of this early peer interaction is focused on objects, however, and it is not until preschool and the growth of language that peer interactions become more coordinated and focused on specific intentions. For example, by the age of 5 many children can share fantasies, make up rules for games, respond to each other's questions, and coordinate their behaviors during play.

Preschoolers have preferences for whom they want to play with, and they sometimes maintain friendships that last for a year or more. In fact, preschoolers have different interactions with friends than with non-friends. When children are friends, they behave more positively toward each other and cooperate more with each other on problem-solving tasks. When researchers place friends in a conflict situation (i.e., giving each friend different rules for a game), friends disagree with each other more than non-friends do; however, these conflicts are relatively minor, resulting in fairer

solutions that do not cause the children to separate. In these friendships, preschoolers begin learning about sharing, turn-taking, cooperation, fairness, conflicts, and aggression. Peer groups also provide a place for preschoolers to learn about cultural values and gender roles. Studies have shown that how well children interact with peers is related to later personal adjustment, mental health, and school achievement.

Experiences in a peer group also can affect a child's self-concept and her later interactions with others. A child often compares herself to her peer group, causing her to either feel competence or embarrassment about her abilities, looks, or achievements. In a peer group, a child is not automatically accepted, so membership in a peer group must be earned. The quest for membership in a peer group leads to either acceptance or rejection. Acceptance can help children develop an identity, whereas rejection can leave them feeling isolated. Finally, peer groups also mean that there will be lots of negotiated interactions—things are not handed down from one to another like in the parent-child relationship but are discussed and debated actively. These interactions can lead to either feelings of dominance or feelings of submission depending on how the child does during negotiations.

### The role of siblings

Siblings are an important part of the family dynamic and have a powerful influence within the family. Sibling relationships are affected by the particular emotional circumstances and events of the family. For example, siblings may fight more with each other when their parents are not getting along well together, when their parents experience divorce-related conflict, or when a stepfather joins the family. Siblings may feel resentment towards each other if they believe that parents are favoring one child over another.

- **Respect** each child's characteristics, and teach children to respect the differences between them.
- **Show** each child he or she is loved uniquely, focus on individual needs, not on giving to each equally.
- **Avoid assessing** children in the light of parents' own sibling experiences.
- **Keep expectations** of behavior both consistent and realistic according to the child's developmental age.
- **Model and reward cooperation**, not competition.
- **Keep a record** of when difficulties start to see if there is a pattern, like when children are tired or hungry. Then anticipate problems and head them off.
- **Teach children** how to express negative feelings about siblings in socially acceptable ways. Behaviorally, they can be taught to hit a punching bag not a sibling, or to draw a picture of how they feel when angry. Verbally, they can be taught to say, "I am angry," instead of "I hate you."
- **Teach children** to express positive feelings also. Siblings like to hear "I love you" from each other.

### Handling disagreements

Siblings argue in order to get parents to take their side, to feel more important, or to get things such as toys. This is also a way that children practice asserting themselves, defending themselves, negotiating, compromising and problem solving. Parent educators can discuss techniques with parents.

- **Decide** the level of intensity of the disagreement, and teach children to recognize the levels.
- **If normal bickering, ignore it**, so children can practice handling it.
- **If dangerous physical fighting, set limits**, stop hurtful behavior or violence, separate children until they are calm enough to talk it through.
- **If it is somewhere in between** bickering and physical fighting, this is the opportunity for parents to teach and model communication and problem-solving skills for children to use.

Parents should avoid taking sides. First, they can acknowledge and identify what each child is feeling and wants; e.g., saying, "You are both very angry!" Then they can describe the problem in terms of what they see, feel, want, and value; what needs to be done; and what the rule is. They can remind their children of the rule by saying, for instance, "I see two children and one truck, but the rule is no hitting people to get what you want." They can then brainstorm solutions, agree on one to try, and let the children try it. "Okay, we've decided to set the timer to take turns with the truck." If it doesn't work, find another solution to try. Teach children acceptable ways to discharge feelings and good communication skills. "Don't hit your brother. Hit the pillow, or say that you are angry because he took your truck." Repeatedly going through this process teaches relationship skills, and promotes the confidence to use them.

Social skills, like fighting fairly and sharing, take years of practice to develop. Parents also need to be patient with themselves as they discover, through trial and error, what techniques work best with their families to help prevent and decrease rivalry.

### References

- Ames, L. & Haber, C. (1982). *He hit me first*. New York: Warner Books.
- Dehart, G. B., Sroufe, L. A., & Cooper, R. G. (2000). *Child development: Its nature and course* (4th ed.). New York: McGraw-Hill.
- Faber, A. & Mazlish, E. (1987). *Siblings without rivalry*. New York: Norton.
- Hoffman, L. W., Paris, S. G., & Hall, E. (1994). *Developmental psychology today* (6th ed.). New York: McGraw-Hill.
- Klagsbrun, F. (1992). *Mixed feelings*. New York: Bantam Books.
- Weiss, J. (1981). *Your second child*. New York: Summit Books.

# Your Child's Relationship With Siblings and Friends

Both siblings, or brothers and sisters, and peers, or friends, play an important role in your child's development. Sibling and peer relationships may seem very similar because they both involve children interacting with each other. However, these relationships do have some important differences. For example, siblings are usually slightly different in age, whereas peers are more similar in age. Peer friendships usually are of the same gender, but siblings are sometimes the same and sometimes not. Also, peer relationships can be ended fairly easily, whereas sibling relationships endure through blood. Finally, there is a source of rivalry for parental affection between siblings, which doesn't exist between peers.

## Peer interaction during the preschool years

By the time children are age 2, they are usually quite interested in other children and children often begin showing the ability to take turns with other children. They are able to speak to another child, wait for a response, and then repeat the interaction. Much of this early peer interaction is focused on objects, however, and it is not until preschool and the growth of language that peer interactions become more coordinated and focused on specific intentions. For example, by the age of 5 many children can share pretend play, make up rules for games, respond to each other's questions, and coordinate their behaviors during play.

Preschoolers have preferences for whom they want to play with, and they sometimes maintain friendships that last for a year or more. In fact, preschoolers have different interactions with friends than with non-friends. When children are

friends, they behave more positively toward each other and cooperate more with each other on problem-solving tasks. In these friendships, preschoolers begin learning about sharing, turn-taking, cooperation, fairness, conflicts, and aggression. Peer groups also provide a place for preschoolers to learn about cultural values and gender roles. Studies have shown that how well children interact with peers is related to later personal adjustment, mental health, and school achievement.

Experiences in a group also can affect your child's self-concept and her later interactions with others. A child often compares herself to her peer group, causing her to either feel competent or embarrassed about her abilities, looks, or achievements. In a peer group, a child is not automatically accepted; membership must be earned. Your child's quest for membership in a peer group will lead to either acceptance or rejection. Acceptance can help children develop an identity, whereas rejection can leave them feeling isolated. Finally, peer groups also mean that there will be lots of negotiations—things are not handed down from one to another like in the parent-child relationship but are discussed and debated actively. These interactions can lead to either feelings of dominance or feelings of submission depending on how well your child handles negotiation.

## The role of siblings

Siblings play a positive role in a family. Because siblings are usually of different ages, older brothers and sisters often relay skills and information to younger children in the family. Also, siblings provide each other with emotional support, com-

- **Respect** each child's characteristics, and teach children to respect the differences between them.
- **Show** each child he or she is loved uniquely, focus on individual needs and not on giving to each equally.
- **Avoid assessing** your children in the light of your own sibling experiences.
- **Keep expectations** of behavior both consistent and realistic according to your child's developmental age. Ask your parent educator about reasonable expectations for your preschooler.
- **Model and reward cooperation**, not competition. For instance, say, "You two are playing so well together," not "Bobby, you won again. Good for you!"
- **Keep a record** of when difficulties start to see if there is a pattern, like when your children are tired or hungry. Then anticipate problems and head them off.
- **Teach your children** how to express negative feelings about siblings in socially acceptable ways. For instance, you might teach them to hit a punching bag instead of each other, or to draw a picture of how they feel when angry. Teach them to say, "I am angry," instead of "I hate you."
- **Teach your children** to express positive feelings also. Siblings like to hear "I love you" from each other.
- **If it is normal bickering, ignore it**, so children can practice handling it.
- **If the conflict involves dangerous physical fighting, set limits**, stop hurtful behavior or violence, and separate your children until they are calm enough to talk it through.
- **If it is somewhere in between** bickering and physical fighting, take advantage of this opportunity to teach and model communication and problem-solving skills. It is best if you avoid taking sides. First, acknowledge and identify what each child is feeling and wants; for instance, say, "You are both very angry!" Then describe the problem in terms of what you see, feel, want, and value; what needs to be done; and what the rule is. Remind your children of the rule by saying, for instance, "I see two children and one truck, but the rule is no hitting people to get what you want." Then you can brainstorm solutions with your children, agree on one to try, and let them try it. "Okay, we've decided to set the timer to take turns with the truck." If it doesn't work, find another solution to try. Teach your children acceptable ways to discharge feelings and good communication skills. "Don't hit your brother. Hit the pillow, or say that you are angry because he took your truck." Repeatedly going through this process teaches relationship skills, and promotes the confidence to use them.

## Handling disagreements

Siblings argue in order to get parents to take their side, to feel more important, or to get things such as toys. This is also a way that children practice asserting themselves, defending themselves, negotiating, compromising, and problem-solving. Here are some ways to handle disagreements among your children:

- **Decide** the level of intensity of the disagreement, and teach your children to recognize the levels. For instance, say, "It looks as though you are both getting very angry. We need to settle this in another way."

Have patience. Social skills, like fighting fairly and sharing, take years of practice to develop. Be patient with yourself, too. You are going through a process of discovering, through trial and error, what techniques work best with your family to help prevent and decrease rivalry.

El Centro Elementary School District  
F.A.C.T. Center  
1027 North 8th Street  
El Centro, Ca 92243  
(760) 337-5097

## Parent Workshop

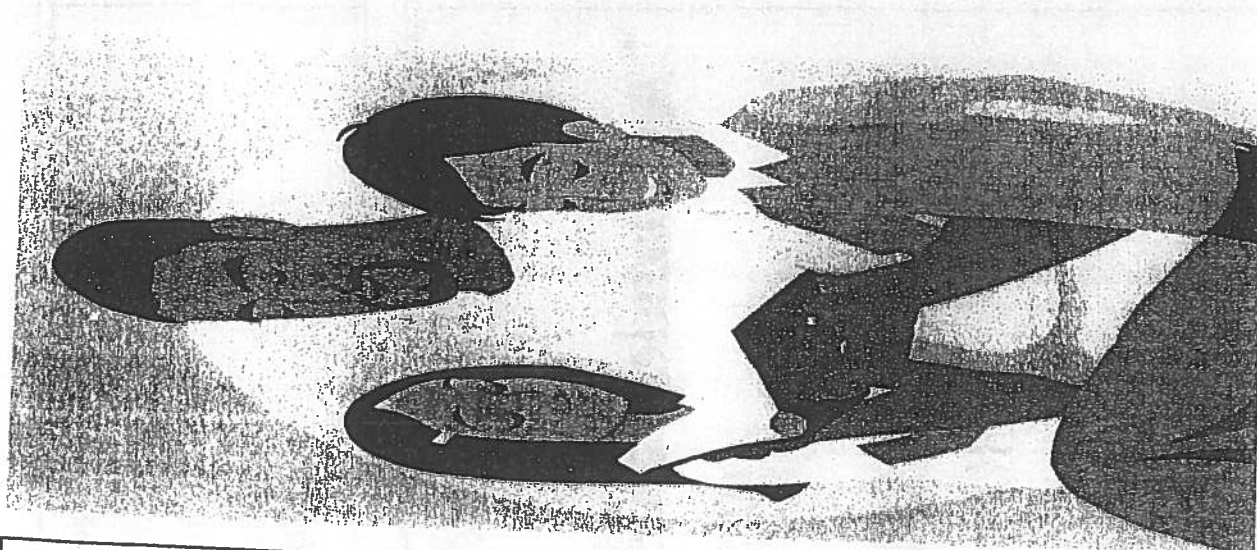
“Helping our children cope with  
stress”

Thursday, May 24th, 2012

9:30 am-11:00 am

Please call to reserve your space!

**CHILDREN ARE WELCOME!**



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## Stress and Stress Management

Stress is anything that creates an imbalance in a person's life, requiring a change in how she perceives, believes, or does something. Clearly, stress has to be expected as a normal part of life. It can be related to both positive and negative events—a death in the family or a birth—because both involve the need for a shift or change.

In the Chinese language, the symbol for stress combines the characters for opportunity and crisis, supporting the adage that “out of anxiety comes change.” Seldom do we think about trying something new or different when everything is calm and the way we want it to be. We most often decide to make changes when there is some discomfort.

Since stress is a part of everyday life, and is here to stay, it is important to understand when stress becomes a problem for families and what can be done to effectively manage it when it reaches undesirable levels. The parent educator can support the family by helping them learn how to create a less stressful environment and how to teach children effective coping strategies.

### How do we get stress?

Often stress results from things beyond our control. This can be tolerated for brief periods of time, particularly if new stressors do not appear frequently. As adults, we know that children need to learn how to face things they cannot completely control (e.g., starting school, learning to use the toilet, playing with a group of children who each want the same toy, facing the birth of a new baby) because these are skills that are essential to life-long success and satisfaction. It is critical, however, that the child has adults in her life who know her well and know when stress levels are too high and overwhelming.

It is equally important for the adults in a family to be able to monitor their own stress levels and know when these have been too high, for too long. Of

course, some things cannot be changed, but people's response to them can. Stress, snowballing out of control with no one managing or monitoring it, causes everyone in that family to be significantly and negatively effected by the levels.

### Who gets stressed?

Both children and adults in families get stressed. Even infants display signs of stress when placed in a prolonged, high-tension environment. In today's world children seem to face a high number of stressors, but the major problem seems to result from the lack of down time from *constant* stress, and the lack of satisfactory coping skills to manage their stress.

Young adolescents leaving home on a whaling ship in the 1800s or children traveling to new frontiers in the 1700s certainly faced major physical and emotional stressors. In those days, however, the family or community united around stressors and often when the event was over there were quiet, calm times for re-adjustment or for settling back in. Many children today face prolonged, on-going, intense stress, with little time to regroup. According to Karen DeBord, child development specialist, when too much stress becomes *distress*, then problems begin for the child. She says when people are stressed their muscles tighten, their breathing rates change, and their heart rate increases. Bodies need a break from the stress to reestablish a balance, and without this symptoms begin to appear.

### What do symptoms of stress look like?

Children and adults display signs of stress in different ways. There are three potential modes of expression for stress: physical, psychological, and social. While an adult will often throw up her hands in despair saying, “I just cannot take one more thing going wrong!” or, “Why do these things keep happening to me? What have I done?” A

It is the goal of stress management techniques to help foster resiliency in children and parents. This means that it is important to achieve a balance between a person's resistance to stress and the amount of stress in the environment. This balance can be created by changing the individual, changing the stressors, or altering the interaction between the person and the environment. Parents can help by creating as low-stress an environment as possible. They can:

- Try to leave cares at work as much as they can.
  - Show care and warmth to the child; have positive statements outnumber negatives.
  - Give children responsibilities that allow them to contribute to the family, no matter how small the task, and praise them for their accomplishments.
  - Make sure that there is down-time which focuses on listening to the child or just hanging out in case she wants to say something. Be available at least once each day.
  - Make sure there are patterns and rituals included in family life. Bedtime is especially important. Predictability and routines reduce stress.
  - Have meal times together and turn off the television and other noise. Focus nutrition on fruits, vegetables, and carbohydrates, all of which are calming foods. Avoid lots of sugar, caffeine, sweet drinks, and processed foods, which increase stimulation.
  - Be sure everyone is getting enough sleep.
  - Teach children how to take slow, deep breaths. Lie on the floor listening to a quiet CD or favorite soothing music. Help children learn the difference between tight muscles and relaxed bodies. Practice this nightly as they drift off to sleep.
  - Include sufficient fresh air and protected time in the sunshine every day. Both sunlight and fresh air help children relax and distress.
  - Encourage some type of physical exercise every day. Children who move about and use their energy actually help muscles relax and break the cycle of tightness and shallow breathing which is characteristic of stress.

- Engage in activities as a family which support quiet, restful enjoyment and relaxation. Try lying on the grass looking at shapes in the clouds, playing in the sand, going fishing, or swinging.
- Emphasize laughter and fun, not competition, in family activities. Practice relaxation so children know how to do this when they feel themselves getting stressed-out.

There are two important things parents need to be reminded of regarding stress:

1. Children do what adults do, not what they say. If parents are modeling stressful behavior their children will begin to act that, too. Children also will modify the way they behave if they sense that their parents are stressed-out. This may take the form of acting out to get attention, staying away from the parent, or even beginning to become caretakers themselves by adopting a parenting role.
2. Children do not know enough about the world to structure things in a way that reduces stress. This is the parent's job. Today, when so many parents feel overextended and unable to find time for things that have to be done, it can be easy to get caught in a stress-based pattern of family life. There can be long-lasting impacts for children who grow up with chronic stress. Parents can prevent this by looking at the world the family lives in and teaching and practicing stress management strategies on a daily basis.

## References

- Cotton, D. H. G. (1990). *Stress management: An integrated approach to therapy*. New York: Brunner/Mazel.
- DeBord, K. (1996). *Helping children cope with stress*. National Network for Child Care. Retrieved March 22, 2002, from <http://www.nncc.org/Guidance/cope.stress.html>.



# Stress:

## What it is and What to do About it

Stress is in everybody's life. There are good stressors and bad stressors, but both have an effect on people. Consider a marriage, or the birth of a baby, and then think about a car accident or house fire. These things have very different meanings to us, but all require that some change or adjustment be made. This is where stress comes from—the need to make changes in how we are coping or in our lifestyles.

Learning to cope with stress is something we all must do. The difference between children and adults, of course, is that children do not have experience or practice in dealing with stress. They have not learned how to cope like adults have. Part of the job of being a parent is to learn to monitor how much stress your child is exposed to, to determine when she has too much, and to help her manage what stress there is. If you can give her skills, then she will not be overwhelmed by the stress. When children are overwhelmed by stress—it becomes **distress**, and problems result.

### Causes of stress in children

While stress is a part of life, certain things cause more stress than others. For children, transitions or *developmental changes* can be sources. The following list gives some examples of these kinds of stressors:

- Giving up a bottle or breast
- Letting go of a pacifier or security object
- Moving into a "big" bed
- Adjusting to the birth of a sibling
- Starting preschool
- Toilet learning
- Increase in number of expected independent self-help skills
- Separation from parents

Another category of events that can cause stress in children is *life changes*. This includes things that happen around your child or in your child's world:

- Marital separation or divorce
- Family relocation or move
- Death of a family member
- Addition of a stepparent or stepsiblings
- Chronic emotional or physical illness in a family member
- Prolonged separation from parent or sibling

A third category of stressors for children includes *environmental stressors*. Children may respond very differently to these events, but stress reactions are not unusual.

- Holidays
- Vacations
- Storms, hurricanes, tornadoes, floods
- War or terrorist attacks
- Physical abuse or neglect
- Dog bites
- Insect stings
- Fires
- Car accidents
- Accidents

Things that happen to your child's body also can create a stressful situation for her. These may be called *physical stressors* and include:

- Prolonged physical illness
- Sudden physical illness
- Surgery
- Burns
- Injuries
- Broken bones
- Nutritional or eating problems
- Obesity

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### **Can stress hurt my child?**

Exposure to normal levels of stress or short-term stress does not usually have a lasting effect on children. However, long-term, continuous, and frequent stress can create symptoms in children. If children have no adults in their lives to rely on, nor with whom to communicate their concerns, stress can become overwhelming *distress* for them. Another negative effect comes when children are not learning coping skills or ways to manage the stress they feel, and they sense that they are powerless. Again, this can create emotional, physical, or psychological problems for a child who is left to manage on her own.

### **Can adults give children their stress?**

Remember that children are very sensitive to their environment. If the environment is highly-charged, even young babies and toddlers will be affected. Children also imitate the adults closest to them; if they think being stressed is a way of life, they will adopt those behaviors. Children also will take on the coping methods of the people around them, so if you are yelling and crabby in response to stress, you can expect your child to do the same.

### **What if I cannot do anything about the stress?**

There is always something you can do. You may not be able to get rid of a particular stressor or to avoid stress, but you can be with your child, listen to her concerns, and talk about what stress is and how it feels. You can offer ideas about how to relax. A strong, positive relationship with a caring adult is one of the key protective shields we can give children for combating the stress in their lives.

1 1/2 inches  
10:30

TRANSPORTATION REQUEST

*Wednesday*

Submit requests for pupil transportation to the Transportation Supervisor. District Bus Requests will need to be submitted two weeks in advance and Charter Bus Requests will need to be submitted four weeks in advance of the day the bus is needed. **DO NOT FAX REQUESTS.**

\*\*\*\*\*

PART I - SCHOOL SITE

School: B.T. Washington Date: 9-24-14

Date of Trip: 10-22-14 Requested by: Ms. Itom

Destination: Imperial Fair Grounds No. to be Transported: 62

No. of Buses Needed: 1 (large one) Request:  District Bus  
For Charter Bus - Cell Phone Contact # for Teacher \_\_\_\_\_  Charter Bus

Chaperones: 0

Time & Place of Departure: 11:00 B.T. Washington

Time of Return: 1:20 a.m./p.m. Return to: B.T. Washington

(Local/Out of Town) Indicate pick-up time from destination: 1:00 p.m.

Special Instructions (Additional stops will not be made unless indicated below):

None

Justification: Drug Prevention 6<sup>th</sup> grade Target

School's Funding/Payment Source: ASB  
(School Budget, Classroom Fundraising, ASB/other)

APPROVED BY: [Signature] 9/29/14  
Principal Date

RECEIVED  
9/29/14

[Signature] 9/29/14  
Transportation & Custodial Supervisor Date

(Do not write below this line. For Transportation Department Use Only)

\*\*\*\*\*

PART II - TRANSPORTATION DEPARTMENT

Field Trip Bus Charge

Local Field Trip Fee (i.e. IV Expo, Research Center, IVC, Movies, Navy Base, Seeley, Holtville) \$150.00

Out of Town Fee (i.e. Within Valley - Brawley, Calexico, Calipat, Westmorland, Salton Sea, Wetlands) \$300.00

Total Round Trip Miles: \_\_\_\_\_ Total No. Transported: \_\_\_\_\_

Driver: \_\_\_\_\_ Bus No.: \_\_\_\_\_

Time of Departure: \_\_\_\_\_ Time of Return: \_\_\_\_\_ Total Hours: \_\_\_\_\_

Misc. Charges (overtime, benefits, food, lodging, etc.): \_\_\_\_\_

School principal notified at least 48 hrs. in advance of trip: YES NO

Trip Cancelled: \_\_\_\_\_  
Date By Reason (optional)

Confirmation  
# 22

Attached FS-3.

# **Drug Free Pledge**

**I pledge allegiance to myself  
and who I want to be...**

**Cause I can make  
my dreams come true  
if I believe in me**

**I pledge to stay in school and learn  
the things I need to know**

**To make the world a better place  
for kids like me to grow**

**I pledge to keep my dreams alive  
and be all I can be**

**I know I can, and that's because  
I pledge to stay  
**DRUG FREE!****



Classroom

B.T. Washington 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.

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.

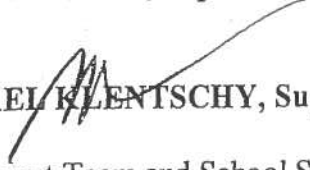
#### Reporting Tips:

- 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:

<b>Drug and Alcohol Offenses:</b> (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	<b>Crimes Against Persons:</b> (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)	<b>Property Crimes:</b> (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)	<b>Other:</b> (also complete Section G) <input type="checkbox"/> Bomb Threat <input type="checkbox"/> Destructive/Explosive Devices <input type="checkbox"/> Loitering/Trespassing <input type="checkbox"/> Possession of Weapon(s) (also complete Sections F & G) <input type="checkbox"/> Other Hate Crime/Incident* (also complete Sections F & G and if applicable, H) <small>*Check this box if the crime/incident is NOT included on the previous list of 20 crimes, e.g., simple assault, mutual combat, or bigoted slurs.</small>
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Was the above hate motivated?  Yes  No  
 If yes, indicate the primary motivation (Select ONE).  
 Disability  Gender  Nationality  Race  Religion  Sexual Orientation

<b>E. COST</b> Complete the following for all Property Crimes. The dollar loss was incurred by: <input type="checkbox"/> my district/COE \$ _____ (estimate the loss to the nearest dollar) <input type="checkbox"/> other/personal	<b>F. WEAPON</b> 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." <input type="checkbox"/> No Weapon <input type="checkbox"/> Firearm <input type="checkbox"/> Knife <input type="checkbox"/> Other Type of Weapon
--	--

<b>G. SUSPECT INFORMATION</b> Complete this section for all crimes/incidents. If more than four suspects, please complete this information on additional forms and <u>staple all forms</u> related to the same incident together. <input type="checkbox"/> Suspect(s) unknown <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Suspect #1</b>  <input type="checkbox"/> Male <input type="checkbox"/> Female            The Suspect is a:  <input type="checkbox"/> Student at this school  <input type="checkbox"/> Non-student         </td> <td style="width: 50%; vertical-align: top;"> <b>Suspect #2</b>  <input type="checkbox"/> Male <input type="checkbox"/> Female            The Suspect is a:  <input type="checkbox"/> Student at this school  <input type="checkbox"/> Non-student         </td> </tr> <tr> <td style="width: 50%; vertical-align: top;"> <b>Suspect #3</b>  <input type="checkbox"/> Male <input type="checkbox"/> Female            The Suspect is a:  <input type="checkbox"/> Student at this school  <input type="checkbox"/> Non-student         </td> <td style="width: 50%; vertical-align: top;"> <b>Suspect #4</b>  <input type="checkbox"/> Male <input type="checkbox"/> Female            The Suspect is a:  <input type="checkbox"/> Student at this school  <input type="checkbox"/> Non-student         </td> </tr> </table>	<b>Suspect #1</b> <input type="checkbox"/> Male <input type="checkbox"/> Female The Suspect is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Non-student	<b>Suspect #2</b> <input type="checkbox"/> Male <input type="checkbox"/> Female The Suspect is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Non-student	<b>Suspect #3</b> <input type="checkbox"/> Male <input type="checkbox"/> Female The Suspect is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Non-student	<b>Suspect #4</b> <input type="checkbox"/> Male <input type="checkbox"/> Female The Suspect is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Non-student	<b>H. VICTIM INFORMATION</b> 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 <u>staple all forms</u> related to the same incident together. <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Victim #1</b>  <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         </td> <td style="width: 50%; vertical-align: top;"> <b>Victim #2</b>  <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         </td> </tr> </table>	<b>Victim #1</b> <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	<b>Victim #2</b> <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
<b>Suspect #1</b> <input type="checkbox"/> Male <input type="checkbox"/> Female The Suspect is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Non-student	<b>Suspect #2</b> <input type="checkbox"/> Male <input type="checkbox"/> Female The Suspect is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Non-student						
<b>Suspect #3</b> <input type="checkbox"/> Male <input type="checkbox"/> Female The Suspect is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Non-student	<b>Suspect #4</b> <input type="checkbox"/> Male <input type="checkbox"/> Female The Suspect is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Non-student						
<b>Victim #1</b> <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	<b>Victim #2</b> <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						

**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

Violaciones del Código de Educacional de California  
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 people 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 student 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 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 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 conductir asuntos serios.

**NOTICIA**

Cualquiera de ustedes o ambos y el estudiante nombrado aquí the tiene el derecho de apelar esta suspensión al Superintendente del Distrito Escolar de El Centro, 1256 Broadway, El Centro, CA 92243 (teléfono: 352-5712). El superintendente de haber recibido su petición podrá tener una junta con usted, el alumno 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 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
* (a)(1) Caused, attempted to caused, or threatened to cause physical injury to another to another person; or  (a)(2) Willfully used force or violence upon the person of another, except in self-defense.  (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object...  (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.  (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.  (e) Committed or attempted to commit robbery or extortion.  (f) Caused or attempted to cause damage to school property or private property.  (g) Stolen or attempted to steal school property or private property.			

\* 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) <b>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.</b></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) <b>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.</b></p> <p>*(o) Harassed, threatened or intimidated a pupil who is a witness.</p>			

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

# California Safe Schools Assessment

## Education Code §48900 as it Relates to CSSA Reportable Offenses

EXHIBIT # 4a

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 designee 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.		✓	

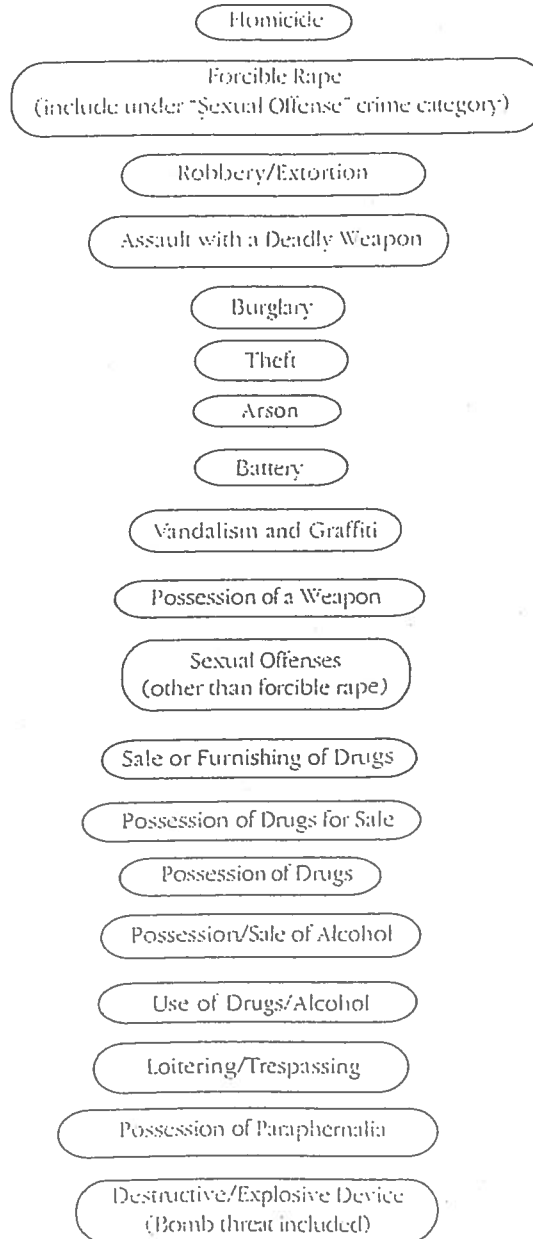
\* Note: In all cases, reportable incidents must meet CSSA requirements for time of day and locale.

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	
(l) 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.		<input checked="" type="checkbox"/>	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.	<input checked="" type="checkbox"/>		
(l) Knowingly received stolen school property or private property.	<input checked="" type="checkbox"/>		
(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.	<input checked="" type="checkbox"/>		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.	<input checked="" type="checkbox"/>		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.	<input checked="" type="checkbox"/>		
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.		<input checked="" type="checkbox"/>	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.	<input checked="" type="checkbox"/>		Report all hate motivated incidents and crimes to CSSA regardless of grade level. CSSA is a K-12 program.
7. (a) A pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both. (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.		<input checked="" type="checkbox"/>	Bomb threats are the only threats reportable to CSSA. All remaining verbal or written threats are not reportable.

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

## 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, 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 as an explosive by the State 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 7/1/01)

# California Safe Schools Assessment

## School/Program Site Monthly Transmittal Form

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

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

### DIRECTIONS:

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

SCHOOL NAME \_\_\_\_\_

### REPORTING MONTH:

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

Total number of crimes this period	
Total number of forms enclosed	

If the above numbers do not correspond please explain. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Name of Principal or designee (please print)

\_\_\_\_\_  
Phone Number w/area code

\_\_\_\_\_  
Signature of Principal or designee

\_\_\_\_\_  
Date

EL CENTRO SCHOOL DISTRICT  
Office of the Superintendent

BULLETIN NO. 18-1  
July 1, 1994

SUBJECT: CHILD ABUSE

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

I. PURPOSE

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

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

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

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

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

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

Legal Responsibility - Penal Code Section 11166

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

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

### III. ACCESS TO RECORDS AND CONFIDENTIALITY

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

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

C. Confidentiality

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

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

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

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

IV. REPORTING PROCEDURES

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

- 1. Telephone report
- 2. Written report

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

A. Telephone Report

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

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

2. The person reporting shall
  - a. Document the date and time the call is made.
  - b. Record contact person's name, title, position, ID number.
  - c. Record response or directive of contact person.
  - d. Notify the contact person of the time the child is dismissed from school.
  - e. Inquire as to agency's plan regarding immediate action.

3. The law enforcement officer or social worker determines the course of action to be taken. The agency official may inform the person reporting of one or more of the following:

- \_\_\_\_\_ home visit/investigation
- \_\_\_\_\_ dispatched an officer or social worker to the school/scene
- \_\_\_\_\_ there will be no follow-up investigation in which case the school/district can proceed administratively

Agency representatives once on the school site have the following authority and/or responsibilities:

- a. May interview the child.
  - b. Must afford the child the option of being interviewed in private or selecting any adult member of the school staff to sit in on interview.
  - c. Have authority to take child into protective custody (law enforcement only).
  - d. May contact family regarding temporary custody/or location of child.
4. Following the telephone report, the person reporting shall within 36 hours complete and mail :
    - a. The Suspected Child Abuse Report (Form SS 8572) to the same agency to which the telephone report was made (see Attachment B).



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

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

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

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

#### B. Written Report

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

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

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

- a. Identifying information must be provided in full.

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

2. Distribution of Completed Forms (SS 8572)

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

V. RESPONSIBILITIES OF DISTRICT EMPLOYEES

A. School site administrators are directed to:

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

VI. ORDERING FORMS

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

VII. ATTACHMENTS

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

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

APPROVED: MICHAEL KLENTSCHY, Superintendent

DISTRIBUTION: Management Team and School Secretaries

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**

IN SEVERAL AREAS

~~SAMPLE~~

# SUSPECTED CHILD ABUSE REPORT

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

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

B. REPORTING PARTY	NAME/TITLE									
	ADDRESS									
C. REPORT SENT TO	PHONE ( )	DATE OF REPORT	SIGNATURE OF REPORTING PARTY							
	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION									
C. REPORT SENT TO	AGENCY		ADDRESS							
	OFFICIAL CONTACTED		PHONE ( )	DATE/TIME						
D. INVOLVED PARTIES	NAME (LAST, FIRST, MIDDLE)		ADDRESS		BIRTHDATE	SEX	RACE			
	PRESENT LOCATION OF CHILD		PHONE ( )							
SIBLINGS	NAME	BIRTHDATE	SEX	RACE	NAME	BIRTHDATE	SEX	RACE		
	1. _____				4. _____					
PARENTS	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE	SEX	RACE	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE	SEX	RACE
	ADDRESS		ADDRESS		HOME PHONE ( )		BUSINESS PHONE ( )			
IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX. <input type="checkbox"/>										
1. DATE/TIME OF INCIDENT		PLACE OF INCIDENT		(CHECK ONE)		<input type="checkbox"/> OCCURRED		<input type="checkbox"/> OBSERVED		
IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:										
<input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION										
2. TYPE OF ABUSE: (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL ASSAULT <input type="checkbox"/> NEGLIGENCE <input type="checkbox"/> OTHER										
3. 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

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

# SAMPLE REPORTING FORM

**BOOKER T. WASHINGTON**

**ELEMENTARY SCHOOL**

**2N1 PLAN**

**LOCK DOWN**

**EARTHQUAKE/DISASTER PLAN**

**FIRE PLAN**

# Booker T. Washington Elementary School

## 2N1 PLAN

### *Earthquake/ Fire Drill*

#### EARTHQUAKE/DISASTER PLAN

#### UPON SIGNAL

##### IN CLASSROOM:

1. Duck/cover/hold on to desk leg and move with it.
2. Turn off any equipment in use if possible. Do Not Touch Light Switches
3. After shaking stops, check for injuries and determine if it is safe to evacuate.
4. Evacuate calmly – Teacher takes disaster packet. Those students who teacher have been assigned water and survival supplies. Count students as they exit.
5. Work with “buddy” class. \*\* Assess needs.
  - Determine beforehand which teacher will stay behind with injured students.
  - All other students should be moved to assigned area. Instruct them to sit down. Take roll.
  - Close the doors to your classroom, if no one is left in the room. Do Not Lock.
  - Send two “calm walkers” to command post with “post it” notes giving status of students and condition of room.
6. Assess if you should have injured students
  - Administer first-aid if able to walk, and evacuate with class.
  - Ask two students to escort student to first-aid station.
  
  - Predetermine “buddy” teacher stays with students until Search and Rescue Team arrives.

##### OUT OF BUILDING:

1. Everyone should get clear of buildings, power poles, and overhead lines
2. Everyone should drop to ground and hold on to something, if possible.
3. No one should move after shaking stops. Wait for instructions. Students should report to their designated evacuation area if quake occurs before or after School or during recess.

#### **CAFETERIA:**

1. Duck/cover under cafeteria table, curl body and cover head with hands.
2. Pupil Supervisor will use megaphone to direct students for evacuation.

#### **SPECIAL TEAMS**

1. **COMMAND POST:** Shade Structure; Take school radios, status board and megaphones custodians, Ms. Sigmond)
2. **FIRST AID TEAM:** Get first-aid kits, blankets, sheets, mats, as needed, and go to first aid station. (Dulce/Laura/Paty). Assist teachers on the field if no need for first aid.
3. **UTILITIES TEAM:** Gas and electricity should be checked and turned off if necessary. (Salvador or Jesus)
4. **SEARCH AND RESCUE TEAM:** Report to command post for assignments, review status board. Wait to be dispatched. After conducting preliminary search, report to command post for further instructions.
5. **TEACHERS:** When it is safe to evacuate (use buddy system), take emergency packet. After evacuation, check to make sure everyone is accounted for. Teachers take roll.
  - Send responsible student to command post with "Post it" note telling number of injured students left in classroom or dangerous conditions that exist.
  - Once room condition and injuries are reported take roll to account for all students. Stay with your class.
  - Injured that are able to move are to be sent to the first aid station. Teachers, please take care of problem if possible, use your best judgment.



6. **STUDENT PICK-UP:** Take emergency information notebook and parent sign out sheets (Neomi/Paty/Dulce). List of students at First-aid stations will be brought to office (Dulce)
7. **LOCATE STUDENTS:** Take radios to locate students in their designated areas. (Ms. Sigmond)

**\*\*Buddy System = 1/ 2, 3/M10, M4/M5/M6 4A/B/8, 5/6, 9/10, 23/24, 25/26,27,28 K21,K22  
Migrant Child Development Center**

- CODE YELLOW:** Duck and cover ----- Intercom call
- COMMAND CENTER:** Shade Structure in front of Staff Lounge.
- GAS:** Check gas by library & Cafeteria, turn off if necessary. (Jesus)
- WATER:** Check water meters: Front of school, end of F building, Front of Kinder area
- GATES:** Close gates to parking lot (Salvador)  
Close gates to Bus Area (Principal)  
Close gates to Office (Neomi)
- ELECTRICITY:** Check electricity in cafeteria (Salvador)
- FIRST AID STATION:** Teachers' Lounge (Dulce, Diana Ramirez)  
Key, blankets and splint will be taken next to Library
- FIRST AID SUPPLIES:** Emergency kit will be taken from library to first-aid station by Teresa Velasquez, First Aid supplies will be taken to Basketball courts by Salvador.
- Mats (from room 15) will be taken to first-aid station (Teachers Lounge)
- If one team member is absent the others cover responsibilities.*
- SEARCH AND RESCUE :** Team will report to command post which is our new stage for assignments. (Salvador, Jesus, David Valenzuela and available Instructional Aides)
- RESTROOMS AND CAFETERIA:** Check restrooms (Laura) Cafeteria (Carolina Gonzalez or Bianca Pedrin )

**STUDENT PICK-UP:** Stand by Main Gate (Paty/Dulce)

**OFFICE TELEPHONES:** Stand by telephones (Neomi, Laura)

**STATIONS:** East and North Station- Gates (Jesus)

West Station-Gates (Salvador)

#### **SPECIAL TEAMS**

- 1. COMMAND POST:** Shade Structure; Take school radio, status board and megaphones custodians, Ms. Sigmond )
- 2. FIRST AID TEAM:** Get first-aid kits, blankets, sheets, mats, as needed, and go to first aid station. (Dulce/Laura/Paty). Assist teachers on the field if no need for first aid.
- 3. UTILITIES TEAM:** Gas and electricity should be checked and turned off if necessary. (Salvador or Jesus)
- 4. SEARCH AND RESCUE TEAM:** Report to command post for assignments, review status board. Wait to be dispatched. A radio will be given to all Rescue Team members. After conducting preliminary search, report to command post for further instructions.
- 5. TEACHERS:** When it is safe to evacuate (use buddy system), take emergency packet. After evacuation, check to make sure everyone is accounted for. Teachers take roll.
  - Send responsible student to command post with "Post it" note telling number of injured students left in classroom or dangerous conditions that exist.
  - Once room condition and injuries are reported take roll to account for all students. Stay with your class.
  - Injured that are able to move are to be sent to the first aid station. Teachers, please take care of problem if possible, use your best judgment.
- 6. STUDENT PICK-UP:** Take emergency information notebook and parent sign out sheets (Neomi/Paty/Dulce). List of students at First-aid stations will be brought to office (Dulce)

7. **LOCATE STUDENTS:** Take radios to locate students in their designated areas.  
(Ms. Sigmond)

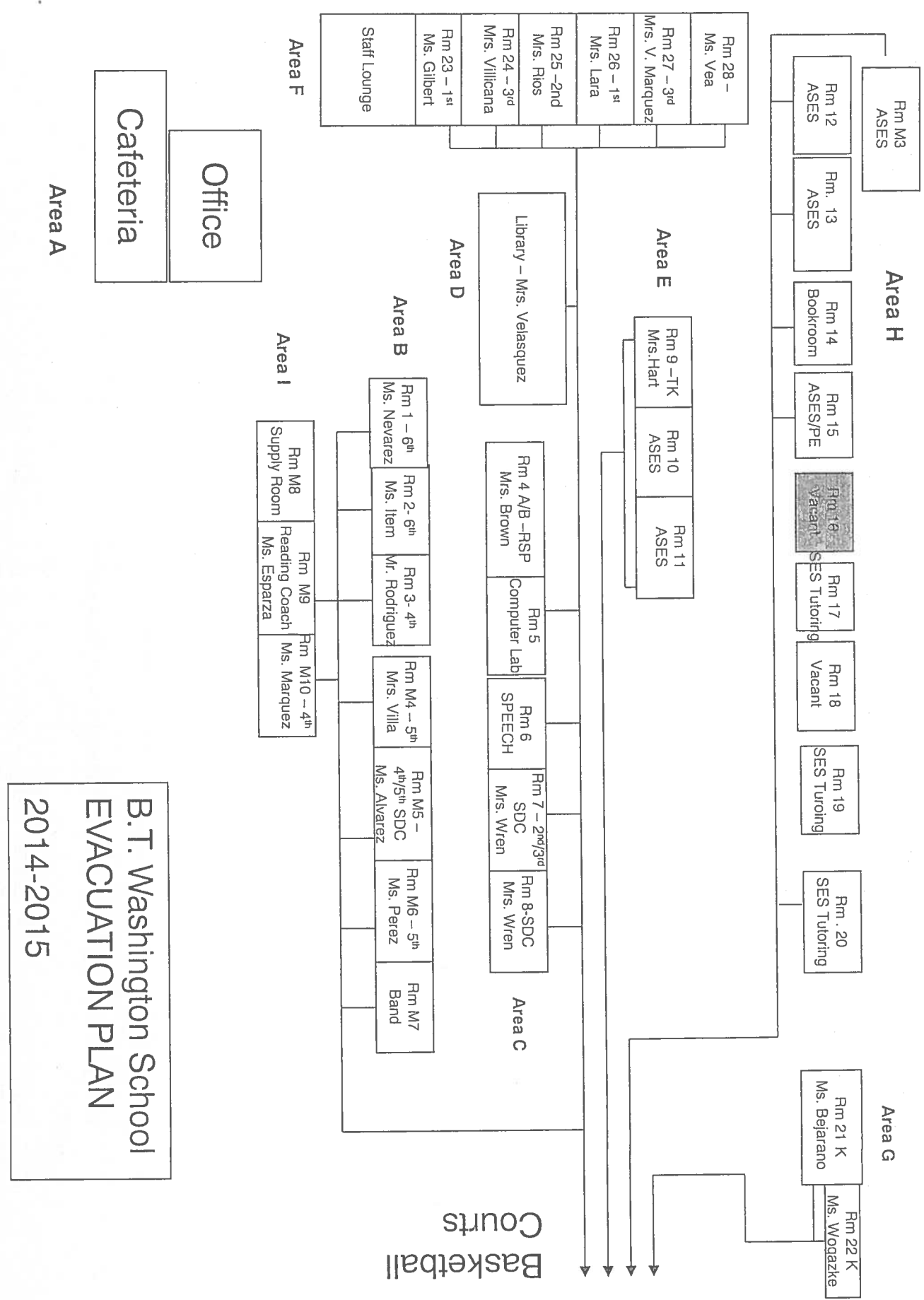
**\*\*Buddy System = 1/ 2, 3/M10, M4/M6M 4A/B/8, 5/6, 9/10,  
23/24, 25/26,27, 28 K21, K22  
Migrant Child Development Center**

## **FIRE DRILL PLAN**

1. The fire department emergency number is posted above the telephone in the office. The emergency number is 911
2. Neomi Hernandez and /or Dulce Solano/Paty Preston will call the fire department upon notification of any fire or call A & S for fire drills.
3. Each classroom will post a plan by the door the showing paths to evacuate classrooms.
4. Office staff will send report to Fire Department and Warehouse.

## **FIRE DRILL PROCEDURES**

1. Fire Drill – fire alarm bell rings.
2. Teacher takes disaster/fire plan packet.
3. Instruct students to evacuate in an orderly fashion.
4. Close classroom door after all students have evacuated.
5. Follow assigned path to designated area. (Basketball Courts)
6. Take roll. Report missing students to Ms. Sigmond or Principal Designee. Use Color cards provided in Emergency Folder.
7. Return to class when bell rings, classrooms ready for safe return.
8. See attached map for evacuation paths.



**B.T. Washington School  
EVACUATION PLAN  
2014-2015**

Basketball  
Courts

EL CENTRO ELEMENTARY SCHOOL DISTRICT

EL CENTRO, CALIFORNIA

MONTHLY FIRE DRILL REPORT

Name of School Washington School

Date of drill August 29, 2014

Time of drill 8:22 a.m. to 8:25 a.m. 15 sec.

Amount of time needed to vacate buildings 3 min. 15 sec.

Was vacating multipurpose room/auditorium part of this drill? YES

Alarm Station used Office

Did all equipment function properly? YES

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

Were in instructions given in the event of an earthquake? YES

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

Comments \_\_\_\_\_

Signed: 

Distribution:

Original to Facilities Director

Copy to El Centro Fire 337-4501/337-4539

EL CENTRO ELEMENTARY SCHOOL DISTRICT

EL CENTRO, CALIFORNIA

MONTHLY FIRE DRILL REPORT

Name of School Washington School

Date of drill September 15, 2014

Time of drill 10:43 a.m. to 10:46 a.m. 08 sec.

Amount of time needed to vacate buildings 3 min. 08 sec.

Was vacating multipurpose room/auditorium part of this drill? YES

Alarm Station used Office

Did all equipment function properly? YES

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

Were in instructions given in the event of an earthquake? YES

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

Comments \_\_\_\_\_

Signed: \_\_\_\_\_

Distribution:

Original to Facilities Director

Copy to El Centro Fire 337-4501/337-4539

EL CENTRO ELEMENTARY SCHOOL DISTRICT

EL CENTRO, CALIFORNIA

MONTHLY FIRE DRILL REPORT

Name of School Washington School

Date of drill October 16, 2014

Time of drill 10:19 a.m. to 10:21 a.m. 28 sec.

Amount of time needed to vacate buildings 2 min. 30 sec.

Was vacating multipurpose room/auditorium part of this drill? YES

Alarm Station used Office

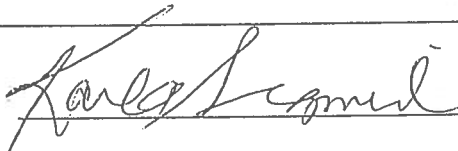
Did all equipment function properly? YES

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

Were in instructions given in the event of an earthquake? YES

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

Comments \_\_\_\_\_

Signed: 

Distribution:

Original to Facilities Director

Copy to El Centro Fire, 337-4501/337-4539

EL CENTRO ELEMENTARY SCHOOL DISTRICT

EL CENTRO, CALIFORNIA

MONTHLY FIRE DRILL REPORT

Name of School Washington School

Date of drill November 21, 2014

Time of drill 3:03 p.m. to 3:05 p.m. 38 sec.

Amount of time needed to vacate buildings 2 min. 38 sec.

Was vacating multipurpose room/auditorium part of this drill? YES

Alarm Station used Office

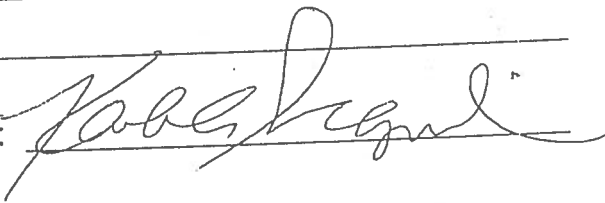
Did all equipment function properly? YES

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

Were in instructions given in the event of an earthquake? YES

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

Comments \_\_\_\_\_

Signed: 

Distribution:

Original to Facilities Director

Copy to El Centro Fire 337-4501/337-4539



EL CENTRO ELEMENTARY SCHOOL DISTRICT

EL CENTRO, CALIFORNIA

MONTHLY FIRE DRILL REPORT

Name of School Washington School

Date of drill December 18, 2014

Time of drill 1:09 p.m. to 1:13 37 sec.

Amount of time needed to vacate buildings 4 min. 37 sec.

Was vacating multipurpose room/auditorium part of this drill? YES

Alarm Station used Office

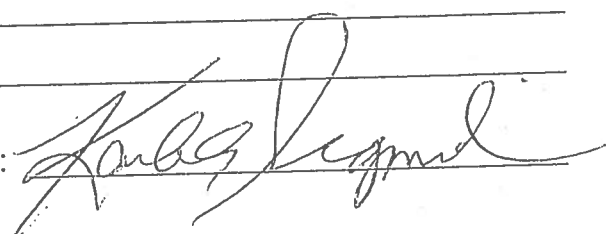
Did all equipment function properly? YES

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

Were in instructions given in the event of an earthquake? YES

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

Comments \_\_\_\_\_

Signed: 

Distribution:

Original to Facilities Director

Copy to El Centro Fire 337-4501/337-4539

District Name	El Centro Elementary School District	(760)	School Name	Booker T. Washington School	Phone	(760) 352-6611
Street Address	1256 Broadway		Street Address	223 South First Street		
City Zip Code	El Centro, CA 92243		City Zip Code	El Centro, California, 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@icee.org

**Emergency Phone Numbers:**

Name	Phone	Organization	Phone
Principal Karla A. Sigmond	(760) 562-7471	Electric Company	(760) 335-3640
Asst. Principal/Secretary Neomi Hernandez	(760) 960-4926	Gas Company	1-800-427-2200
Emergency Cellular On-call staff	(760) 996-5423	City-underground	(760) 554-5296
Maintenance Supervisor Doug Hisei	(760) 443-8622	Water Plants	City – call ECPD they will call out 911
School Nurse <input checked="" type="checkbox"/> District <input type="checkbox"/> ICOE Teresa Najera	(760) 701-2861	Nearest Hospital	ECRMC (760) 339-7254
Bus Dispatch-Transp. Martin Barajas	(760) 960-5259	Fire Station	El Centro Fire Department 911
Master Key (1) Custodian Sal Godoy	(760) 337-5443	Police/Sheriff Dep.	El Centro Police Department 911
Master Key (2) Custodian Jesus Castro	(760) 960-7586	Other	( ) -

**Evacuation Sites**

Designate as a Primary, Secondary or Alternate Site	Location	# of students/adults to be evacuated to site	Electric	Location	Contact	Phone
Primary	Basketball Courts	250	Gas	See Map	Maintenance Supervisor	(760) 443-8622
Intermediate	Basketball Court	210	Water	See Map	Maintenance Supervisor	(760) 443-8622
			Telephones	Various	Antonio Romayor-IT	(760) 554-6966
			Any On site Hazardous Materials	Gas stored in sea container	Maintenance Supervisor	(760) 443-8622

**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>	Agency Liaison <small>Coordinates w/ outside agencies</small>	Backup Incident Commander	Backup Agency Liaison	Public Information Officer	Safety Coordinator <small>Ensures emergency activities are conducted safely</small>	Backup Public Information Officer	Backup Safety Coordinator
Karla A. Sigmond, Principal	Agency Liaison	Laura Esparza, Teacher In Charge	Backup Agency Liaison	Jon LeDoux, Superintendent	Safety Coordinator	Renato Montano, Associate Superintendent	Backup Safety Coordinator

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

Basketball Court	Quad Area Stage	Basketball Courts

**SCHOOL YEAR 2014-2015**  
 Revised By: Karla A. Sigmond  
 Date: August 2014-15

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 passed 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)	School Name	Booker T. Washington School	Phone	(760) 352-6611
Street Address	1256 Broadway	Street Address	223 South First Street		
City Zip Code	El Centro, CA 92243	City Zip Code	El Centro, California, 92243		

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

<p><b>Search &amp; Rescue Team 1</b> Performs search &amp; rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms.</p> <p>Meeting Location (inside):</p> <p>Meeting Location (outside):</p>	Leader	Jesus Castro	<p><b>Search &amp; Rescue Team 3</b> Performs search &amp; rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms.</p> <p>Meeting Location (inside):</p> <p>Meeting Location (outside):</p>	Leader	Salvador Godoy
	Alternate Leader			Alternate Leader	
	Member 1			Member 1	
	Member 2			Member 2	
<p><b>Search &amp; Rescue Team 2</b> Performs search &amp; rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms.</p> <p>Meeting Location (inside):</p> <p>Meeting Location (outside):</p>	Leader	Salvador Godoy	<p><b>Search &amp; Rescue Team 4</b> Performs search &amp; rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms.</p> <p>Meeting Location (inside):</p> <p>Meeting Location (outside):</p>	Leader	
	Alternate Leader			Alternate Leader	
	Member 1			Member 1	
	Member 2			Member 2	
<p><b>Security / Utilities Team</b> Ensure security of the school site and short-term repairs</p> <ul style="list-style-type: none"> <li>• Fire Suppression / HazMat Team Extinguish fires &amp; evaluate chemical spills</li> <li>• Supply / Equipment Team Ensure adequate supplies &amp; equipment are available</li> </ul> <p>Meeting Location (inside):</p> <p>Meeting Location (outside):</p>	Leader	Salvador Godoy	<p><b>Crisis-Psychological First Aid Team</b> Provide psychological counseling for students/staff</p> <p><input type="checkbox"/> District <input type="checkbox"/> ICOE</p> <p>Meeting Location (inside):</p> <p>Meeting Location (outside):</p>	Leader	
	Alternate Leader	Jesus Castro		Alternate Leader	
	Member 1			Member 1	
	Member 2			Member 2	
<p><b>Assembly Area Team</b> Ensure safe evacuation &amp; accounting of all students/staff</p> <p>Meeting Location (inside):</p> <p>Meeting Location (outside):</p>	Leader	Karla A. Sigmund	<p><b>Request / Reunion Gate Teams</b> Process request(s) for student pick-up. Reunite parents or guardians at Reunion Gate</p> <p>Meeting Location (inside):</p> <p>Meeting Location (outside):</p>	Leader	Virginia Le Doux
	Alternate Leader	Laura Esparza		Alternate Leader	
	Member 1			Member 1	
	Member 2			Member 2	
<p><b>First Aid / Medical Team</b> Ensure first aid supplies are available &amp; administered</p> <p>Meeting Location (inside):</p> <p>Meeting Location (outside):</p>	Leader	Dulce Solano	<p><b>Reunion Gate Teams</b> (encourage a separate reunion gate be staffed if school enrollment exceeds 800)</p> <p>Meeting Location (inside):</p> <p>Meeting Location (outside):</p>	Leader	Neomi Hernandez
	Alternate Leader	Diana Ramirez		Alternate Leader	Paty Preston
	Member 1	Teresa Velazquez		Member 1	Lab Supervisor
	Member 2			Member 2	
<p><b>Documentation</b></p>	Primary	Karla A. Sigmund	<p><b>Communication</b></p>	Chair Person	Karla A. Sigmund
	Alternate				
	PM Name	Salvador Godoy			

Color key  Students present in this 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 passed 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	EI Centro Elementary School	District	(760)	School Name	Booker T. Washington School	Phone	(760) 352-6611
Street Address	1256 Broadway			Street Address	223 South First Street		
City/Zip Code	EI Centro, CA 92243			City/Zip Code	EI Centro, California, 92243		

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

<b>Water:</b> (Plan should include alternative water source for drinking water, fire suppression, food service & toilet)	Some water available. About 5 gallons in storage room
Drinking Water	Pre-package food available in cafeteria
Food Service	Each classroom has fire extinguisher and designed area also have fire extinguishers accessible
Fire Suppression	
Toilet	
<b>Electricity:</b> (Plan should provide alternative electrical source for ventilation & emergency lighting)	
Battery Lights	
Ventilation	
Generator (hours/days of power, what is powered, and fuel source)	
Natural Gas	
Food Service	See above
Other	
<b>Communication:</b>	
Cell Phone	
Radio (type+frequency)	District radios for all site administrators

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

AUTHORIZATION CONTACT NAME	phone	Location
(1) Kristy Curry, Asst. Supt., Admin. Services		District Office
(2) Kimberly Dessert, Director-MOT	(760) 996-4381	Central Warehouse
<b>Facilities-secondary contact name</b>	<b>Doug Hisel</b>	<b>phone (760) 443-8622</b>
Gym-Multipurpose Room	Capacity-# of people	# of sq ft
Cafeteria	Capacity-# of people	# of sq ft
Classrooms	Total #	27 including computer lab and library
Other		
<b>Staff-secondary contact name</b>	<b>Kristy Curry</b>	<b>phone (760) 352-5712 ext. 517</b>
School Psychologists	#	4
School Nurses	#	3
Certificates for CPR	#	20 @MOT-Transportation & Special Ed-nurses
Certificates for EMT or Paramedics	#	
Bus Drivers	#	13
Other		
<b>Equipment-secondary contact name</b>	<b>Martin Barajas</b>	<b>phone (760) 353-9200 ext. 14</b>
Buses, capacity, radios	# of buses	13, capacity 45-72 passenger each
Earthmoving equipment	3 tractors, backhoe, etc.	radio frequency: no X, yes
Other emergency equip	4 Food Service trucks, 10 maintenance trucks, 1 flat-bed, 1-6 passenger van, 1-10 passenger van	frequency (hand-held radios)

Color key  Students present in use 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 passed beyond search/rescue)

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

**EL CENTRO ELEMENTARY  
SCHOOL DISTRICT  
EMERGENCY PROCEDURES**

1256 Broadway  
El Centro, CA 92243  
Director, Facilities & Maintenance  
(760) 352-5712, ext. 539

**DISTRICT SAFETY**

**AFRICANIZED HONEY BEES**

**AIR POLLUTION**

**BOMB THREAT PROCEDURES**

**BOMB THREAT CHECKLIST**

**CHEMICAL/HAZARDOUS MATERIAL SPILL**

**DISTURBANCES / DISORDERS**

**FIRE**

**UTILITY EMERGENCY**

**EARTHQUAKE RESPONSE**

**GUNFIRE OR ARMED INDIVIDUAL**

**MEDICAL/PSYCHOLOGICAL EMERGENCY**

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 or 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 siga 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. Tendras 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(i)).

\_\_\_\_\_ 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 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 (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 Educativo.

(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

<b><u>Proof of Service</u></b>	
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 EI/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

<b><u>Proof of Service</u></b>	
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

<b><u>Prueba de Servicio</u></b>
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 esta 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 fact). The commission of this act is a violation of California Education Code Section 48900 (list specific code section and description) and El Centro Elementary School District Board Policy 5012-C- (list specific policy and description).

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

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

Sincerely,

Dr. Michael P. Klentschy  
Superintendent

MPK/kl  
cc: Student's Cumulative File

(District's Letterhead)

# DE RECIBO DE CORREO CERTIFICADO \_\_\_\_\_

Fecha

Nombre del(los)Padre(s)

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

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

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

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

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

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

Atentamente,

Dr. Michael P. Klentschy  
Superintendente

MPK/kl

cc: Expediente Acumulativo del Estudiante

**Administrative Panel's Findings and Decision**

STUDENT'S NAME: \_\_\_\_\_

SCHOOL ATTENDING: \_\_\_\_\_

\_\_\_\_\_ Request for expulsion is denied \_\_\_\_\_ is to return to \_\_\_\_\_ School.

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

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

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

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

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

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

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

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

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

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

\_\_\_ The student be transferred to \_\_\_\_\_ School for the remainder of the \_\_\_\_\_ school year.

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

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

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

\_\_\_ The student is to attend \_\_\_\_\_ sessions of Anger Management classes.

\_\_\_ The student is to attend \_\_\_\_\_ sessions of Alcohol/Drug awareness classes.

\_\_\_ The parents are to attend \_\_\_ sessions of parenting classes.

\_\_\_ Other conditions \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

\_\_\_ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**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 \_\_\_\_\_.

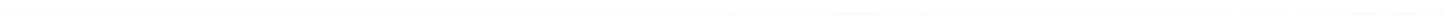
Due to the nature of the violation, other means of correction are not feasible or have repeatedly failed to  
bring about proper conduct, and/or the continuing presence of \_\_\_\_\_ (student name) might present a  
continuing danger to other students.

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

(*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

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

(School's Letterhead)

*Fecha*

*Nombre del(los)Padre(s)*

*Dirección*

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

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

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

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

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

Atentamente,

\_\_\_\_\_  
Director de la escuela

cc: Expediente de expulsión

**Prueba de Servicio**

Fecha: \_\_\_\_\_

Servida a: \_\_\_\_\_

(Nombre y relación con el estudiante)

Servida por: \_\_\_\_\_

# de recibo de correo certificado \_\_\_\_\_

Fecha enviada: \_\_\_\_\_

(School Letterhead)

Date

Parent(s) Name  
Address

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

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

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

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

Sincerely,

\_\_\_\_\_  
School Principal

cc: Expulsion File

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

*(School's Letterhead)*

**Fecha**

**Nombre del(los)Padre(s)**

**Dirección**

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

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

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

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

Atentamente,

\_\_\_\_\_  
Director de la escuela

cc: Expediente de expulsión

**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

<b><u>Proof of Service</u></b>	
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

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 continúa, 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.



J. Teacher Notification Regarding Certain Student Behavior

1. The District shall inform the teacher of each pupil who has engaged in or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except Subdivision (h), of Section 48900 of the California Education Code and Subdivisions of Section 513-V.8, except Subdivision (h) of the El Centro School District Policy, Rules, and Regulations.
2. 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.
3. The District, or District Officer or employee, shall not be civilly or criminally liable for providing information under the El Centro 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.
4. 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.
5. Information encompassing all such acts referred to in J-1 above shall be provided from the previous three school years.
6. An officer or employee of the District who knowingly fails to provide the information referred to in J-1 above is guilty of a misdemeanor.

ECETA Contract Chapter VI, Article I, Section J

**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 \_\_\_\_\_

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**ADOLESCENT FAMILY LIFE PROGRAM**

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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.

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**AGUAS DEL DESIERTO COUNSELING**

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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.

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**ALCOHOL AND DRUGS HELPLINE**

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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.

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**ALCOHOL AND DRUGS HOTLINE**

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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.

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**AMERICAN ASSOCIATION OF SUICIDOLOGY (AAS)**

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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.

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**AMERICAN ASSOCIATION/MARRIAGE AND FAMILY**

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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.

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**COUNSELING/ MENTAL  
HEALTH / ANGER  
MANAGEMENT**

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**AMERICAN FOUNDATION FOR SUICIDE  
PREVENTION**

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Telephones: (888) 333-2377

Fax: (212) 363-6237

120 Wall St, 22<sup>nd</sup> 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.

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**AMERICAN PSYCHIATRIC ASSOCIATION (APA)**

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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.

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**ANXIETY DISORDERS ASSOCIATION OF  
AMERICA**

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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.

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**AURORA BEHAVIORAL HEALTH CARE**

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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.

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**BAYVIEW MENTAL HEALTH HOSPITAL**

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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.

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**BEAR HAWK EDUCATION SERVICES**

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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.

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**BETTY FORD CENTER**

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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.

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**BRAWLEY FAMILY RESOURCE CENTER**

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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.

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**F.A.C.T CENTER- FAMILY AND COMMUNITY TOGETHER (EL Centro)**

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Telephones: (760) 337-5097

Fax: (760) 337-4315

1027 N. 8<sup>TH</sup> 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.

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**CALIFORNIA ASSOCIATION/ SCHOOL OF PSYCHOLOGISTS**

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Telephones: (916) 444-1595

Fax: (916) 444-1597

1400 K Street, Ste 311

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**Counseling/ Mental Health/ Anger Management**

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**CALIFORNIA ASSOCIATION/ SCHOOL OF PSYCHOLOGISTS Cont.**

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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.

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**CALIFORNIA BOARD/ BEHAVIORAL SCIENCES**

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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.

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**CALIFORNIA BOARD/ PSYCHOLOGY**

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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.

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**CARON FOUNDATION**

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Telephones: (800) 678-2332

Residential treatment for adolescents 13-17 with problems related to alcohol/drugs. Fees on sliding scale. Serves: San Diego Co.

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**CENTER FOR FAMILY SOLUTIONS**

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Telephones: (760) 353-8530

(760) 353-6922

727 Main Street

El Centro, CA 92243

Agency Type: Non profit

Office Hours: 24/7

Domestic violence services, HIV prevention program, bullying program, individual and group counseling, outreach, emergency shelter, legal assistance drip-in center, TRO's, crisis services, transitional housing, prevention and education programs, information and referrals, batterer's program. 24 hr hotline. Spanish Spoken. Fees apply Serves: Imperial Co.

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**CENTER FOR HEALING CHILDHOOD TRAUMA**

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Telephones: (909) 875-5288

(949) 348-1717

Fax: (909) 353-8441

101 S. Olive Ave

Rialto, CA 92376

Agency Type: Non profit

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**CENTER FOR HEALING CHILDHOOD TRAUMA  
Cont.**

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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.

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**COUNSELING/PSYCHOTHERAPY REFERRAL**

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National Association of Social Workers

Telephones: (800) 638-8799  
(202) 408-8600

Fax: (202) 336-8395

750 1<sup>st</sup> 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.

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**CRISIS PREGNANCY CENTER**

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Telephones: (520) 782-0234

1834 South 8<sup>th</sup> Avenue

Yuma, AZ 85364

Agency Type: Non profit

Office Hours: M-F 8:00am-5:00pm

Pro-life orientation, crisis pregnancy counseling.

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**DEPRESSED ANONYMOUS**

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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](http://www.depressedanon.com) Serves: USA.

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**DEPRESSION AWARENESS**

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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.

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**IMPERIAL CO. DEPARTMENT OF BEHAVIORAL  
HEALTH CRISIS REFERRAL**

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Telephones: (760) 482-4020

(760) 482-4000

24 hr line (800) 817-5292

202 N 8<sup>th</sup> Street

El Centro, CA 92243

On site assessment and referral for 72 hour. Holds on an emergency outpatient basis for clients in need

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**Counseling/ Mental Health/ Anger  
Management**

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**IMPERIAL CO. DEPARTMENT OF BEHAVIORAL  
HEALTH CRISIS REFERRAL Cont.**

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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.

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**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.

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**IMPERIAL CO. DEPARTMENT OF BEHAVIORAL  
HEALTH OUT PATIENT SERVICES**

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Telephones: (760) 337-7847

(800) 817-5292

202 N 8<sup>th</sup> 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.

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**IMPERIAL VALLEY COUNSELING**

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Telephones: (760) 352-4773

110 S 5<sup>th</sup> Street

El Centro, CA 92243

Counseling for children, adolescents and adults, family therapy and alcohol/drug counseling. Serves: Imperial Co.

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**KIDSPEACE**

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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.

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**LOMA LINDA UNIVERSITY/ MARRIAGE/ FAMILY**

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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.

**LDS 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 (\$16) 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 8<sup>th</sup> Street  
El Centro, CA 92243  
Agency Type: Private  
Office Hours: Tue/Wed 9:00am-5:00pm

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**CHERLIN, EDWARD, MD Cont.**

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Counseling services, include but not limited to sexual abuse, incest, child sexual abuse, spousal abuse, divorce and custody issues.

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**CAMACHO ALVARO, MD**

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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.

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**CUZA CORNELIUS, FMFCC**

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Telephones: (760) 353-3340

107 S 5<sup>th</sup> 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 grief issues.

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**DIMANNO PETER, LCSW**

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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).

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**HART II ASHLEY B.**

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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.

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**HITTLE GARY Ph.D.**

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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).

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**Counseling/ Mental Health/ Anger Management**

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**HOTCHKISS SCOTTIE**

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Telephones: (928) 343-1670

1405 W 16<sup>th</sup> 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.

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**HUSSEY TENA J**

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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.

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**HUVALA ROY Ph.D.**

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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.

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**NG BERNARDO, MD**

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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.

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**NG BERNARDO, MD**

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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**

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**NG BERNARDO, MD Cont.**

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abuse, custody, divorce related, trauma death survivor. Child abuse seminars. Accepts private insurance and deferred payment (Victims of Crime).

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**SON-SHINE COUNSELING CENTER**

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Telephones: (760) 353-5059

El Centro, CA 92243

Helps with depression, family counseling and trauma recovery. Provide services by appointment only. Spanish spoken.

EL CENTRO ELEMENTARY SCHOOL DISTRICT  
Office of the Superintendent

BULLETIN NO. 22-7  
Date: February 3, 1999

SUBJECT: TEACHER NOTIFICATION REGARDING CERTAIN STUDENT BEHAVIOR

- I. Background
- II. Procedures

I. Background

California State Education Code Section 49079 establishes provisions for the notification to teachers of pupils who have engaged in acts constituting grounds for suspension or expulsion. It is the intent of this bulletin to establish procedures consistent with this code section.

II. Procedures

A. The Principal shall notify the teacher of each pupil who has engaged in or is reasonably suspected to have engaged in and has been suspended for, any of the acts described in any of the subdivisions, except Subdivision (h), of Section 48900 of the California Education Code and El Centro Elementary School District Policy, Rules, and Regulations, Section 5012, C, 1-7, 9-13.

1. This may be accomplished by one of the following:
  - a. For elementary schools - Place a copy of the suspension notice inside a red folder in the back of the cumulative folder.

or

- b. For middle level schools - place a copy of the suspension notice inside a binder or file folder that is placed in a designated location. At the end of the school year, all suspension notices are placed inside a red folder in the back of the cumulative folder.

2. It is further recommended that each school principal providing teachers with a school/teacher handbook insert language pertaining to this bulletin so that it becomes part of an annual teacher notification process to comply with this education code section.
- B. The information provided shall be based on any records that the District maintains in its ordinary course of business, or receives from a law enforcement agency regarding such pupils.
  - C. The District, or District Officer or employee, shall not be civilly or criminally liable for providing information under the El Centro Elementary School District Policy, Rules & Regulations, unless it is proven that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.
  - D. Any information received by a teacher pursuant to this agreement shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.
  - E. Information encompassing all such acts referred to in Item II-A shall be provided from the previous three school years.
  - F. An officer or employee of the District who knowingly fails to provided the information referred to in Item II-A above is guilty of a misdemeanor.

For assistance, please call Everett Taylor, Associate Superintendent, at 352-5712, Ext. 513.

APPROVED: MICHAEL KLENTSCHY, Superintendent

DISTRIBUTION: Management Team and School Secretaries

J. Teacher Notification Regarding Certain Student Behavior

1. The District shall inform the teacher of each pupil who has engaged in or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except Subdivision (h), of Section 48900 of the California Education Code and Subdivisions of Section 513-V.8, except Subdivision (h) of the El Centro School District Policy, Rules, and Regulations.
2. 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.
3. The District, or District Officer or employee, shall not be civilly or criminally liable for providing information under the El Centro 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.
4. 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.
5. Information encompassing all such acts referred to in J-1 above shall be provided from the previous three school years.
6. An officer or employee of the District who knowingly fails to provide the information referred to in J-1 above is guilty of a misdemeanor.

ECETA Contract Chapter VI, Article I, Section J

**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 \_\_\_\_\_

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**ADOLESCENT FAMILY LIFE PROGRAM**

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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.

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**AGUAS DEL DESIERTO COUNSELING**

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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.

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**ALCOHOL AND DRUGS HELPLINE**

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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.

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**ALCOHOL AND DRUGS HOTLINE**

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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.

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**AMERICAN ASSOCIATION OF SUICIDOLOGY (AAS)**

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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.

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**AMERICAN ASSOCIATION/MARRIAGE AND FAMILY**

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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.

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**COUNSELING/ MENTAL  
HEALTH / ANGER  
MANAGEMENT**

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**AMERICAN FOUNDATION FOR SUICIDE  
PREVENTION**

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Telephones: (888) 333-2377

Fax: (212) 363-6237

120 Wall St, 22<sup>nd</sup> 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.

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**AMERICAN PSYCHIATRIC ASSOCIATION (APA)**

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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.

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**ANXIETY DISORDERS ASSOCIATION OF  
AMERICA**

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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.

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**AURORA BEHAVIORAL HEALTH CARE**

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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.

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**BAYVIEW MENTAL HEALTH HOSPITAL**

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Telephones: (800) 585-2767

(619) 428-6310

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.

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**BEAR HAWK EDUCATION SERVICES**

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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.

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**BETTY FORD CENTER**

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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.

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**BRAWLEY FAMILY RESOURCE CENTER**

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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.

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**F.A.C.T CENTER- FAMILY AND COMMUNITY TOGETHER (EL Centro)**

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Telephones: (760) 337-5097

Fax: (760) 337-4315

1027 N. 8<sup>TH</sup> 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.

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**CALIFORNIA ASSOCIATION/ SCHOOL OF PSYCHOLOGISTS**

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Telephones: (916) 444-1595

Fax: (916) 444-1597

1400 K Street, Ste 311

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**Counseling/ Mental Health/ Anger Management**

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**CALIFORNIA ASSOCIATION/ SCHOOL OF PSYCHOLOGISTS Cont.**

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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.

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**CALIFORNIA BOARD/ BEHAVIORAL SCIENCES**

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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.

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**CALIFORNIA BOARD/ PSYCHOLOGY**

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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.

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**CARON FOUNDATION**

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Telephones: (800) 678-2332

Residential treatment for adolescents 13-17 with problems related to alcohol/drugs. Fees on sliding scale. Serves: San Diego Co.

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**CENTER FOR FAMILY SOLUTIONS**

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Telephones: (760) 353-8530

(760) 353-6922

727 Main Street

El Centro, CA 92243

Agency Type: Non profit

Office Hours: 24/7

Domestic violence services, HIV prevention program, bullying program, individual and group counseling, outreach, emergency shelter, legal assistance drip-in center, TRO's, crisis services, transitional housing, prevention and education programs, information and referrals, batterer's program. 24 hr hotline. Spanish Spoken. Fees apply Serves: Imperial Co.

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**CENTER FOR HEALING CHILDHOOD TRAUMA**

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Telephones: (909) 875-5288

(949) 348-1717

Fax: (909) 353-8441

101 S. Olive Ave

Rialto, CA 92376

Agency Type: Non profit

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**CENTER FOR HEALING CHILDHOOD TRAUMA  
Cont.**

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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.

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**COUNSELING/PSYCHOTHERAPY REFERRAL**

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National Association of Social Workers

Telephones: (800) 638-8799  
(202) 408-8600

Fax: (202) 336-8395

750 1<sup>st</sup> 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.

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**CRISIS PREGNANCY CENTER**

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Telephones: (520) 782-0234

1334 South 8<sup>th</sup> Avenue

Yuma, AZ 85364

Agency Type: Non profit

Office Hours: M-F 8:00am-5:00pm

Pro-life orientation, crisis pregnancy counseling.

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**DEPRESSED ANONYMOUS**

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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](http://www.depressedanon.com) Serves: USA.

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**DEPRESSION AWARENESS**

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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.

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**IMPERIAL CO. DEPARTMENT OF BEHAVIORAL  
HEALTH CRISIS REFERRAL**

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Telephones: (760) 482-4020

(760) 482-4000

24 hr line (800) 817-5292

202 N 8<sup>th</sup> Street

El Centro, CA 92243

On site assessment and referral for 72 hour. Holds on an emergency outpatient basis for clients in need

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**Counseling/ Mental Health/ Anger  
Management**

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**IMPERIAL CO. DEPARTMENT OF BEHAVIORAL  
HEALTH CRISIS REFERRAL Cont.**

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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.

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**IMPERIAL CO. DEPARTMENT OF BEHAVIORAL  
HEALTH DRUG/ALCOHOL PROGRAMS**

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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.

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**IMPERIAL CO. DEPARTMENT OF BEHAVIORAL  
HEALTH OUT PATIENT SERVICES**

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Telephones: (760) 337-7847

(800) 817-5292

202 N 8<sup>th</sup> 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.

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**IMPERIAL VALLEY COUNSELING**

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Telephones: (760) 352-4773

110 S 5<sup>th</sup> Street

El Centro, CA 92243

Counseling for children, adolescents and adults, family therapy and alcohol/drug counseling. Serves: Imperial Co.

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**KIDSPACE**

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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.

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**LOMA LINDA UNIVERSITY/ MARRIAGE/ FAMILY**

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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.

**LJS 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 inquiry 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 8<sup>th</sup> Street  
El Centro, CA 92243  
Agency Type: Private  
Office Hours: Tue/Wed 9:00am-5:00pm

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**CHERLIN, EDWARD, MD Cont.**

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Counseling services, include but not limited to sexual abuse, incest, child sexual abuse, spousal abuse, divorce and custody issues.

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**CAMACHO ALVARO, MD**

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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.

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**CIJZA CORNELIUS, FMFCC**

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Telephones: (760) 353-3340

107 S 5<sup>th</sup> 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.

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**DIMANNO PETER, LCSW**

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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).

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**HART II ASHLEY B.**

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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.

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**HITTLE GARY Ph.D.**

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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).

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**Counseling/ Mental Health/ Anger Management**

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**HOTCHKISS SCOTTIE**

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Telephones: (928) 343-1670

1405 W 16<sup>th</sup> 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.

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**HUSSEY TENA J**

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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.

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**HUVALA ROY Ph.D.**

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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.

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**NG BERNARDO, MD**

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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.

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**NG BERNARDO, MD**

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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**

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**ING BERNARDO, MD Cont.**

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abuse, custody, divorce related, trauma death survivor. Child abuse seminars. Accepts private insurance and deferred payment (Victims of Crime).

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**SON-SHINE COUNSELING CENTER**

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Telephones: (760) 353-5059

El Centro, CA 92243

Helps with depression, family counseling and trauma recovery. Provide services by appointment only. Spanish spoken.



**NONDISCRIMINATION/HARASSMENT OF EMPLOYEES**

A. Unlawful Harassment

The Governing Board ("Board") of the District is committed to providing equal opportunity for all individuals in employment. The Board prohibits unlawful discrimination, including unlawful harassment, with respect to the actual or perceived age, gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability or sexual orientation. Employees are prohibited from engaging in unlawful discrimination or harassment of another employee or student of the District. Employees who engage in unlawful discrimination or harassment of other District employees or students, or who aid, abet, incite, compel or coerce another to discriminate are in violation of this policy and are subject to disciplinary action, up to and including dismissal.

Pursuant to state and federal law, the Board prohibits harassing conduct based on the above categories which has the purpose or effect of creating an intimidating, hostile, or offensive workplace. Harassment is unwanted or unwelcome conduct motivated because of the individual's actual or perceived age, gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability or sexual orientation, that is so severe, pervasive, or objectively offensive that it has the purpose or effect of unreasonably interfering with an individual's work performance or creating a hostile work environment.

The Board hereby designates the following position as Coordinator to prevent and remedy discrimination and harassment:

Assistant Superintendent  
Human Resources/Administrative Services  
1256 Broadway  
El Centro, CA 92243

B. Sexual Harassment

The Board strictly prohibits unlawful harassment based upon gender or sex, in the workplace environment. Prohibited sexual harassment includes unwelcome conduct based upon sex or gender by someone who is of the opposite or same gender, a coworker, a supervisor or manager, an employee or agent of the

District, a District official, a non-employee such as a sales representative or service vendor or any such individual who aids, abets, incites, compels, coerces, or encourages the prohibited conduct or attempts to do so. It is not necessary that discipline, loss of tangible job benefits, or economic damage occurred to constitute sexual harassment.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone in the work setting. It includes but is not limited to, the following circumstances:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, progress, or participation in a District employment activity; or;
2. Submission to, or rejection of, the conduct by the individual is used as the basis for employment decisions affecting such individual; or
3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance, or of creating an intimidating, hostile, or offensive work environment; or
4. Submission to, or rejection of, the conduct by the individual is used as, or threatened to be used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the District.

Examples of unwelcome conduct which may be sexual harassment include, but are not limited to, the following:

1. Deliberate written or oral comments, gestures, or physical contacts of a sexual nature or demeaning to one's gender which are unwelcome and/or interfere with work productivity.
2. Implicit or explicit sexual behavior by an employee, supervisor, or co-worker which has the effect of controlling, influencing, or otherwise affecting the job, salary, project, performance evaluation, opportunity for employment, or career of an employee or an applicant for employment.
3. Unwelcome suggestive, vulgar or obscene letters, notes, e-mails, posters, calendars, or other visual products or derogatory comments, slurs, and/or jokes of a sexual nature.

C. Complaint Procedure

Any individual with a complaint of unlawful harassment, of a sexual nature or otherwise, shall immediately report it to his or her supervisor. If the supervisor is the individual about whom the complaint is to be made, the employee should make the complaint directly to the Assistant Superintendent for Human Resources/Administrative Services. If the Assistant Superintendent for Human Resources/Administrative Services is the individual about whom the complaint is being made, the employee should make the complaint directly to the District Superintendent.

Under no circumstances shall an employee of the District who believes that he or she has been the victim of unlawful harassment be required to first report that harassment to the supervisor if the supervisor is the individual who has done the harassing. All complaints of harassment will be promptly and thoroughly investigated and properly resolved. No individuals will suffer reprisals for reporting any incidents of harassment.

Upon notification or discovery of an illegal harassment complaint, the Assistant Superintendent for Human Resources/Administrative Services or his/her designee will:

1. Inform the complainant of rights under this procedure.
2. Authorize the investigation of the complaint and supervise and/or investigate the complaint. The investigation will include interviews with the complainant, the accused harasser, and any other persons who reasonably may have relevant knowledge concerning the complaint.
3. Review factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment; giving consideration to all factual information, the totality of the circumstances, and the context in which the alleged incidents occurred.
4. Report the results of the investigation and the determination as to whether harassment occurred to appropriate persons including to the complainant, the alleged harasser, and the supervisor.
5. If harassment occurred, take and/or recommend to the Board prompt and effective remedial action against the harasser. This action will be commensurate with the severity of the offense and will be communicated to the complainant.

6. Reasonable steps will be taken to protect the victim and other potential victims from further harassment as well as from retaliation as a result from communicating the complaint.
7. Appropriate action will be taken whenever possible to alleviate the effects of the harassment.

D. Retaliation

The Board strictly prohibits any retaliation and attempts or threats to retaliate against any District employee or official for filing, reporting, pursuing, or participating in a complaint of harassment for being a witness or helping in any other way relating to a complaint, potential complaint, or investigation of alleged harassment. Any person who retaliates or attempts to retaliate in violation of this prohibition may be subject to discipline. Anyone with a concern that retaliation is or may be occurring is encouraged to contact the person investigating the charge of harassment or the principal or designee.

E. False Claims

No one shall file a claim of harassment knowing it to be false or no one shall provide any knowingly false information in a harassment complaint or investigation. Anyone violating this prohibition may be subject to disciplinary action.

F. Dissemination Of Policy

1. All employees, supervisors and managers shall be notified of this policy.
2. A copy of this policy shall be posted along with and in the same manner as is other material which is posted for the benefit of the employees.

Date Policy Adopted By The Board: 12/9/98

Policy Revised on: 10/12/04

**NONDISCRIMINATION/HARASSMENT OF EMPLOYEES**

A. Unlawful Harassment

The Governing Board ("Board") of the District is committed to providing equal opportunity for all individuals in employment. The Board prohibits unlawful discrimination, including unlawful harassment, with respect to the actual or perceived age, gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability or sexual orientation. Employees are prohibited from engaging in unlawful discrimination or harassment of another employee or student of the District. Employees who engage in unlawful discrimination or harassment of other District employees or students, or who aid, abet, incite, compel or coerce another to discriminate are in violation of this policy and are subject to disciplinary action, up to and including dismissal.

Pursuant to state and federal law, the Board prohibits harassing conduct based on the above categories which has the purpose or effect of creating an intimidating, hostile, or offensive workplace. Harassment is unwanted or unwelcome conduct motivated because of the individual's actual or perceived age, gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability or sexual orientation, that is so severe, pervasive, or objectively offensive that it has the purpose or effect of unreasonably interfering with an individual's work performance or creating a hostile work environment.

The Board hereby designates the following position as Coordinator to prevent and remedy discrimination and harassment:

Assistant Superintendent  
Human Resources/Administrative Services  
1256 Broadway  
El Centro, CA 92243

B. Sexual Harassment

The Board strictly prohibits unlawful harassment based upon gender or sex, in the workplace environment. Prohibited sexual harassment includes unwelcome conduct based upon sex or gender by someone who is of the opposite or same gender, a coworker, a supervisor or manager, an employee or agent of the

District, a District official, a non-employee such as a sales representative or service vendor or any such individual who aids, abets, incites, compels, coerces, or encourages the prohibited conduct or attempts to do so. It is not necessary that discipline, loss of tangible job benefits, or economic damage occurred to constitute sexual harassment.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone in the work setting. It includes but is not limited to, the following circumstances:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, progress, or participation in a District employment activity; or;
2. Submission to, or rejection of, the conduct by the individual is used as the basis for employment decisions affecting such individual; or
3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance, or of creating an intimidating, hostile, or offensive work environment; or
4. Submission to, or rejection of, the conduct by the individual is used as, or threatened to be used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the District.

Examples of unwelcome conduct which may be sexual harassment include, but are not limited to, the following:

1. Deliberate written or oral comments, gestures, or physical contacts of a sexual nature or demeaning to one's gender which are unwelcome and/or interfere with work productivity.
2. Implicit or explicit sexual behavior by an employee, supervisor, or co-worker which has the effect of controlling, influencing, or otherwise affecting the job, salary, project, performance evaluation, opportunity for employment, or career of an employee or an applicant for employment.
3. Unwelcome suggestive, vulgar or obscene letters, notes, e-mails, posters, calendars, or other visual products or derogatory comments, slurs, and/or jokes of a sexual nature.

C. Complaint Procedure

Any individual with a complaint of unlawful harassment, of a sexual nature or otherwise, shall immediately report it to his or her supervisor. If the supervisor is the individual about whom the complaint is to be made, the employee should make the complaint directly to the Assistant Superintendent for Human Resources/Administrative Services. If the Assistant Superintendent for Human Resources/Administrative Services is the individual about whom the complaint is being made, the employee should make the complaint directly to the District Superintendent.

Under no circumstances shall an employee of the District who believes that he or she has been the victim of unlawful harassment be required to first report that harassment to the supervisor if the supervisor is the individual who has done the harassing. All complaints of harassment will be promptly and thoroughly investigated and properly resolved. No individuals will suffer reprisals for reporting any incidents of harassment.

Upon notification or discovery of an illegal harassment complaint, the Assistant Superintendent for Human Resources/Administrative Services or his/her designee will:

1. Inform the complainant of rights under this procedure.
2. Authorize the investigation of the complaint and supervise and/or investigate the complaint. The investigation will include interviews with the complainant, the accused harasser, and any other persons who reasonably may have relevant knowledge concerning the complaint.
3. Review factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment; giving consideration to all factual information, the totality of the circumstances, and the context in which the alleged incidents occurred.
4. Report the results of the investigation and the determination as to whether harassment occurred to appropriate persons including to the complainant, the alleged harasser, and the supervisor.
5. If harassment occurred, take and/or recommend to the Board prompt and effective remedial action against the harasser. This action will be commensurate with the severity of the offense and will be communicated to the complainant.

6. Reasonable steps will be taken to protect the victim and other potential victims from further harassment as well as from retaliation as a result from communicating the complaint.
7. Appropriate action will be taken whenever possible to alleviate the effects of the harassment.

D. Retaliation

The Board strictly prohibits any retaliation and attempts or threats to retaliate against any District employee or official for filing, reporting, pursuing, or participating in a complaint of harassment for being a witness or helping in any other way relating to a complaint, potential complaint, or investigation of alleged harassment. Any person who retaliates or attempts to retaliate in violation of this prohibition may be subject to discipline. Anyone with a concern that retaliation is or may be occurring is encouraged to contact the person investigating the charge of harassment or the principal or designee.

E. False Claims

No one shall file a claim of harassment knowing it to be false or no one shall provide any knowingly false information in a harassment complaint or investigation. Anyone violating this prohibition may be subject to disciplinary action.

F. Dissemination Of Policy

1. All employees, supervisors and managers shall be notified of this policy.
2. A copy of this policy shall be posted along with and in the same manner as is other material which is posted for the benefit of the employees.

Date Policy Adopted By The Board: 12/9/98

Policy Revised on: 10/12/04



**SEXUAL HARASSMENT OF PUPILS**

**A. Introduction**

The District recognizes that harassment on the basis of sex is unlawful.

Employees and pupils will not engage in conduct constituting sexual harassment. This board policy prohibits any act of sexual harassment as defined by this board policy where such act is related to any school activity or school attendance as allowed by law. The District will not condone or tolerate sexual harassment. The District will take appropriate disciplinary action against all employees or pupils found to have engaged in sexual harassment.

**B. Definitions of Sexual Harassment**

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. It includes but is not limited to circumstances in which:

1. Submission to such conduct is made a term or condition of a pupil's academic status or progress.
2. Submission to or rejection of such conduct is used as the basis for any academic decision affecting such pupil.
3. Such conduct has the purpose or effect of unreasonably interfering with a pupil's academic performance or creating an intimidating, hostile or offensive educational environment.

**C. Forms of Sexual Harassment**

Forms of sexual harassment include but are not limited to the following:

1. Oral harassment such as derogatory comments, jokes or slurs;
2. Physical harassment such as unnecessary, unwelcome or offensive touching, or impeding or blocking movement;

3. Visual harassment such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures; and
4. Unwelcome sexual advances, requests, or demands for sexual favors, and other oral or physical conduct of a sexual nature.

D. Complaint Procedure For All Illegal Harassment

Any pupil wishing to make a complaint of sexual harassment should immediately report it to the Associate Superintendent or the Principal. However, there is absolutely no requirement that a pupil must make a complaint to the alleged harasser. A pupil making a complaint of sexual harassment shall not suffer any reprisal for doing so. The District will promptly and thoroughly investigate all complaints of sexual harassment. The District also will take immediate and appropriate action to resolve such complaints. All incidents of sexual harassment will be remedied. A report of the results of the investigation will be made to the complainant, the alleged harasser, and the supervisor of the alleged harasser.

Upon receipt of a complaint alleging sexual harassment, the District representative conducting the investigation shall do the following:

1. Inform the complainant of the rights under this board policy;
2. Authorize the investigation of the complaint and supervise and/or conduct the investigation of the complaint. The investigation, at a minimum, shall include interviews with the complainant, the alleged harasser, and all other persons who reasonably may have relevant knowledge about the complaint, including possible witnesses or victims of prior similar conduct;
3. Take reasonable steps to protect the complainant from any retaliation for filing the complaint;
4. Review factual information gathered to determine whether the alleged conduct constitutes sexual harassment;
5. Report the results of the investigation to the complainant, the alleged harasser, and the supervisor of the alleged harasser;

**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**

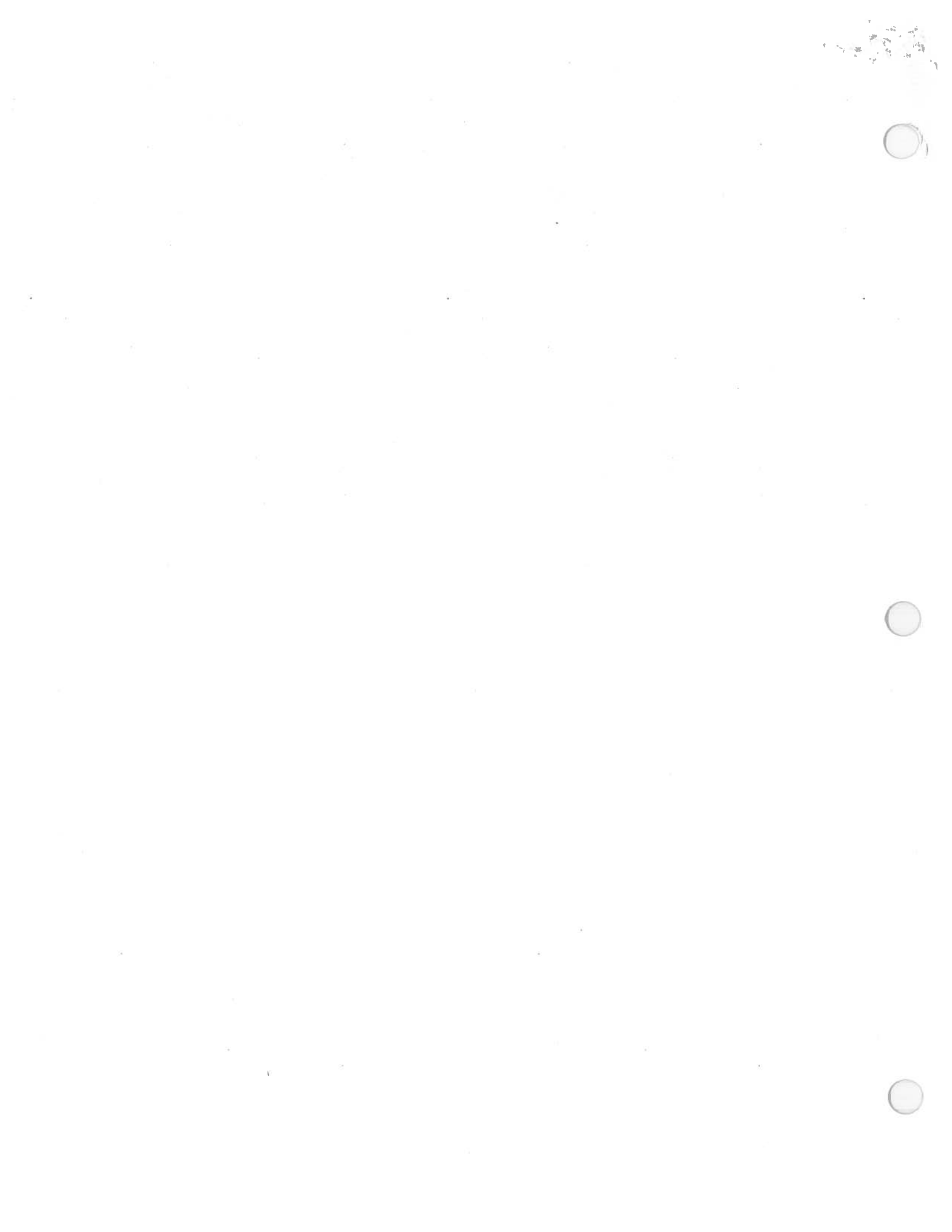
Any pupil wishing to make a complaint of sexual harassment shall immediately file a written complaint, except that no pupil is required to file any complaint with the alleged harasser.

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: [ecsd.org](http://ecsd.org)

# El Centro Elementary School District



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GOVERNING BOARD: PATRICIA DUNNAM CHUCK FISHER GEORGE McFADDIN MICHAEL MINNIX FRANCES A. TERRAZAS

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## AVISO OFICIAL

Estimados Padres de Familia y Comunidad,

Durante los últimos años, los padres de familia de todo el distrito han apoyado la implementación de una póliza de uniformes escolares para todas las escuelas del distrito. Este documento servirá como un aviso oficial del distrito de acuerdo con la póliza de uniformes escolares. Los uniformes escolares son mandatorios para todos los alumnos del distrito durante el año escolar 2014-15. Los requisitos específicos de los uniformes son los siguientes:

Blanco/Azul Marino - Camisas/Blusas/Camisas Polo/Camisas de Cuello Alto (de tortuga)

- Con mangas y cuello
- Camisas y blusas fajadas
- Tallas demasiado grande o flojas no son permitidas
- Camisas de la escuela son permitidas (colores de la escuela)

Azul Marino - Pantalones Largos, Pantalones Cortos (shorts), Pantalón Capri

- Deben quedar formados a la cintura
- Tallas demasiado grande o flojas no son permitidas
- Los cintos deben estar asegurados con la presilla del pantalón y la longitud del cinto no debe sobrepasar la segunda presilla
- Shorts demasiado cortos no son permitidos

Azul Marino - Faldas, Vestidos

- Tallas demasiado grandes o flojas no son permitidas

Otras Prendas

- Chamarras - cualquier color pero sin escrituras o emblemas (logos), tallas demasiado grandes o flojas no son permitidas
- Suéteres y chalecos - colores sólidos, azul marino o blanco
- Sudaderas y pantalón tipo sudadera - azul marino o colores de la escuela
- Calcetines - colores sólidos, azul marino, blanco, o negro
- Zapatos - zapato cerrado, zapatos atléticos (tenis) son aceptables (logos en los zapatos atléticos son aceptables)

Gorras, sombreros y viseras usadas para protección solar

- Azul marino o blanco – sin emblemas (logos)
- Gorras/sombreros de la escuela – colores de la escuela son permitidos
- Gorras o viseras deben usarse hacia enfrente
- Gorras, sombreros y viseras no pueden usarse adentro

Otras Especificaciones

- No emblemas (logos), escrituras, letras o dibujos en la ropa (que no sean los de la escuela)
- No cintos tejidos, no hebillas con letras
- No anteojos de sol a menos que sean recetados por el doctor
- No pantalones de mezclilla, de licra con estribos (leggings), u overoles (no mezclilla o imitación)
- No se permiten chamarras estilo camisa
- No deberán usar o exhibir en ningún momento o de ninguna manera nada relacionado con pandillas

**Se requiere que los uniformes sean usados todos los días** a menos que el/la director/a de su escuela le notifique lo contrario. Si tiene alguna pregunta o preocupación respecto a la póliza de uniformes escolares o información de exención, por favor comuníquese con el/la directora/a de su escuela a más tardar para el **10 de septiembre del 2014**.

AN EQUAL OPPORTUNITY EMPLOYER

1256 Broadway St. El Centro, CA 92243 Phone (760) 352-5712 Fax (760) 352-7237 Web: ecesd.org

**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

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



Rm M3  
ASES

**Area H**

Rm 12  
ASES

Rm. 13  
ASES

Rm 14  
Bookroom

Rm 15 --  
ASES/PE

Rm 16  
Vacant

Rm 17  
SES Tutoring

Rm 18  
Vacant

Rm 19  
SES Tutoring

Rm. 20  
SES Tutoring

**Area G**

Rm 21 K  
Ms. Bejarano

Rm 22 K  
Ms. Wozniak

Rm 28 - 2 <sup>nd</sup> Ms. Vea
Rm 27 - 3 <sup>rd</sup> Mrs. V. Marquez
Rm 26 - 1 <sup>st</sup> Mrs. Lara
Rm 25 - 2 <sup>nd</sup> Mr. Rios
Rm 24 - 3 <sup>rd</sup> Mrs. Villicafia
Rm 23 - 1 <sup>st</sup> Ms. Gonzalez
Staff Lounge

**Area E**

Restrooms →

Rm 9 - TK Mrs. Hart
Rm 10 TK
Rm 11 ASES
11A

← Storage  
← Psychologist

**Area D**

Library - Ms. Velasquez

← Restrooms

Rm 4 A/B - RSP Mrs. Brown
Rm 5 Computer Lab
Rm 6 SPEECH
Rm 7 - SDC Mrs. Wren
Rm 8 SDC Mrs. Wren

← Storage

**Area B**

Restrooms/Storage →

Rm 1 - 6 <sup>th</sup> Ms. Nevarez
Rm 2- 6 <sup>th</sup> Ms. Item
Rm 3- 4 <sup>th</sup> Mr. Rodriguez
Rm M4 - 5 <sup>th</sup> Mrs. Villa
Rm M5 SDC 4 <sup>th</sup> - 6 <sup>th</sup> Ms. Alvarez
Rm M6 - 5 <sup>th</sup> Mrs. Perez
Rm M7 Band

← 3A/Storage

**Area F**

Office

← Adult Restrooms

Cafeteria

← Kitchen/Restroom

← Storage

**Area A**

**Area I**

Rm M8 Supply Room
Rm M9 Reading Coach Mrs. Esparza
Rm M10 - 4 <sup>th</sup> Ms. Marquez

Booker T. Washington  
SCHOOL MAP (2014-15)

## **Booker T. Washington Elementary School**

### **Safe Ingress and Egress to and from School**

The procedure for entering and leaving the school grounds at Washington School is limited to a single gate located on First Street. That gate is open only to students and parents for our students' safety. Students walk to the front of the school and walk through our front gate as they depart for home.

#### **Students:**

Students have access to the playground areas on the northeast and southeast ends of our campus between 7:30 a.m. and 2:35 p.m. when supervised by school personnel. Primary students in grades 1-3 may only play in the northeast playgrounds and the intermediate grades 4-6 may only play in the southeast playgrounds. Kindergarten students have their own playground area.

Access to classrooms and other school buildings with the exceptions of the school office and the cafeteria are restricted before 8:00 a.m. and 2:30 p.m., unless supervised by an adult.

Adult supervision is provided at the gate off of First Street. Students are supervised on the playground before school begins, lunch time, and during dismissal. Students must wait in the designated waiting areas.

#### **Parents:**

Parents transporting their children to and from school use the loading and unloading zones in front of the school on First Street. Parents may park on the regular parking zones along this same street and along State Street if they have school business or wish to escort their children onto the campus. Parents are welcomed to stay on campus provided they sign in at the front office and obtain a visitor's sticker.

A student loading and unloading zone is designated off the street and immediately in the front of the campus access gate. Parents are instructed to pull up next to the curb to load and unload their child and cautiously pull out after their child has left or boarded the vehicle.

Parents are not allowed access to the staff parking lot and gates are maintained closed during the school day.

#### **Buses:**

A bus drop off zone is located directly east of our school, with entry and exit only to buses.

ECESD Safe School Plan  
**ACTION PLAN FOR COMPONENT 1**

**People and Programs**

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

---

**Goal:** By the end of every school year, all students will improve academically and behaviorally.

**-Objective 1-1:** By the end of 2015-2016 school year, all students will show improvement as measured by the CCSS assessment and district benchmarks.

Related activities: Booker T. Washington will continue to work towards meeting API and AYP targets for all sub-groups by providing interventions to all students based on each student's needs

Resources needed: See SPSA-continue in plan

Person(s) responsible for implementation: Karla A. Sigmond

Timeline for implementation: 2015-2016

**-Objective 1-2:** By the end of 2015-16 school year, 95% of students will show improvement on their behavior as measured by the number of suspensions, tickets given, office referrals, and parent and teacher surveys responses.

Related activities: Revisit the implementation of Character Counts and Peacebuilder Program. Continue the implementation of Noah Salzman Discipline Plan: tickets, detention room, incentives, and pupil supervisors. Implement Bully Free School Action Plan. Continue services from available school counselors, and outside agencies such as the FACT Center, Behavioral Health, and Vista Sands Program. Continue classroom and parent presentations by school counselors or outside agencies on Bullying and positive behavior.

Resources needed: See SPSA- continue in plan

Person(s) responsible for implementation: Karla A. Sigmond

Timeline for implementation: 2015-2016

**-Funds to support implementation:** Categorical and General Funds

**-Evaluation:** CCSS and District Benchmarks results and suspension/attendance rates

**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:** All students will have safe ingress to and egress from home to school and a healthy, safe, inviting environment while here.

**-Objective 1-1:** During the 2015-16 school year 100% of our students will be provided with a safe and orderly environment using the Positive Rewards and Discipline plan, Staff supervision and with an adequate number of Pupil Supervisors as measured/reflected in the Staff/Parent Surveys.

Related activities: Hire additional supervisors and provide supervisors with attire that makes them visible and accessible to staff and students. Review Disaster and Evacuation plan and add lock down procedures. Provide at least one earthquake drill per quarter.

Resources needed: Budget and personnel

Person(s) responsible for implementation: Karla A. Sigmond

Timeline for implementation: 2015-16

**-Objective 1-2:** By the end of the 2015-16 school year, the city of El Centro will be informed of the need to repaint the curb for limited visitor parking.

Related activities: Continue to study other solutions to improve traffic flow and visitor parking. Add or designate a pupil supervisor to assist with the pickup of students at time of release. Continue implementation of "No Parking" and cones to assist parents during morning drop off of students.

Resources needed: Budget

Person(s) responsible for implementation: Karla A. Sigmond

Timeline for implementation: 2015-16

**-Objective 1-3:** By the end of the 2015-16 school year plants, shrubs, trees, and flowers will be planted and the physical environment will be continuously maintained. Parents, students, and staff member will be invited to a Beautification Day. Consider cementing grounds under front shade structures. Measured/reflected in Staff/Parent Surveys.

Related activities: Plant greenery and trees for shade and continue maintenance of physical environment.

Resources needed: Budget

Person(s) responsible for implementation: Karla A. Sigmond

Timeline for implementation: 2015-16

**-Funds to support implementation:** Unrestricted and Categorical Funds

**-Evaluation:** Through the use of student/parent surveys we will find out if there is a need for more pupil supervisors, additional greenery, trees and if traffic flow has improved.

## **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 to communicate the plan to the public and keeping a copy on file:

1. The plan will be on file in the principal's office.
2. Plan will be presented to the School Site Council for input and approval
3. Plan will be presented to the English Language Advisory Committee for input
4. Plan will be presented to GATE Advisory Committee for input
5. Plan will be presented to the School Leadership Team for suggestions
6. Parents will be informed via a letter or calendar of the plan availability for review at school site or district office.

## **Booker T. Washington Discipline Plan**

### **School Wide Activities**

Discipline assembly  
Bully Free Presentations  
Parent Teacher Student Administrator Contract  
Steps to Respect Curriculum: Ms. Pacheco & Ms Gonzales in charge Rules Posted throughout School Noah Salzman Discipline training  
Professional Development: Mr. Diehl

### **Noah Salzman Plan**

#### **Consequences:**

*Warnings*

*Time Out*

*Buddy Room*

*Parent call*

*Principal- In House Suspensions: 1 hr. 2 hrs. 1/2 day. 1 day etc. GSIS Referral Form Out of School suspensions- Behavior Contract.*

*GSIS/referral form*

Tickets- referrals

Detention during recesses

After school with Principal

Community Service

(Yard Duty by principal)

Classroom contracts- Teachers have a variety of formats

#### **Other Support:**

Behavior Plan/IEP

Behavior Intervention Pathway Plans with SELPA

Parent meetings: individual, phone calls, class meetings, parent, teacher, principal conference, home visits FACT Center Referrals- meetings with counselors/case managers

Behavioral Health Referral- meetings with case managers and with director

Vista Sands Referrals- meetings/phone calls with staff

Early Intervention Prevention Program- classroom presentations on Bullying

Classroom Observations with recommendations and coaching by Reading Coach and Principal (classroom management, routines, and procedures)

#### **Parent Trainings:**

Principal Continental Breakfast

Loving Solutions trainings- Celina Gonzalez Grade Level

#### **Incentives and Student Activities:**

Classroom Incentives- field trips

No ticket Incentives

Free Dress Days

Student of the Month

Perfect Attendance and Honor Roll recognition

Perfect Attendance Raffle

Student Council

Safety Patrol

Soccer Team

Cheer Squad

Holiday Dances and 6th grade Dance

AR Reading Incentives

Success Maker Recognition and Incentives

#### **2012-2013**

Professional Development and implementation Loving Solutions Training: working with students with ADD & ADHD

District RtI Behavior Plan- Class talks

Review of Salzman Discipline Plan

## **Booker T. Washington School School Wide Rules**

### **Classroom Rules**

1. Follow instructions
2. Come prepared
3. Keep your hands, feet, and objects to yourself
4. No teasing, bullying, or put downs

### **Cafeteria Rules**

1. Always select at least two food items with juice or milk
2. Always walk in the cafeteria
3. Stay in your seat while eating
4. No throwing food
5. Raise your hand when you need help
6. Clean up after yourself

### **Playground Rules**

1. Drink water and go the bathroom before the bell rings
2. Play fair and take turns
3. No rough play
4. No fighting, teasing, or bullying
5. Use all playground equipment properly
6. No gum chewing anytime

### **Sidewalk Rules**

1. Always walk on the sidewalks
2. Always walk your bicycle to the bicycle rack

### **Ramada Rules**

1. No running or horseplay
2. Keep conversations in a quiet voice
3. Clean up after yourself

### **Restroom Rules**

1. Always throw toilet tissue in toilet
2. Always wash your hands
3. Always throw paper towels in trashcan
4. No playing in restrooms

### **Consequences (out side of classroom)**

1. Verbal warning
2. Time out in playground area/detention room
3. Discipline Ticket: Detention assigned
4. Visit to Principal's office: Possible detention, suspension or expulsion  
(Severe: To principal's office immediately)

## *Classroom Rules*

1. Follow instructions
2. Come prepared
3. Keep your hands, feet, and objects to yourself
4. No teasing, bullying, or put downs

## *Positives*

Each Classroom has their own!

## *Consequences*

1. Warning (name in book)
  2. 5 minute time-out
  3. 10 minute time-out
  4. Parent phone call
  5. Buddy/principal
- \*Severe: Directly to administration





## *Cafeteria Rules*

1. Always select at least two food items with juice or milk
2. Always walk in the cafeteria
3. Stay in your seat while eating
4. No throwing food
5. Raise your hand when you need help
6. Clean up after yourself

## *Consequences*

1. Verbal warning
2. Time out in cafeteria area/detention room
3. Discipline Ticket: Detention assigned
4. Visit to Principal's office: Possible detention, suspension or expulsion  
(Severe: To principal's office immediately)

## *Sidewalk Rules*

1. Always walk on the sidewalks
2. Always walk your bicycle to the bicycle rack

## *Consequences*

1. Verbal warning
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3. Discipline Ticket: Detention assigned
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## *Ramada Rules*

- 1.No running or horseplay
- 2.Keep conversations in a quiet voice
- 3.Clean up after yourself

## *Consequences*

1. Verbal warning
2. Time out in Ramada area/detention room
3. Discipline Ticket: Detention assigned
4. Visit to Principal's office: Possible detention, suspension or expulsion  
**(Severe: To principal's office immediately)**

## *Playground Rules*

1. Drink water and go the bathroom before the bell rings
2. Play fair and take turns
3. No rough play
4. No fighting, teasing, or bullying
5. Use all playground equipment properly
6. No gum chewing anytime

## *Consequences*

5. Verbal warning
6. Time out in playground area/detention room
7. Discipline Ticket: Detention assigned
8. Visit to Principal's office: Possible detention, suspension or expulsion  
(Severe: To principal's office immediately)

### *Restroom Rules*

1. Always throw toilet tissue in toilet
2. Always wash your hands
3. Always throw paper towels in trashcan
4. No playing in restrooms

### *Consequences*

1. Verbal warning
  2. Time out in playground area/detention room
  3. Discipline Ticket: Detention assigned
  4. Visit to Principal's office: Possible detention, suspension or expulsion
- (Severe: To principal's office immediately)**



**POLICIES**

**REGARDING**

**PUPILS**



**WASHINGTON SCHOOL DISCIPLINE CHART  
FOR MAJOR OFFENSES**

The following chart describes the disciplinary action may be taken in response to major student offenses.

<b>OFFENSE</b>	<b>POSSIBLE CONSEQUENCES</b>	Teacher/Parent. Conference	Student/Principal Conference	Parent/Principal Conference	Lunch time or after school det.	Restitution	Suspension	Notify Police
Malicious Assault	X	X	X	X	X		X	X
Assault or Battery	X	X	X	X	X		X	X
Intimidation/ Extortion	X	X	X	X	X		X	X
Possession of Weapons	X	X	X	X			X	X
Lewd Act	X	X	X	X	X		X	X
Vandalism	X	X	X	X		X	X	X
Arson/firecrackers Matches/lighters	X	X	X	X	X		X	X
Theft	X	X	X	X	X	X	X	X
Disruption of School Activities	X	X	X	X	X		X	
Defiance of Valid School Authority	X	X	X	X	X		X	
Habitual Student Offender		X	X	X			X	

# Definitions of Discipline Terms

The following terms and definitions will serve to identify specific student behaviors.

1. MALICIOUS ASSAULT/  
BATTERY      An assault or battery involving any of the following:
  1. Battery with a weapon.
  2. Two or more persons assaulting another (others)
  3. Premeditated assault
  4. Serious injury
2. ASSAULT      An attempt by one person to cause physical harm to anyone on campus.
3. ARSON/  
EXPLOSIVES      Possession of matches, lighters, firecrackers, or other such items that may cause a fire or explosion
4. INTIMIDATION      Any effort, either verbal or nonverbal to frightened anyone on campus.
5. POSSESSION OF  
WEAPON(S)      Possession of any object intended to cause harm, handgun, knife.
6. PORNOGRAPHY      Creation, possession, or sale of obscene writings or pictures.
7. VANDALISM      Willful or ignorant destruction or damage to any property on campus, (i.e. breaking windows, graffiti, defacing private vehicles, destroying textbooks) while on school grounds.
8. THEFT      The stealing of property at school or at a school activity.
9. DISRUPTION OF  
SCHOOL  
ACTIVITIES      Willful disruption of school activities or willful defiance of the valid authority of supervisors, teachers or administrators.
10. HABITUAL  
STUDENT  
OFFENDER      A habitual offender is a student who has committed four or more offenses.
11. OTHER  
OFFENSES      The above list of offenses in not meant to be all inclusive. Other student offenses will be treated on an individual basis.

## **B. T. Washington School**

# **RULES OF PUPIL CONDUCT ON SCHOOL GROUNDS**

PLEASE DISCUSS ALL RULES WITH YOUR CLASS EACH QUARTER OR MORE OFTEN IF NEEDED.

1. ABSOLUTELY NO RUNNING on sidewalks.
2. Children FREEZE when the bell rings.
3. Children wait for the yard duty person to blow the whistle, then walk to their designated line-up areas.
4. Children are to go to the restroom and drink water BEFORE THE BELL RINGS.
5. Only quiet sitting games are allowed on sidewalks in play areas.
6. Rough or dangerous games or play are not allowed at any time on school grounds i.e., karate, wrestling, tackle football, etc., causing bodily harm to others is unacceptable behavior.
7. Being rude or disrespectful or using profanity is not allowed on school grounds.
8. No playing in or around restrooms.
9. Children are to walk bike onto and off of school grounds.
10. Children are to stay OUT OF PARKING LOT.
11. There will be no gum chewing allowed.
12. Balls are used only on the basketball courts and soccer field.
13. All equipment must be used properly.
14. Children will stay in designated play areas.
15. Crayons, pencils and markers will not be allowed on the playground.
16. Food is only allowed in the Ramada Area.

### **Consequences**

- A. A procedure for an effective detention program has been established. Tickets have been printed. Each adult has been issued a stack of tickets.
- B. Detention will be given to any student who behaves in an

unacceptable manner.

- C. Children who cause or in any manner could cause bodily harm to others are to be given an after school detention ticket.
- D. Children who are rude and disrespectful are to be given an after school detention ticket.
- E. Children not following playground rules are to be immediately sent to time out and miss the remainder of their recess.
- F. If a child receives more than three tickets (marked #1 & #2), the child will be sent to the office for record keeping for the school's discipline list. A letter to parents will be issued from the detention office. A copy of the letter will be sent to the teacher. The teacher will need to contact parents to discuss problems/possible solutions.
- G. If a child receives more than five tickets (marked #1 and #2), a meeting with the parents, teacher and principal will be set up to discuss further action. The principal MAY suspend students for repeatedly breaking major rules.

## Rewards

- A. Each quarter students who have not received a detention ticket on the playground will have their name placed in a drawing for prizes.
- B. At the end of each semester, the classrooms that have received no tickets will be treated to a movie and popcorn party.
- C. At the end of the year, a special drawing for prizes will be planned for students who never received a detention ticket while out on the playground.

## SUGGESTIONS FOR TEACHERS TO MAINTAIN CLASSROOM DISCIPLINE

Be sure to follow your discipline plan at all times. That is the only way it will work. We must all work together and be very consistent. In addition to your discipline plan, the following items are important to a good discipline program!

1. Expect good behavior from all students whether in class, cafeteria, on the playground, or in line.
2. Help children accept responsibility for their own behavior and contribution to the total welfare of the school.
3. Set up reasonable standards with your class, then be consistent in upholding them. Fairness and consistency are important.

AS PRINCIPAL, MRS. LEON IS HERE TO HELP YOU. HOWEVER, THAT DOES NOT MEAN THE PRINCIPAL WILL SOLVE ALL YOUR PROBLEMS. Please be diligent in your expectations and your planning.

4. When sending a child to the office, please send a note or contact Mrs. Leon to explain offense and the steps you have taken that led up to the office visit.
5. Contacting parents should be a step in your discipline plan. Be sure to do this when a problem exists and do it before the situation becomes impossible.
6. The following cause problems for teachers. Avoid these happenings.
  - a. Not being adequately prepared.
  - b. Coming to school late.
  - c. Nagging.
  - d. Teaching too far above or below a student's level.
  - e. Resorting to sarcasm.
  - f. Being inconsistent.
  - g. Speaking too softly or loudly.
  - h. Failing to make instruction varied and interesting.
  - i. Trying to be one of the gang.

- j. Not being able to overlook small infractions.
- 7. A sense of humor is invaluable for any teacher. Children should be respected as individuals with basic rights.
- 8. Students are allowed to bring toys to school for "Show and Tell" activities only. They are not to have those items on the playground.
- \*\*\* Remember, you are the adult, and you should be in charge of your classroom at all times.

### ADDITIONAL CONCERNS

- 1. Students should not be left unattended in classrooms. Students should not be put outside or out of sight of teacher for "time-out."
- 2. Students are not to be in the lounge. Please have them wait for you in the office or outside.
- 3. Students are to address all staff by Mr. Mrs. or Miss.
- 4. Students should be limited from being out of class, for any reason. If a student is out of class, please provide a pass designating student's destination-office, restroom, etc.
- 5. All students should be trained to use the restroom and drink water during recess.
- 6. Films, art activities, games, etc., are useful educational activities, but they can be overdone. Be cautious of this and do not allow it to happen in your classroom.
- 7. All videos and films must be directly related to the instructional program and their use should be limited. Please discuss with Mrs. Leon any exceptions--such as special video activities or video showings--at least a day prior to the event.

## TEACHER GUIDELINES FOR CLASSROOM RULES

In order to have communication and understanding with parents, each teacher is to inform parents of students in their classroom about established discipline plan in their classroom. This discipline plan is to be sent home along with the school discipline policy. Parents will be required to sign the plan sheet and return it to school.

The following are the steps for discipline within the individual classroom:

1. Each teacher will set up and post class rules for his/her classroom. Rules will be stated briefly and in a positive manner.
2. Each teacher will devise a discipline plan in alignment with school wide policy, several types of positive reinforcement (stickers, certificates, grab bag, verbal recognition, class party, etc.) may be used.
3. Each teacher will define the consequences for a student who chooses to break a rule.
4. Each discipline procedure will have a designated step at which parents will be informed of the child's behavior.
5. When severe disruptions occur on the part of the student, discipline procedures will be passed up and the student will be directly sent to the principal.
6. If infractions of the rules continue, the student will be suspended from school.

\*Remember: Strong management and a clear and organized plan will help in curtailing many classroom disruptions.

# *SAMPLE*

## DISCIPLINE PLAN LETTER TO PARENTS

Dear Parents:

In order to guarantee your child and all the students at B.T. Washington School the excellent learning climate they deserve, we will utilize the following Discipline Plan.

Our School Philosophy:

We believe all of our students can behave appropriately in the classroom and on the playground. We will not tolerate any student stopping us from teaching and/or stopping any students from learning.

Class Rules - Each student will:

1. Listen
2. Follow Directions
3. Work Quietly
4. Be kind and others.
5. Keep in your own space.

Students Who Behave Will Earn:

Praise and positive attention, certificates, and free time.

Students Who Choose to Break a Rule Will:

- 1st consequence-Receive a Warning: Name on board.
- 2nd consequence-Leave Activity: Sit alone for 15 minutes or lose recess
- 3rd consequence-Leave Activity: Sit alone for 30 minutes, or lose recess and write rules or apology.
- 4th consequence-Teacher will call parents for a conference.
- 5th consequence-Go directly to the principal.
- Severe Disruption-Same as 5th consequence.

It is in your child's best interest that we work together in relationship to his/her schooling. We will be in close contact with you regarding your child's progress in the classroom. If you have any questions or comments, please feel free to call me.



## **Parent Involvement Policy**

**Booker T. Washington Elementary School**

Committee Members: Silvia Bustamante, Lupe Mendivel, Jamie Sinclair, Isabel Andrade, Reyna Camacho, Eddie Hernandez, Marva Walker, Tamara Adam, Doris Scott, Patricia Ojeda,

Date of approval: SSC/ELAC: Dec. 13, 2005

Booker T. Washington Elementary School personnel will provide information to parents each year concerning the program their child is enrolled in and the assistance that is available to enable him or her to achieve high standards. Washington Elementary School personnel will provide this information generally during Back to School Night and individually to parents during regularly-scheduled parent conferences, and at any other time during the year that might be necessary or appropriate. These meetings will be held at such times as will enable parents to attend without undue hardship.

All Advisory Committees and School Site Council meetings as well as parent conferences will be scheduled to best fit parents' needs.

National educational goals, statewide standards and assessment, school and district goals, school adopted texts; Language Arts : Open Court Program, and the monitoring of student progress will be subject for advisory committees and School Site Council agendas. In addition, they will be addressed during the Fall Back to School Night and parent conferences.

Parents and guardians of students enrolled in Booker T. Washington Elementary School will be able to provide input in the development of the Single School Plan for Student Achievement during School Site Council, English Learners Advisory, and Gate Advisory meetings. Dissatisfaction with the school plan will be initially heard and addressed during these meetings. After the publication of our School Plan, parents may address their problems/concerns with it in the annual Parent Satisfaction Survey, which will address program satisfaction in all programs and school environment.

Booker T. Washington Elementary School staff will continue to provide assistance to parents in helping their children during regularly-scheduled parent conferences, as well as, other parent conferences. In addition information on this topic will be made available to parents as needed.

Booker T. Washington Elementary School parents will be surveyed using the Parent Involvement Survey Instrument. This will be used as one indicator to generate Washington staffs' professional development needs assessment.

Representatives of community organizations will be invited to attend advisory committee and council meetings to discuss with committee and council representatives their role in the school's mission.

Parent involvement will be coordinated by the site principal, staff designee, or parent volunteer under the supervision of the principal.

All communication with the home is distributed in both English and Spanish. All meetings are translated as needed.

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.



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 *M* 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](http://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](http://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.



# ANNUAL PARENT NOTIFICATION 2014-15

## STUDENT HEALTH SERVICES

**CHILD HEALTH AND DISABILITIES PREVENTION PROGRAM (H&SC §124085):** Physical examinations are required as a prerequisite for enrollment in the first grade. Free health screening may be available through the local health department. Failure to comply with this requirement or sign an appropriate waiver may result in exclusion of your child from school for up to five days.

**PHYSICAL EXAMINATION; PARENT REFUSAL TO CONSENT (EC §49451):** A child may be exempt from physical examination whenever the parents file, annually, a written statement with the school principal stating that they will not consent to routine physical exam of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance.

**ORAL HEALTH ASSESSMENT (EC §49452.8):** To make sure you child is ready for school, California law, now requires that you child have an oral assessment (dental check-up) by May 31 in either kindergarten or first grade, whichever is his or her first year in public school. Dental check-ups that have happened within the 12 months before your child enters school also meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional. Oral Health Assessment forms, Waiver request forms and a current list of local dentists are available at each school office.

**VISION APPRAISAL (EC §49455):** The district is required to appraise each student's vision upon initial enrollment and every third year thereafter until the student completes the 8<sup>th</sup> 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.



# ANNUAL PARENT NOTIFICATION 2014-15

**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, Cyflurthrin

### 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

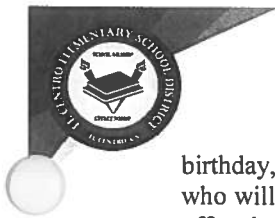
**King & Lincoln School**

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





## ANNUAL PARENT NOTIFICATION 2014-15

**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 1<sup>st</sup> through May 1<sup>st</sup> 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 1<sup>st</sup>.

For Additional information, please contact Human Resources Office at 760-352-5712 Ext 513.



## ANNUAL PARENT NOTIFICATION 2014-15

### 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 or 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 4<sup>th</sup> through 8<sup>th</sup>.

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



## ANNUAL PARENT NOTIFICATION 2014-15

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 with out 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.



# ANNUAL PARENT NOTIFICATION 2014-15

**List of Attached Documents:**

1. Uniform Complaints Procedures
2. Sexual Harassment Board Policy
3. Pupil Promotion and Retention Board Policy
4. School-wide Title I Parent Involvement Policy

**UNIFORM COMPLAINT PROCEDURE**

The Governing Board ("Board") recognizes that the District is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The District shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the District's uniform complaint procedures.

**Discrimination Complaints**

The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination in any program or activity that receives or benefits from state financial assistance. No person shall be subjected to discrimination on the basis of actual or perceived:

1. Mental or physical disability;
2. Gender (includes sex, a person's gender identity or gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth);
3. Nationality (includes citizenship, country of origin, and national origin);
4. Race or ethnicity (includes ancestry, color, ethnic background and ethnic group identification);
5. Religion (includes all aspects of religious belief, observance, and practice and includes agnosticism and atheism);
6. Sexual orientation (includes heterosexuality, homosexuality, or bisexuality);
7. Age; and
8. Association with a person or group with these actual or perceived characteristics (includes advocacy for, identification with, or being on the ground owned or rented by, or adjacent to, any facility or location or other entity, group, or person that has, or is identified with people who have, one or more of the characteristics listed-above in paragraphs one (1) through seven (7)).

**Program Complaints**

The District shall also use uniform complaint procedures when addressing failure to comply with state and/or federal laws in all educational programs including, but not limited to:

1. Nondiscrimination in District Programs and Activities
2. School-Based Coordinated Programs
3. School Improvement Programs
4. Special Education Programs

## BOARD POLICY 5002

5. Child Nutrition Programs
6. Title I Programs
7. Education for Students of Limited-English Proficiency
8. Migrant Education
9. Career Technical and Technical Education
10. Child Care and Development Programs

### Williams Complaints

The District shall use uniform complaint procedures to address complaints regarding insufficiency of textbooks and instructional materials, emergency or urgent facility conditions that pose a threat to the health and safety of students or staff and/or teacher vacancy or misassignment issues, including:

1. The following issues related to insufficiency of textbooks and instructional materials:
  - a. A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state adopted or District adopted textbooks or other required instructional materials to use in class.
  - b. A pupil does not have access to textbooks or instructional materials to use at home or after school.
  - c. Textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage.
2. Facility conditions that pose an emergency or urgent threat to the health or safety of pupils or staff. Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of pupils and staff while at school, including but not limited to:
  - a. Gas leaks
  - b. Nonfunctioning heating, ventilation, fire sprinklers, or air conditioning systems
  - c. Electrical power failure
  - d. Major sewer line stoppage
  - e. Major pest or vermin infestation
  - f. Broken windows or exterior doors or gates that will not lock and that pose a security risk
  - g. Abatement of hazardous materials previously undiscovered that posed an immediate threat to pupils or staff



- h. Structural damage creating a hazardous or uninhabitable condition;  
or
- i. Any other emergency conditions that the school district determines appropriate

Emergency or urgent facility conditions do not include any cosmetic or nonessential repairs.

- 3. A school restroom has not been cleaned, maintained or kept open in accordance with state law. Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap and paper towels or functional hand dryers. Open restroom means, except as necessary for student safety or to make repairs, the school has kept all restrooms open during school hours when students are not in classes and has kept sufficient numbers of restrooms open during school hours when students are in classes.
- 4. The following teacher vacancy and misassignment issues:
  - a. A semester begins and teacher vacancy exists.
  - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
  - c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester.

Beginning of the year or semester means the first day classes necessary to serve all the student enrolled are established with a single designated certificated employee assigned for the for the duration of the class, but not later than twenty (20) working days after the first day students attend classes for the semester.

## BOARD POLICY 5002

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

The Board encourages the early, informal resolution of complaints at the site level whether possible.

### Prohibition of Retaliation/Confidentiality

The Board prohibits retaliation against any complainant in the uniform complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignment of the complainant.

The Board acknowledges and respects student and employee rights to privacy under the law. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent on a case-by-case basis or as required by law. The Board encourages the early informal resolution of complaints at the site level whenever possible.

Nothing in the exercise of these uniform complaint procedures is intended to prohibit complainants from pursuing actions based on unlawful harassment, as defined in District's Nondiscrimination/Harassment Policies.

#### I. Designation of Person to Receive Complaints

The Governing Board designates the following compliance officer to receive and investigate complaints and to ensure District compliance with law:

Dr. Robert J. Pletka  
Superintendent  
El Centro Elementary School District  
1256 Broadway  
El Centro, CA 92243

The compliance officer shall ensure that employees designated to investigate such complaints are knowledgeable about the laws and programs for which they are assigned to investigate.

## 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
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Date Policy Adopted By The Board: 4/11/00

Policy Revised: 11/17/03

3/8/05 (Effective Date of Policy 1/1/05)

10/11/05

8/19/08



**SEXUAL HARASSMENT OF PUPILS**

A. Introduction

The District recognizes that harassment on the basis of sex is unlawful.

Employees and pupils will not engage in conduct constituting sexual harassment. This board policy prohibits any act of sexual harassment as defined by this board policy where such act is related to any school activity or school attendance as allowed by law. The District will not condone or tolerate sexual harassment. The District will take appropriate disciplinary action against all employees or pupils found to have engaged in sexual harassment.

B. Definitions of Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. It includes but is not limited to circumstances in which:

1. Submission to such conduct is made a term or condition of a pupil's academic status or progress.
2. Submission to or rejection of such conduct is used as the basis for any academic decision affecting such pupil.
3. Such conduct has the purpose or effect of unreasonably interfering with a pupil's academic performance or creating an intimidating, hostile or offensive educational environment.

C. Forms of Sexual Harassment

Forms of sexual harassment include but are not limited to the following:

1. Oral harassment such as derogatory comments, jokes or slurs;
2. Physical harassment such as unnecessary, unwelcome or offensive touching, or impeding or blocking movement;
3. Visual harassment such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures; and

4. Unwelcome sexual advances, requests, or demands for sexual favors, and other oral or physical conduct of a sexual nature.

D. Complaint Procedure For All Illegal Harassment

Any pupil wishing to make a complaint of sexual harassment should immediately report it to the Associate Superintendent or the Principal. However, there is absolutely no requirement that a pupil must make a complaint to the alleged harasser. A pupil making a complaint of sexual harassment shall not suffer any reprisal for doing so. The District will promptly and thoroughly investigate all complaints of sexual harassment. The District also will take immediate and appropriate action to resolve such complaints. All incidents of sexual harassment will be remedied. A report of the results of the investigation will be made to the complainant, the alleged harasser, and the supervisor of the alleged harasser.

Upon receipt of a complaint alleging sexual harassment, the District representative conducting the investigation shall do the following:

1. Inform the complainant of the rights under this board policy;
2. Authorize the investigation of the complaint and supervise and/or conduct the investigation of the complaint. The investigation, at a minimum, shall include interviews with the complainant, the alleged harasser, and all other persons who reasonably may have relevant knowledge about the complaint, including possible witnesses or victims of prior similar conduct;
3. Take reasonable steps to protect the complainant from any retaliation for filing the complaint;
4. Review factual information gathered to determine whether the alleged conduct constitutes sexual harassment;
5. Report the results of the investigation to the complainant, the alleged harasser, and the supervisor of the alleged harasser;
6. If harassment occurred, take and/or recommend prompt and effective remedial action against the harasser;
7. Take reasonable steps to protect the complainant and other potential victims from further harassment if such harassment is determined;
8. Take reasonable steps to alleviate the effects of the harassment.

E. Dissemination Of Policy

Any pupil wishing to make a complaint of sexual harassment shall immediately file a written complaint, except that no pupil is required to file any complaint with the alleged harasser.

All employees and pupils shall be notified of this board policy on a regular basis, and consistent with Education Code Sections 212.6 and 48980.

Legal Reference:

Education Code Sections 212.6, 48980

Date Policy Adopted By The Board: 8/20/96

**PROMOTIONAL/ACCELERATION/RETENTION**

- A. The El Centro Elementary School District Board of Trustees expects students to progress through each grade level demonstrating growth in learning and meeting grade-level standards of expected student achievement. To accomplish this, instruction should accommodate the varying interest and growth patterns of individual students and include strategies for addressing academic deficiencies when needed.
- B. Identification Criteria  
As early as possible in the school year, classroom teachers shall identify students who are at risk of being retained in grades 1 through 8. Students in grades 1 through 3 shall be identified primarily on the basis of their level of proficiency in reading. Students in grades 4 through 8 shall be identified on the basis of their level of proficiency in reading, English language arts and mathematics.
- C. Interventions  
When a student is recommended for retention or is identified as being at risk for retention, the District shall provide intervention opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such intervention opportunities may include but are not limited to tutorial programs, afterschool and summer school programs.
- D. Exceptions  
If a student meets the retention criteria, the student shall be retained unless the pupil's regular classroom teacher or the 7<sup>th</sup>/8<sup>th</sup> 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 7<sup>th</sup>/8<sup>th</sup> 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 4<sup>th</sup> 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 7<sup>th</sup>/8<sup>th</sup> 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 7<sup>th</sup>/8<sup>th</sup> 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 7<sup>th</sup>/8<sup>th</sup> 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 7<sup>th</sup>/8<sup>th</sup> 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 7<sup>th</sup>/8<sup>th</sup> 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 7<sup>th</sup>/8<sup>th</sup> grade leadership team's decision should be overruled, he/she shall overrule the decision.
5. The decision of the Superintendent shall be final.

**ACCELERATION OR DOUBLE PROMOTION**

An acceleration or double promotion shall be preceded by a careful study of all factors involved. No pupil shall be accelerated unless the teacher specifies in writing that acceleration is the most appropriate intervention for the pupil. The Superintendent shall be consulted on proposed acceleration or double promotion. The principal shall recommend and the parents shall concur in such acceleration or double promotion.

Legal Reference:

Education Code Section 48070  
Assembly Bill 1626

Date Policy Adopted by the Board: 4/8/97

Revised: 5/11/99

**SCHOOLWIDE TITLE I PARENT INVOLVEMENT POLICY**

- A. The parents of children enrolled in Schoolwide Programs shall be involved in the planning, reviewing and improvement of these programs in an organized ongoing and timely manner. They shall have regular opportunities to make recommendations on the educational needs of their children and on ways in which they can help their children benefit from the programs.
- B. Through consultation with parents, the District shall annually assess the effectiveness of parental involvement programs and determine what action needs to be taken, if any, to increase parental participation.
- C. El Centro Elementary School District schoolwide programs shall aim to:
  1. Involve parents in its plan to review annually each school's program to determine whether each school is making adequate progress to enable students to meet the District's adopted student performance standards.
  2. Conduct an annual evaluation of the parent involvement policy to determine its effectiveness and use findings of the evaluation to revise/improve parent involvement strategies.
    - a. Parents annually will complete a parent involvement survey to provide data for program/policy evaluation.
    - b. Parents will annually evaluate the content and effectiveness of the District and school site parent involvement policy. The District will use the findings of the annual evaluation to design more effective parental involvement opportunities.
  3. Continually support parents' efforts and train them insofar as practical, to work with their children at home to attain instructional objectives, understand program requirements and build a partnership between the home and the school.
- D. The following procedures shall be taken to ensure that parents are consulted and participate in the planning, review and improvement of schoolwide programs and the District LEA Plan.
  1. School site policies ensuring parental involvement in schoolwide programs shall be provided to parents and shall be subject to their ongoing review. Additionally, every parent of the 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](http://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 8<sup>th</sup>, 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.