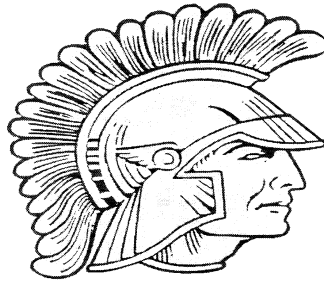


CENTRAL UNION HIGH SCHOOL

336-4300

www.cuhsd.net



2017 - 2018

COMPREHENSIVE SCHOOL SAFETY PLAN

Prepared by Adrienne Rodriguez

Reviewed and Approved on February, 2017

Safe School Planning Committee

Veronica Lopez – Parent / ASB Clerk

Richard DeCorse / Teacher

Maricela Avila – Teacher

Ascencion Felix - School Resource Officer

Ruben Aguilar – District Community Liaison

Ramona Campos – COSA Counselor

Terri Fernandez – School Psychologist

Christina Wilkenson – School Nurse

Ruben Hernandez / Central High Student

Esmeralda Lopez / Central High Student

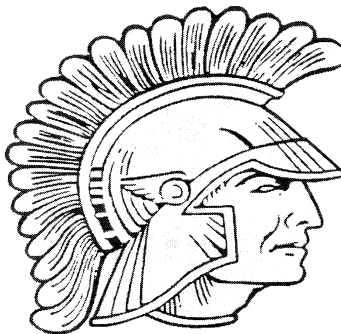
Peter Gutierrez – Security Guard

Arce Hernandez – Security Guard

Adrienne Rodriguez – Assistant Principal

**Central Union High School
School Site Council**

2016 - 2017



**Craig Lyon - Principal
Vivianna Plancarte – Student Member
Clarissa Nava – Student Member
Daniel Vasquez – Student Member
Norma Villicana - Parent Member
Blanca Hernandez - Parent Member
Sonia Carter / Parent Member
Theresa Gonzalez / Resource Teacher
Olga Ortega - Certificated Representative
David Bartlett / Certificated Representative
Alicia Apodaca - Certificated Representative
David Henderson - Certificated Representative
Melissa Nava – Classified Representative**

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Central Union High School District

BOARD OF EDUCATION

March 2017

Board of Trustees

President Todd Evangelist

Clerk Emma Jones

Member Jacinto Jimenez

Member Ryan Childers

Member Diahna Garcia Ruiz

Administration

Central Union High School District

Superintendent

Renato Montano

Assistant Superintendent

Sheri Hart

Assistant Superintendent

Arnold Preciado

Human Resources

Carol Moreno

Facilities Operations & Planning

Frank Tamayo

Central Union High School Administration

Craig Lyon / Principal

Adrienne Rodriguez / Assistant Principal

Tricia Petter / Assistant Principal

MISSION STATEMENT

WE AT CENTRAL UNION HIGH SCHOOL STRONGLY SUPPORT THE PREMISE THAT OUR STUDENTS MUST EACH HAVE THE OPPORTUNITY TO GRADUATE FROM THIS INSTITUTION WITH THE KNOWLEDGE AND SKILLS NECESSARY TO FUNCTION IN AN INCREASINGLY COMPLEX WORLD.

EXPECTED SCHOOL LEARNING RESULTS E.S.L.R'S.

WE ARE

SOCIALLY CONSCIOUS

- SERVE IN THE COMMUNITY
- LEARN TOLERANCE AND BE TOLERANT OF OTHERS' DIFFERENCES
- DEMONSTRATE GOOD CITIZENSHIP
- UTILIZE APPROPRIATE LANGUAGE REGISTERS

PROBLEM SOLVERS

- DEVELOP AND UTILIZE RESEARCH SKILLS FOR RESEARCH PRESENTATIONS / PAPERS
- APPLY KNOWLEDGE IN CLASSROOM ASSIGNMENTS, PROJECTS, AND PRESENTATIONS
- SOLVE COMPLEX MATH PROBLEMS (INCLUDING WORD PROBLEMS)

ACHIEVERS IN ACADEMICS, ARTS AND EXTRA CURRICULAR ACTIVITIES

- INCREASE LITERACY (READING, WRITING, SPEAKING, LISTENING) IN ALL CONTENT AREAS
- UTILIZE FUNCTIONAL DOCUMENTS
- INCREASE CAPABILITIES IN MATH
- MAINTAIN A 2.0 GPA
- SCORE PROFICIENT OR HIGHER ON CST / CMA / CAPA AND CAHSEE
- PARTICIPATE IN ACADEMIC CHALLENGES AND IN CLUBS, SPORTS, OR OTHER EXTRA-CURRICULAR ACTIVITIES (ROBOTICS, SCIENCE FAIR, ACADEC, MOCK TRIAL)

RESPONSIBLE

- DEMONSTRATE APPROPRIATE BEHAVIOR
- MAINTAIN SATISFACTORY ATTENDANCE
- COME PREPARED FOR CLASS
- DEVELOP COLLEGE, CAREER, AND LIFE SKILLS
- UTILIZE TIME EFFECTIVELY

TECHNOLOGICALLY LITERATE

- UTILIZE TECHNOLOGY AND WRITE RESEARCH PAPERS WITH WORKS CITED
- COLLECT AND ANALYZE DATA THROUGH INTERNET RESEARCH
- EVALUATE THE CREDIBILITY AND RELEVANCE OF RESEARCH FINDINGS
- UTILIZE PROGRAMS AND APPLICATIONS TO DEMONSTRATE PROFICIENCY OF WORD PROCESSING AND POWERPOINT
- MONITOR AND TAKE ACTION BASED ON STUDENT PORTAL AND OTHER SCHOOL DATA (CURRENT GRADES, MISSING ASSIGNMENTS, STAR, CAHSEE, AND CST/CMA/CAPA SUBTEST SCORES)

ANALYTICAL THINKERS

- INQUIRE ABOUT COMPLEX CONCEPTS TO GAIN UNDERSTANDING
- USE HIGHER ORDER THINKING SKILLS TO SOLVE PROBLEMS
- EVALUATE ARGUMENTS (CLAIMS) OF OTHERS AND SUPPORT ONE'S OWN ARGUMENTS WITH CLEAR EVIDENCE
- EVALUATE ONE'S OWN WORK AND/OR THE WORK OF OTHERS.

CENTRAL UNION HIGH SCHOOL VISION STATEMENT

All students are part of a caring community where each member is valued and will feel free and safe, and where all students will grow in a positive learning environment.

Central Union High supports the Vision Statement in the following manner:

1. CENTRAL UNION HIGH SCHOOL will provide a safe, orderly, and secure environment conducive to learning.
2. CENTRAL UNION HIGH SCHOOL will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. CENTRAL UNION HIGH SCHOOL will work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.
4. CENTRAL UNION HIGH SCHOOL will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. CENTRAL UNION HIGH SCHOOL will ensure that academic and behavioral expectations and consequences will be clear, positive, fair, known to, and understood by all.
6. CENTRAL UNION HIGH SCHOOL will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.
7. CENTRAL UNION HIGH SCHOOL will identify gang associates and/or gang members on our campus and they will be carefully monitored in an effort to provide interventions.
8. CENTRAL UNION HIGH SCHOOL will ensure that attendance expectations and consequences will be clear, positive, fair, known to and understood by students, parents and staff.

9. CENTRAL UNION HIGH SCHOOL will ensure that all students and staff will become familiar with our Harassment Policy. Students and staff will become familiar with the different forms of harassment and the disciplinary consequences for engaging in this behavior.

10. CENTRAL UNION HIGH SCHOOL will ensure that school buildings and classrooms will be well-maintained, attractive, and free of physical hazards and graffiti.

INTRODUCTION - SCHOOL PROFILE

CENTRAL UNION HIGH SCHOOL is one of four schools in the Central Union High School District, with traditions dating back to 1908. CENTRAL UNION HIGH SCHOOL has 1859 students and is served by a dedicated staff. Both staff and parents comment on the positive changes that are ongoing in our school.

CENTRAL UNION HIGH SCHOOL faces challenges in maintaining a safe school. This section of the Comprehensive School Safety Plan will describe programs in place at our school as well as strategies and programs of our school site council for continued improvement in providing a safe, orderly, school environment conducive to learning.

School Reporting / School Resource Officer

CENTRAL UNION HIGH SCHOOL has a School Resource Officer on campus on a daily basis. The positive interaction of the S.R.O. on campus with the students allows for students to perceive him as an approachable resource. The S.R.O. is actively involved in Conflict Resolution Sessions, Attendance and Disciplinary cases. The S.R.O. is primarily responsible for handling cases that are of a criminal nature. The S.R.O. writes reports, removes students from the school site and transports them to Juvenile Hall, Behavioral Health or the Police Department. The S.R.O. also releases students to their parents on Promises to Appear. The S.R.O. is actively involved in the classification and identification of gang members/associates and/or crews. As we face the continuous challenge of maintaining a safe and secure campus, we are taking a proactive approach on all matters that affect safety, with the assistance of our School Resource Officer.

Personal Characteristics of Pupil & Staff

CENTRAL UNION HIGH SCHOOL has an enrollment of 1859 students. Pupils from this school come from families with “low” family mobility. Approximately 75 % of the students are eligible for free/reduce lunches. The ethnic makeup of the pupil population is 95% Hispanic, 1% Black, 3% Caucasian, 1% American Indian. Our pupils have a variety of life experiences. Some pupils have recently arrived from foreign countries while others have never left their neighborhood. There are 94 full time certificated staff members on campus and 40 full time classified staff on campus.

Curriculum and Educational Activities

The course of study includes the basic core curriculum (English, Math, Social Studies, Science), physical education and enrichment classes such as (foreign language, music, art, technology, Career Technical Education, Ed 20-20, Accelerated Language 1-2, Avid, Read 180, Special Education Services, Law

Academy Program, Cyber High/ Migrant Program, Student Academic Support (SAS / 8th period), Get Focused – Stay Focused (9th grade students), IVROP Career Readiness and Algebra 1 Computing and Robotics, Career Readiness Class, EL Support Classes, ELD Classes, MESA Class and Advanced Placement Classes.

Pupils have the opportunity to participate in lunch and after-school activities. These include lunch time activities provided by the A.S.B. leadership and After School Activities to include numerous clubs, tutoring services and athletic activities.

Staff provides opportunities and additional activities (Link crew) open to pupils in the following areas: Art Festival, Science Fair, Senior Employability Workshops, Higher Ed Week, Participation in Parades, School Assemblies, City Championship Food Drive, Backpack Program, Jazz Ensemble, Great Spartan Band, Spar-teens, Majorettes, Cheerleading, Flags, Christmas Gift Drive, Campus Beautification, Campus Life, Mock Trial, Academic Decathlon, CSF, ASB, Link Crew. Clubs: Aca-Dec Club, Art Club, AP Club, Best Buddies, Campus Life Club, Computer Building Club, Film Club, Future Medics Club, On Line Gaming Club, French Club, Science Club, Rocket / Robotics Club, Pep Band Club, Future Business Leaders Club, Green Team, Journalism Club, Latin Dance Club, Law Enforcement Club, Link Crew Club, Media Center Advisory Board, MESA Club, Mexican American Club, Magic Club, Migrant Speech and Debate Club, Mock Trial Club, Music Appreciation Club, Interact Club, Pawsitivity Club, Photo Club, Random Acts of Kindness Club, FCA Club, Music Appreciation Club, Reading Improvement Club, AVID Club, Chorus Club, Boys / Girls Soccer Club, Football Club, Volleyball Club, Boys Basketball Club, Baseball Club, Track Club, Softball Club, Weightlifting Club, Golf Club. Athletics: Football, Basketball, Golf, Soccer, Wrestling, Volleyball, Track and Field, Tennis, Swim, Baseball and Softball. Family Resource Center: Support Groups, Community Agencies, Nursing Services and Personal Counseling.

Staff provides opportunities for parental involvement and education in the areas of : Family Resource Center, SES Tutoring, Spartan Band Parents, Senior Parent Night, AVID Parent Night, AP Parent Night, Back To School Night-Meet the Teachers, Open House, Art Spring Showcase, School Site Council, Title I Parent Night, English Learners Advisory Council, Migrant Parents Advisory Group, Sophomore Conferences with Parents, Senior Parent Conferences, Freshman Parent Meeting, Student Success Team Meetings, Truancy Conferences for Parents and Students, Parent – Teacher Conferences, AHL P Meetings, Career Expo, LCAP Meetings, Higher Ed Week Meetings, Spartan Athletic Club, Migrant Parent Informational Workshops, Parent Portal and Central Spartan Facebook.

PHYSICAL ENVIRONMENT

The Schools' Location and Physical Environment

CENTRAL UNION HIGH SCHOOL is located in the city of El Centro, Imperial County. The immediate area around the school includes single family dwellings, apartments, commercial buildings, parks and a Jr. High School.

Description of School Ground

The school site encompasses 17 acres. The buildings have numerous corridors, a gym, outside basketball, tennis, and handball courts. We have two outdoor swimming pools, one football field, one soccer field, one baseball field and two softball fields. We also have an all-weather track. CENTRAL UNION HIGH SCHOOL is completely enclosed by a fence with gates, which are kept locked during school hours. There are several wings and/or clusters of classrooms including 72 permanent classrooms, 13 re-locatable classrooms. Other structures include: a main office, cafeteria, restrooms, library, weight room, Auto Shop, Construction class, dance room, fitness facility, Child Care Facility and Family Resource Center.

During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It shall be the practice of CENTRAL UNION HIGH SCHOOL to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils take pride in the appearance of the school.

Internal Security Procedures

CENTRAL UNION HIGH SCHOOL has established procedures in the following areas: suspension and expulsion procedures, inventory system, and SARC reporting procedures. All school activities / regular day schedule changes must be approved by CUHS Administration.

School Crime Status and Reporting

CENTRAL UNION HIGH SCHOOL crime statistics reflect the following for the last four school years. The information below was gathered by the Assistant Principal / Student Services and the School Resource Officer at CUHS.

School Year	2012 - 2013	2013 - 2014	2014 - 2015	2015– 2016
Enrollment	1795	1896	1864	1871
Ed Code Violation	# of Student Suspensions	# of Student Suspensions	# of Student Suspensions	# of Student Suspensions
Physical Injury to another person	31	21	39	24
Firearms/ Knives / Explosive Devices	2	1	0	2
Possession / Use / Sale of Controlled Substance, Alcohol, Intoxicants	33	28	12	13
Possession / Drug Paraphernalia	4	5	4	5
Possession / Use of Tobacco Products	5	1	0	1
Harassment Threats Intimidation	5	3	1	3
Expulsions (Total # of students)	2	1	0	0

Keeping reportable crimes at a minimum requires constant vigilance. The following strategies will be utilized in achieving this goal (Identify areas of high crime activity, restrict pupil access to high crime activity areas, provide effective school supervision, identify and provide preventative programs and activities.)

CENTRAL UNION HIGH SCHOOL maintains a copy of the district's sexual harassment policy in the main office/principal's office and the policy is available on request. The District's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy appears in the *Parent & Student Handbook*, The handbook is distributed at the beginning of each school year to all parents and pupils.

Included in this Safe School Plan is a school map established by the School Site Council indicating safe entrance and exit areas for pupils, parents and school employees.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register at the main office immediately upon entering any school building or grounds when school is in session.

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline program is based on the Salzman Plan and it begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

Pupil conduct standards and consequences for CENTRAL UNION HIGH SCHOOL are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures, (b) District Disciplinary Guidelines, and (c) the adopted school-wide dress code.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of CENTRAL UNION HIGH SCHOOL.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. CENTRAL UNION HIGH SCHOOL MAINTAINS AN ON SITE FULL TIME SCHOOL RESOURCE OFFICER. CENTRAL UNION HIGH SCHOOL employees comply with all legal mandates,

regulations, and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include: the presence of a full time School Resource Office, a full time COSA Counselor and a full time Community Liaison Truancy Officer that is present twice a week at our site. A Probation Officer is utilized on an as needed basis. Surveillance cameras around the campus are used to monitor inappropriate activity throughout the day. During school hours the use of Motorola radios, Nextel radios, bullhorns, whistles, golf carts and a PA system are used as deemed necessary.

Community involvement is encouraged to help increase school safety. During football season the El Centro Police Department attends games and assists with supervision and traffic control.

Inventory System – Engraved ID, Security Storage

Most school-site equipment has an ID tag on its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are generally secured.

SCHOOL CLIMATE

The School's Social Environment

Leadership at CENTRAL UNION HIGH SCHOOL is a shared process. CENTRAL UNION HIGH SCHOOL actively participates in the District Management Team, Administrative Curriculum Team and District Attendance Improvement Team, Wellness Committee meetings, Instructional Leadership Committee. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing CENTRAL UNION HIGH SCHOOL toward excellence in the areas of academic and social behavior.

The site administration sets the tone for the school, guides the staff on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Disaster Procedures, Routine and Emergency

A contingency plan for emergencies is contained in a handbook available to each staff member. The District's Emergency Response Plan - ERP Plan is listed at the last section of this plan. The plan is reviewed at the beginning of each school year. The emergency drills / procedures are reviewed and practiced throughout the school year with all staff and students. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System (SEMS). Disaster procedures are included at the end of the safety plan.

Classroom Organization and Structure

CENTRAL UNION HIGH SCHOOL teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including: using projects, presentations, hands-on activities, online resources, portfolios, journals, creative writing, art, displays or others.

The teachers at CENTRAL UNION HIGH SCHOOL are highly qualified, with many teachers holding advanced degrees and highly qualified certification. Many of the teachers are Central Alumni. The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide a safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupils and staff. Instructional time is maximized and disruptions are minimized.

The School's Cultural Environment

There is a high level of cohesiveness among the staff members at CENTRAL UNION HIGH SCHOOL. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, assistant principal,

counselor, teacher or other staff members. Visibility on campus assists with the promotion of safety and order on campus. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

The academic and behavior efforts of pupils are recognized and rewarded. Central Union High School offers an Academic Letter Program for students who acquire high scholastic achievements. Following are the awards given for these achievements:

- Cumulative 3.5 GPA for 3 Semesters-Academic Letter
- Cumulative 3.50-3.89 GPA for 8 semesters-Medal
- Cumulative 3.90-4.29 GPA for 8 semesters-Trophy
- Cumulative 4.3 + GPA for 8 semesters-Plaque

At the end of each semester the Honor Roll is published on the CUHS website. To qualify for the Honor Roll students must have at least a 3.0 GPA and not receive any grade below a "C". A "Student of the Month" is recognized at the monthly Board meeting. An "Excellent Attendance" certificate is given to students every 9 week grading period.

ACTION PLAN

“Physical Environment”

“SAFE AND ORDERLY ENVIRONMENT”

ACTION PLAN

GOAL: School buildings and classrooms will be well maintained and attractive, free of physical hazards and graffiti.

A. Areas of pride and desired change: The Safe School Planning Committee recognizes and commends the staff and administration for the following conditions and programs at Central Union High School which have positively affected the physical and/or psychological well-being as it relates to the physical setting and conditions in which education takes place:

- Maintain the school visitor identification system.
- Maintain photo ID policy for students, staff and outreach programs.
- The reduction in places where students can loiter.
- The partnership established and maintained with the El Centro Police Department.
- The implementation of signs on the gates surrounding the school campus stating “All Visitors Report to the Main Office”.
- The implementation of signs around the school campus stating “No Loitering”.
- The continued enforcement of a Closed Campus policy.
- Implementation of red curb for busses and crosswalks for intersections on 10th Street and Orange Avenue / 12th Street and Holt Avenue.
- Continue locking all gates surrounding the school campus.
- Update list of classification and filing system for gangs and graffiti.
- Provide training for Student Services staff. (Security guards, truancy officer, Student Alternative Placement supervisor, attendance and discipline clerks)

Objective: By the end of the school day, all graffiti will be removed.

1. Related activities:
 - a. All graffiti must be reported to the Student Services Office.
 - b. All graffiti must be photographed and classified.
 - c. All graffiti will be immediately reported to the school secretary / Maintenance for removal.

2. Resources needed:
 - a. Staff members continue to report graffiti to Student Services Office.
 - b. Cameras for video surveillance.
 - c. In-service Training for Student Services Staff.

3. Person(s) responsible for implementation:
 - a. Assistant Principal in charge of Student Services or designee.
 - b. Maintenance personnel responsible for graffiti removal.

Objective: Throughout the 2017-2018 school year, all excess materials, equipment, rubble and trash will be removed from the Central Union High School Campus.

1. Related activities:
 - a. The site Principal/designee and Maintenance Supervisor will develop an inventory of all excess materials and equipment.
 - b. All materials and equipment not in use and which has no future use shall be disposed of.
 - c. All trash will be removed from the campus.
 - d. All useable materials and equipment will be inventoried and stored in a concealed location.
 - e. Student Alternative Placement students will voluntarily assist with beautification of the campus after lunch hours.
 - f. Green Team voluntarily assists with beautification through a recycling program on campus.
2. Resources needed:
 - a. Budgetary resources to make an inventory, evaluate and remove all excess materials, equipment, rubble or trash.
 - b. Cleaning materials / plastic gloves.
3. Person(s) responsible for implementation:
 - a. Site Principal / Assistant Principal of Student Services
 - b. Business Manager
 - c. Maintenance Supervisor
 - d. Central Union High Students
4. Timeline for implementation:

Ongoing monitoring throughout the year.

ACTION PLAN

“School Climate”

“PEOPLE AND PLACES”

ACTION PLAN

GOAL: Academic and behavioral expectations and consequences will be clear, positive, fair, known to, and understood by students and staff.

A. Areas of pride and desired change: The Safe School Planning Committee recognizes and commends the staff and administration for the following conditions and programs at Central Union High School which have positively affected the physical and/or psychological well-being of everyone on campus as it relates to the general atmosphere or spirit of the school:

- Revise and enforce the Salzman “Tools For Schools” Behavioral Guidelines, Matrix and Dress Code.
- Maintain and revise the process of involuntary transfer procedures.
- The continued placement of a uniformed El Centro Police Officer on Central’s campus.
- Maintain the number of lunchtime activities.

Objective: By August 2017, Central Union High School District Behavioral Guidelines, Behavioral Matrix, and Dress Code will be updated to reflect changes in California Education Codes.

1. Related activities:
 - a. Review all related materials concerning revisions in California Education Code.
 - b. Update Salzman “Tools For Schools” Behavioral Guidelines and Dress code.
2. Resources needed:

Continuous communication with teachers on Tools For Schools Procedures
3. Person(s) responsible for implementation:
 - a. Assistant Principal in charge of Student Services or designee.
 - b. Site Principal.
4. Timeline for implementation:
 - a. By June 2017, all related materials concerning revisions in California Education Code will be gathered.

- b. By June 2017, a committee will be formed to review the District's current Policies and make Education Code alignment recommendations.
- c. By June 2017 Salzman "Tools For Schools" Behavioral Guidelines and Dress Code will be updated.

Objective: On a daily basis all staff will demonstrate positive classroom management techniques.

1. Related activities:
 - a. Two administrative staff members will design, schedule and present In-service Behavioral Guidelines, classroom management and teacher rights and responsibilities to new teachers.
 - b. In-service training will also be planned as necessary.
 - c. Teachers will maintain the discipline plan for their classrooms.
 - d. During passing periods teachers will be highly encouraged to stand outside of their doors supervising students.
2. Resources needed:
 - a. Budgetary resources to cover the cost of printed material.
3. Person(s) responsible for implementation:
 - a. Site leadership team
4. Timeline for implementation:
 - a. By the beginning of the 2017-2018 school year, new teachers will receive training on the updated Salzman "Tools For Schools" Behavioral Guidelines, managing discipline problems and their rights and responsibilities regarding suspensions.
 - b. By Back to School Night all teachers will have turned in a copy of Their Classroom Discipline Plan and a copy of their syllabus.

Objective: By August 2017 all students will receive a copy of the Central Union High School Behavior Guidelines and Dress Code policy.

1. Related activities:
 - a. A copy of the Salzman "Tools For Schools" Behavioral Guidelines will be included in the Registration packet.
 - b. Review the Salzman Behavioral Guidelines with Students.
 - c. Students and parents will receive and acknowledge / sign necessary paperwork.
2. Resources needed:
 - a. Budgetary resources to cover the cost of the copies of the Salzman "Tools For Schools" Guidelines.

3. Person(s) responsible for implementation:
 - a. Assistant Principal in charge of Student Services or designee.
 - b. Principal.
4. Timeline for implementation:
 - a. By August 1, 2017 the updated copy of the Salzman "Tools For Schools" Behavioral Guidelines will be included in the Registration packets

GOAL: Any identified gang associates or gang members on the Central Union High School campus will be carefully monitored in an effort to provide interventions deemed necessary.

A. Areas of pride and desired change: The Safe School Planning Committee recognizes and commends the staff and administration for the following conditions and programs at Central Union High School which have positively affected the physical and/or psychological well-being of everyone on campus as it relates to the personal characteristics of students and staff:

- The Counseling Conflict Resolution Services which strive to provide counseling for students.
- The establishment and use of Gang Identification as a means to recognize gang members or potential gang members / crews.
- The rich ethnic and cultural diversity among the student populations, which allows for exposure to and awareness / appreciation of other cultures by all concerned.
- In service provided to staff on identifying gang members / crews.

Objective: Any student(s) identified as "at risk students" will participate in an At Risk Support Group Program as deemed necessary and will be provided by the Assistant Principal / Student Services and School Resource Officer.

1. Related activities:
 - a. The Assistant Principal and SRO will have the opportunity to participate in a school event / or hear a motivational speaker for "at risk students".
 - b. Eligible "at risk students" will be identified by parents and staff.
 - c. Community speakers will make presentations to students who are considered to be "at risk".
 - d. Academic / Counseling sessions for Transitional students / Valley Academy School.
 - e. IVROP Career workshops for "at risk students".
 - f. Personal counseling sessions are available for all students on campus if necessary, by the COSA counselor, Academic counselors and School psychologist.

2. Resources needed:
 - a. Staff members to facilitate events would include the COSA Counselor, School Truancy Officer, School Resource Officer and Student Alternative Placement Supervisor.
 - b. Budgetary resources to cover training.
3. Person(s) responsible for implementation:
 - a. Assistant Principal in charge of Student Services and School Resource Officer.
4. Timeline for implementation:
 - a. Policy established during the 2017-2018 academic year will be revised by November 2017.
 - b. Program guidelines will be revised by November 2017.
 - c. Program will continue to be implemented throughout the 2017-2018 year.

Objective: Parental Education Support Services will be available to provide information on youth gang involvement, parenting skills and parent-support strategies.

1. Related activities:
 - a. Assistant Principal in charge of Student Services and the School Resource Officer will identify parents whose youth are already involved in or moving in the direction of being involved in gangs / crews.
 - b. Assistant Principal in charge of Student Services and the School Resource Officer will counsel and refer to appropriate related agencies.
2. Resources needed:
 - a. Assistant Principal and School Resource Officer.
3. Person(s) responsible for implementation:
 - a. Assistant Principal in charge of Student Services or designee.
 - c. Central Union High School Resource Officer (El Centro Police Officer).
4. Timeline for implementation:
 - a. Gang profile tool updated prior to the start of the 2017-2018 school year.
 - b. Continue to implement and monitor throughout the 2017-2018 school year.

Objective: By the beginning of the 2017-2018 school year, increase the awareness of every staff person at Central Union High School to signs and symptoms of gang / tagging crew involvement, general awareness of the street gang / tagging crew culture, and specific methods for dealing with gang / tagging crew related behavior.

1. Related activities:
 - a. Assistant Principal in charge of Student Services and the School Resource Officer will investigate gang prevention strategies and bring findings to the Safe School Committee by November 2017.
 - b. Minimum of one staff training for gang / crew prevention.
2. Resources needed:
 - a. Developed In-Service content and format.
 - b. Qualified Presenters.
 - c. Allocated time to schedule all staff members.
3. Person(s) responsible for implementation:
 - a. Assistant Principal in charge of Student Services or designee
 - c. School Resource Officer
4. Timeline for implementation:
 - a. First In-Service will be held during the 2017-2018 school year.
 - b. Updates throughout the year as needed.

GOAL: ATTENDANCE EXPECTATIONS AND CONSEQUENCES WILL BE CLEAR, POSITIVE, FAIR, KNOWN TO AND UNDERSTOOD BY STUDENTS, STAFF AND PARENTS.

- A. Areas of pride and desired change: The Safe School Planning Committee recognizes and commends the staff and administration for the following conditions and programs at Central Union High School which have positively affected the physical and/or psychological well being of all persons on campus as it relates to the general atmosphere or spirit of the school:
- The continued enforcement and revision of the District Attendance Policy.
 - Continue attending DAIT meetings at the District Office.
 - Continue with parent conferences / home visits for Parents of students that are classified as truant.
 - Continued implementation of the Truancy Abatement Program (TAP).

- The continued implementation of the Live Attendance Database / Aeries Attendance.
- The cooperative efforts of the El Centro Police Department and Central Union High School
- Maintain the Community Liaison Officer.
- Personnel to enforce City Ordinance No. 18-48.1(A) that will assist with the Truancy Abatement Program: (It shall be unlawful for any minor, the age of seventeen, to loiter, idle, wander, or be in or upon the public streets, highways, roads, alley, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any establishment, vacant lots or any unsupervised place between the hours of 7:30 am and 2:30 pm on any day when school is in session for that minor.)
- Implement a Parent Meeting for all incoming freshman
- Maintain a COSA Counselor

Objective: The truancy rate will decrease by the end of the 2017-2018 school year.

1. Related activities:
 - a. Admit Slips will continue to be required of students.
 - b. Truancy Abatement Program
 - c. Enforcement of City Ordinance 18-48.1(A)

2. Person(s) responsible for implementation:
 - a. Assistant Principal in charge of Student Services.
 - b. School Resource Officer
 - c. Attendance Clerks
 - d. District Community Liaison
 - e. COSA Counselor

3. Timeline for implementation:
 - a. Truancy Abatement Program-efforts to include individual conferences for Parents of students that receive a truancy letter.
 - b. Continue to require admit slips.
 - c. Continued enforcement of City Ordinance 18.48-1(A).

School Year	2012-2013	2013-2014	2014-2015	2015-2016
Enrollment	1878	1896	1864	1871
Truancy Rate %	76%	71%	73%	16 %

GOAL: ALL STUDENTS AND STAFF WILL BECOME FAMILIAR WITH THE CENTRAL UNION HIGH SCHOOL DISTRICT HARASSMENT POLICY AS IT IS WRITTEN IN THE STUDENT REGISTRATION PACKET. STUDENTS AND STAFF WILL BECOME FAMILIAR WITH THE DIFFERENT FORMS OF HARASSMENT AND THE CONSEQUENCES.

A. Areas of commitment: The Safe School Planning Committee recognizes and commends the staff and administration for the following conditions and programs at Central Union High School which have positively affected the physical and/or psychological well being of all persons on campus as it relates to the general atmosphere or spirit of the school:

- The subject of Harassment as part of the Health Education Curriculum.
- The establishment of Conflict Resolution Sessions.
- The establishment of Behavior Intervention Plans for cases of harassment.
- The yearly visitations of the School Psychologist, School Resource Officer and Assistant Principal to (9 - 10 grades) / Physical Education classes to discuss Harassment.
- The yearly visitations of the School Resource Officer by teacher request, on an as needed basis to discuss Harassment.
- The immediate removal of Graffiti that is in the nature of Harassment.
- School and Community Resources to give presentations to “at risk” students.
- “No Contact” agreements for students.
- “Attendance / Behavior” agreements for students.
- Introduction to Computer classes / Cyberbullying and On line Safety Curriculum.

Objective: Decrease the incidents of bullying, hazing and all forms of harassment.

1. Related activities:
 - a. Continued student, parent and staff education of Harassment.
 - b. Continue with the Health Education Curriculum on Harassment.
 - c. Continue providing one on one and/or group Conflict Resolution Sessions/Behavior Intervention Plans for any reported cases of harassment.
 - d. Maintain signs stating District Policy as it relates to Harassment.

- e. Continue to include the Harassment policy in the Registration Packets.
 - f. Continue “Cyber bullying / On line Safety Curriculum”
2. Resources needed:
 - a. None.
 3. Person(s) responsible for implementation:
 - a. Assistant Principal of Student Services.
 - b. All staff members.
 4. Timeline for Implementation:
 - a. Continuously enforce Harassment Policy.

Goal: The administrative structure of Central Union High School will establish a sense of commitment from students, parents, staff and the community. All stake holders and community support agencies will have an opportunity to participate actively in school matters.

A. Areas of commitment: The Safe School Planning Committee recognizes and commends the staff and administration for the following conditions and programs at Central Union High School which have positively affected the physical and/or psychological well being of all persons on campus as it relates to the organizational and interpersonal processes that occur in and around the school:

- The partnership established and maintained with the El Centro Police Department which offers a “Ride Along” Program to staff and parents as requested.
- The continued placement of a uniformed El Centro Police Officer on Central’s Campus. (School Resource Officer)
- The availability of Imperial County services on Central’s campus. (Behavioral Health AHLP Program, Drug and Alcohol Counseling, Transition Partnership Program, I.V.R.O.P, Parent CARE classes.
- The housing of the CAL-SAFE program.
- The services provided by the Family Resource Center (School Psychologist / Nurse), Speech Therapist, Eligibility Worker / Social Worker (Provided by the Department of Social Services), Public Health Department, Food Bank, Sure Helpline Support Groups.
- Central High School Counselors / COSA Counselor.
- Services for Foster Youth and homeless students (Provided by Student Services / Counseling)

Objective: Maintain the relationship with Imperial County Agencies, such as but not limited to Behavioral Health, Social Services and Probation. Consultation services are offered on a needed basis.

1. Related activities:
 - a. Continue to provide open communication and office space for Imperial County Agencies.
2. Resources needed and Persons Responsible for Implementation:
 - a. All positions are funded by Imperial County Agencies.
3. Timeline for implementation:
 - a. Continuously maintain relationships with various Imperial County Agencies.

Objective: The principal and the administrative team will have displayed strong leadership and direction in maintaining a positive environment at Central Union High School throughout the 2017-2018 school year.

1. Related activities:
 - a. The principal and the vice principals will regularly visit classrooms, walk the campus and be visible during lunch and at transportation loading points.
 - b. The principal and the administrative team will respond personally to concerns of students, parents and staff
 - c. The district wide School Psychologist, the School Resource Officer, school counselors and the Assistant Principal will facilitate conflict resolution sessions.
 - d. Appropriate visitor information signs will be posted at all gates.
 - e. Parent communication on attendance by automated dialer/ attendance clerks, truancy letters, parent portal, home visits, SST meetings.
 - f. On-site support services:
 1. Guidance support specialist, Outreach College Peer Advisors.
 2. IVROP Support Services, Guidance support technician, Careers.
2. Resources needed:
 - a. Budgetary resources to cover stipends and training for peer counseling-advising/conflict resolution team's advisor.
 - b. Budgetary resources to cover costs of signs.
3. Person(s) responsible for implementation:
 - a. Central Union High School Administrative staff.
 - b. Central Union High School District maintenance personnel.

4. Timeline for implementation:
 - a. Prior to the beginning of each school year, the administrative team will construct a schedule of classroom visitations and school supervision.
 - b. Prior to the beginning of the school year, policies will be established to deal with the concerns of students, staff and parents.
 - c. By August 2017, visitor information signs shall be posted at all gates.

SAFETY STRATEGY SAMPLES

Introduction

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. CENTRAL UNION HIGH SCHOOL promotes educational and psychological healthy environments for all students. CENTRAL UNION HIGH SCHOOL recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. CENTRAL UNION HIGH SCHOOL further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping students safe requires a community-wide effort, schools are an important piece of the undertaking to keep students safe. CENTRAL UNION HIGH SCHOOL'S efforts are illustrated below which broaden the safety planning and incorporate an extensive range of strategies and programs in the school safety plan are illustrated below.

SCHOOL SAFETY STRATEGY #1: Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to community agencies, counseling and mental health resources. The referrals will assist parents/students with issues, prevention and intervention. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all students are valued and respected.

Preventing and Intervening: Pupil Aggressive Behavior

Creating a safe school requires having in place many preventive measures for student's mental and emotional problems. Schools can reduce the risk of violence by teaching students appropriate strategies for dealing with emotions, expressing anger in appropriate ways and resolving conflicts.

CENTRAL UNION HIGH SCHOOL uses a comprehensive approach to school violence prevention. Pupils are identified by using measures shown to be highly effective in identifying students with antisocial and aggressive behaviors. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation (d) attendance and (e) academic performance.

Mental Health Programs Assigned to CENTRAL UNION HIGH SCHOOL is a school psychologist, **(5 counselors)**, a COSA Counselor and a Migrant Program Coordinator. District programs contributing to mental health goals include an Imperial County Department of Behavior Substance Abuse Counselor and the CUHSD Family Resource Center. Referrals are made for Parenting, Group Counseling, Crisis Intervention and Conflict Resolution Sessions. A nurse is available to assist our students when needed. Central Union High School shall identify students in need and bring forth the student and the family to the school's Student Success Team. Central Union High School shall implement an Incident Crisis Response Plan for "suicide" in cases where a student exhibits specific characteristics. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted.

Professional Development The Central Union High School District provides professional development for teachers, parents, and community members. Instructional Coaches and a Supervisor of Instruction provide training to Central Union High Certificated Staff. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self control, to develop personal and social responsibility and to enhance academic success.

Student Recognition Programs CENTRAL UNION HIGH SCHOOL offers several recognition and award programs such as **Student of the Month, Excellent Attendance Awards, Honor Roll Certificates, Athletic Banquets, AVID Awards Ceremonies, Marching Band Banquets, Legal Services / Law Enforcement Academy Awards, Academic Decathlon, CSF Recognition Award, Mock Trial Recognition.**

SCHOOL SAFETY STRATEGY #2: Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school provides a way for each pupil to safely report and, be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.

Non-discrimination and Fair Treatment of Pupils A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all students can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the community that all students are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including students, parents, staff and community members shall:

- Be treated with dignity, respect and fairness;
 - Encourage and maintain high expectations;
 - Model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity; and
 - Contribute to an environment of mutual respect, caring and cooperation.
- Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the District attendance, academic and disciplinary policy is provided to each parent/student annually or upon enrollment. A copy of the District Attorney's letter informing parents on current truancy and attendance enforcement of education codes is provided to parents upon enrollment. These forms include information pertaining to student rights to physical safety, to the protection of personal property, respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District's policies on non-discrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

Discipline Policy and Code Central Union High School is committed to becoming a safe school by developing, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be appropriate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs. (Discipline Plan attached at the back of the Safety Plan)

CENTRAL UNION HIGH SCHOOL uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectations and consequences for pupils. CENTRAL UNION HIGH SCHOOL has developed plans to promote positive behaviors in the ramadas, lunchroom, hallways, and assembly areas. (all areas of Central High / outside of classrooms)

SCHOOL SAFETY STRATEGY #3: CENTRAL UNION HIGH SCHOOL administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.

Crisis Intervention and Disaster Planning The staff of CENTRAL UNION HIGH SCHOOL shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides require immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

CENTRAL UNION HIGH SCHOOL benefits from the District's Earthquake Disaster Crisis Response Plan (EDCR). The EDCR Plan includes information on how to respond to a crisis. Risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response and training/drills to become aware of warning signs are among the areas addressed. A Threat Assessment Team evaluated the campus security, disaster plans and crisis intervention procedures. A thorough walk through of the school campus was also completed by the team.

Teacher Notice of Disciplinary History

Student Services shall provide to the teachers of CENTRAL UNION HIGH SCHOOL information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or Social Services. This information is used to develop awareness, assigning appropriate discipline consequences, helps in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Gang / Crew Affiliation

Gang affiliation and gang activity will not be tolerated at CENTRAL UNION HIGH SCHOOL. The staff at CENTRAL UNION HIGH SCHOOL shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that is gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Gangs / Crew and Graffiti

Local city efforts have resulted in a school resource officer program. CENTRAL UNION HIGH SCHOOL uses its links with the City of El Centro to enhance its effort to curb gang / crew influence.

Alternative Programs Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. CENTRAL UNION HIGH SCHOOL has access to the district's Continuation High School (DOHS), an Independent Study Program, Phoenix Rising, a District Advisory Hearing Panel (D.A.H.P.) and the Student Attendance Review Board (S.A.R.B.) for placement in one of the programs offered through the Imperial County Department of Education (Valley Academy). These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs

The goals of the district's Drug Alcohol and Tobacco Education Program and other related community programs / group counseling, include providing all freshman pupils with a comprehensive drug and violence prevention program. The El Centro Police Department Canine Unit is an available resource that is utilized on the CUHS campus.

Truancy Abatement Efforts

CENTRAL UNION HIGH SCHOOL recognizes the importance of punctuality and regular attendance. The staff of CENTRAL UNION HIGH SCHOOL shall accurately record the attendance record for all students. Parents of students with poor attendance will be contacted by phone calls, home visits, student conferences and letters sent home. Students are referred to the Student Success Team. Students with poor attendance due to medical issues will be referred to the school nurse / admin / counselor. Should attendance problems continue official action is to be taken, which could result in a referral to the School Attendance Review Board / District Attorney Office / Enforcement of City Ordinance No. 18-48.1(A).

SCHOOL SAFETY STRATEGY #4: *Plan(s) and method(s) are available to identify isolated and troubled students, help foster positive relationships between school staff and students, and promote meaningful parental and community involvement.*

Parent/Guardian Involvement

Staff members in effective and safe schools make persistent efforts to involve parents/guardians by informing them about discipline policies, procedures, and rules, and about their student's behavior; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

CENTRAL UNION HIGH SCHOOL:

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in various school activities for parent involvement
- Has established a school visitation procedure
- Provides a newsletter to parents
- Uses the School Accountability Report Card as a procedure to communicate to parents
- Provides several opportunities for Teacher-Parent Conferences
- Maintains an effective Homework Policy
- Communication with teachers through email
- Access to Parent Portal
- Back to School Night / Open House
- Social Network (Facebook, Instagram, Web Page)
- Phone Dialer Communication

Each classroom is arranged to help prevent aggressive behavior. High traffic areas are free of congestion. Pupils are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

Parent Training: Promoting the Use of Community Resources

CENTRAL UNION HIGH SCHOOL advocates for the provision of community resources to help maximize the development of positive behavior and the suppression of anti-social behavior. Such training promises to maximize the parent's contribution to academic excellence and noteworthy social-development.

Problem Solving Teams

School communities can enhance their effectiveness by identifying factors that result in violence and other problem behaviors. On-site collaborative problem-solving teams are viewed as essential to successful prevention and intervention with aggressive behavior. CENTRAL UNION HIGH SCHOOL utilizes a Student Success Team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the student. The goal is to help identify, clarify, analyze and resolve issues concerning student, educational and family concerns. The Student Success Team is flexible enough to address individual problems and school-wide matters. After various attempts have been made for parents to attend SST meetings, the team will facilitate a conference call and / or home visit if needed.

Community Linkages

When working with parents and students with specific issues, the staff at CENTRAL UNION HIGH SCHOOL provides information to the families regarding available community resources.

The staff of CENTRAL UNION HIGH SCHOOL shall work closely with recognized local city, county and state agencies.

SCHOOL SAFETY STRATEGY #5: *Specific employees (e.g., the campus supervisor) use unique strategies to promote school safety.*

Campus Supervisor and Administrative Positions

Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Students can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

CENTRAL UNION HIGH SCHOOL employs a Principal and two Assistant Principals whose jobs are designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The Principal and two Assistant Principals have developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the Principal and Assistant Principals at CENTRAL UNION HIGH SCHOOL have an open door policy, making themselves available for a student to safely report troubling behaviors that may lead to dangerous situations. When it comes to school safety, students are taught not to keep silent. Effective relationships between the principal, two assistant principals and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes

CENTRAL UNION HIGH SCHOOL recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody issues. The staff of CENTRAL UNION HIGH SCHOOL will maintain in the student's records custody documentation provided by families and will request assistance from local law enforcement, restraining orders and the Office of Child Welfare and Attendance as needed.

Visitors and Disruptions to Educational Process

CENTRAL UNION HIGH SCHOOL is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. CENTRAL UNION HIGH SCHOOL uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as the campus supervisor; staff familiar with the student body and surveillance cameras. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. The campus has perimeter fencing.

To ensure the safety of students and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

CENTRAL UNION HIGH SCHOOL has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the Principal, designee or campus supervisor may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

CENTRAL UNION HIGH SCHOOL has developed a notice for disruptive individuals and, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law Enforcement/School Resource Officer and campus security is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

CENTRAL UNION HIGH SCHOOL'S notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, CENTRAL UNION HIGH SCHOOL shall contact the district office to determine whether to file for a temporary restraining order and injunction.

SCHOOL SAFETY STRATEGY #6: AT CENTRAL UNION HIGH SCHOOL, effective procedures will be followed to maintain a safe physical school site.

Enhancing Physical Safety Practices

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building.

CENTRAL UNION HIGH SCHOOL has identified the following:

- CENTRAL UNION HIGH SCHOOL operates a closed campus, where students must have permission to leave the campus during school hours.
- CENTRAL UNION HIGH SCHOOL has set a priority to keep buildings clean and maintained.
- CENTRAL UNION HIGH SCHOOL keeps trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- CENTRAL UNION HIGH SCHOOL maintains closure of 10th Street between Brighton and Orange Avenue (during drop off and pick up of students) Provides added safety for student crossing.
- CENTRAL UNION HIGH SCHOOL keeps the school grounds free of gravel or loose rock surfaces.
- CENTRAL UNION HIGH SCHOOL has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.
- CENTRAL UNION HIGH SCHOOL ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- CENTRAL UNION HIGH SCHOOL has established a procedure to have the school campus fully lighted at night.
- CENTRAL UNION HIGH SCHOOL keeps a complete list of staff members who have keys to building(s).
- CENTRAL UNION HIGH SCHOOL does not allow graffiti to remain on walls. The procedure involves following the three “R’s” after discovery of graffiti—read, record (i.e. photograph or videotape) and remove. All bathroom graffiti is removed daily upon discovery.
- CENTRAL UNION HIGH SCHOOL provides supervision in traffic areas.
- CENTRAL UNION HIGH SCHOOL has established two-way communication between the front office and each classroom.
- CENTRAL UNION HIGH SCHOOL offers school-or-community-based activities for students after school and on the weekends.
- CENTRAL UNION HIGH SCHOOL has after-school academic and athletic programs for students.
- CENTRAL UNION HIGH SCHOOL Student Services Department will be notified and involved in the process of change of schedule days and any school activities.

SCHOOL SAFETY STRATEGY #7: *It is the firm belief of Central Union High School’s staff that character education is an underlying aim in the educational process of our students. It is our belief that as professionals we also nurture, model and foster a sound character development through which students will be caring, responsible and socially conscious active participants in our community.*

Central Union High School's staff supports the following concepts, which allow for the development of sound moral character:

1. Rules and Procedures
Central Union High School's staff provides clear expectations for student academic and behavioral expectations to the student and the parent by posting class rules and sharing them with parents through a class syllabus that is sent home / and reviewed during Back To School Night. A copy of school rules is also provided at registration.
2. Cooperative Learning
Central Union High School's staff members implement strategic cooperative learning activities that foster student leadership and allow for initiative while enforcing individual responsibility to the group at large. It is our goal that by facilitating cooperative learning activities students will gain the skills to succeed in the work force of today's world.
3. Teaching for Thinking
Central Union High School's staff continuously strives to provide educational opportunities through which students engage in higher cognitive level thinking. Central Union High School's staff integrates into the Academics the Expected School Wide Learning Results (ESLR's.)
4. Quality Literature
Central Union High School's staff continuously seeks to incorporate literary works through which positive character values are explored and discussed.
5. Service Learning
Central Union High School's staff provides opportunities for Service Learning. Opportunities for students participating in the Law Enforcement Academy allow for their direct involvement in law enforcement fieldtrips / activities / supervision of school events. Students that participate in the Advance Via Individual Determination (AVID) program complete community service hours. There are also opportunities where students can assist as tutors on campus for community service hours.

Closing Statement #8: Supporting Statement (School Site Council)

This Safety Plan and strategies included are indicative of the community effort here at Central, including school administrators, teachers, staff, parents, students and community members. The plan effectively utilizes school and other community resources. It outlines an orderly and purposeful place where students and staff are free to learn and teach without the threat of physical and psychological harm.

School Safety Compliance

SUICIDE PREVENTION / INTERVENTION STRATEGIES

Central Union High School District

Board Policy No. 5141.52

Students

The Governing Board recognizes that suicide prevention is a district priority. Schools have a responsibility to protect students by facilitating prevention / intervention strategies to all students and staff. The Superintendent or designee shall establish procedures for the identification, reporting and prevention of incidents in accordance with the law.

1. Embedded in the 9th grade Health class / a unit on mental health – suicide prevention is part of the curriculum.
2. Yellow Ribbon / Suicide Prevention coordinator is a guest speaker to students on suicide prevention.
3. Yellow Ribbon Club on campus.
4. Community resource speakers come in to classes to speak with students on suicide prevention.

(cf. 5141.52 – Suicide Prevention)

BP 4131 Personnel

Staff Development

The Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers and certificated teaching assistants to enhance their instructional and classroom management skills and become informed about changes in pedagogy and subject matter.

(cf. 6111 – School Calendar)

The districts staff development program may include, but is not limited to:

- 10 Topics related to student health, safety and welfare

(cf. 5141.52 – Suicide Prevention)

Central Union High School will access community based resources to assist in training and awareness of how to respond effectively to students with suicidal behaviors or threats and how to respond to the aftermath of a suicidal attempt. The following community resources may be used to educate and train staff and students.

1. Imperial County Behavioral Health Agency
2. Imperial County Office of Education / Student Well Being
3. Imperial County Sure Helpline
4. Clinicas De Salud / Mental Health
5. Sun Valley Behavioral Health

BP 6164.2 Instruction

Guidance / Counseling Services

The Board of Trustees recognizes that a comprehensive counseling program can help promote academic achievement and serve the diverse needs of all district students. Counseling staff shall be available to meet with students to discuss academic, social, or personal difficulties, as well as other issues that may impact student learning. The following counseling staff is on the Central Union High campus.

Academic / Personal Counselors
COSA Counselor
School Psychologist

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan and other prevention and intervention practices designed to assist students before and after a crisis.

(cf. 0450 – Comprehensive Safety Plan)

(cf. 3516 – Emergencies and Disaster Preparedness Plan)

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in appropriate response techniques and / or to directly help students cope with such crises if they occur. Central Union High School may use the following techniques to assist a student in crisis:

1. Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that early

- identification by staff / reporting to appropriate staff / support may be provided before they engage in violent or disruptive behavior. (Report to Administration, Counselors, School Resource Officer, School Psychologist)
2. Check for indicators of emotional distress and / or physical signs of self injury / verbal communication of suicidal thoughts / plan.
 3. Ensure student safety and refer to School Resource Officer / School Psychologist to access / evaluate the emotional / mental state.
 4. Make a determination if the student is a danger to himself or others.
 5. Make appropriate phone calls to outside agencies / Imperial County Behavioral Health / and parent.

Follow Up – Interventions

If the student returns to the school campus the following support / interventions will be made available:

1. Immediate Parent Conference with counselor, school psychologist and or school administration.
2. Student Success Team Meeting

(cf. 5141.52 – Suicide Prevention)

Provide counseling staff with training on suicide through community resources. Educate counseling staff on the warning signs and making referrals for a potentially suicidal student.

BP 5149 Students

At Risk Students

The Board of Trustees recognizes that personal, social, health and economic conditions of children and families sometimes place students at greater risk of school failure. The Board believes, however that each student can succeed in meeting district academic standards with an appropriate educational program and support services.

(cf. 6011 – Academic Standards)

(cf. 6146.1 – High School Graduation Requirements)

The Superintendent or designee shall develop strategies to address the needs of district students at risk. District assessments and ongoing classroom evaluations shall be used to identify students performing below grade level or at risk of failing to meet district standards. The primary emphasis shall be on prevention and early intervention. The Superintendent or designee also shall ensure that school

staff is prepared to implement intervention strategies as needed or to make appropriate referrals.

(cf. 5141.52 – Suicide Prevention)

49604 Suicide prevention training for school counselors

Legal Reference;

Education Code

44570-44578 Inservice training, secondary education

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

State Board of Education Guidelines and Criteria for Approval of Training Providers, March 2008

WEB SITES

California Department of Education, Professional Development:
<http://www.cde.ca.gov/pd>

Policy CENTRAL UNION HIGH SCHOOL DISTRICT

Adopted: December 11, 2007 El Centro, California

CODE OF REGULATIONS, TITLE 5

4930-4931 Counseling

Web Sites

American School Counseling Association: <http://www.schoolcounselor.org>

Policy CENTRAL UNION HIGH SCHOOL DISTRICT

Adopted: December 12, 2006 El Centro, California

WELFARE AND INSTITUTIONS CODE

4343-4360 Primary intervention programs – mental health

4370-4390 School based early mental health intervention and prevention

SUSPECTED SUICIDE REPORTING PROCEDURES

Initiate the report

The report is initiated by a telephone call / personal contact report to the appropriate agency for evaluation.

Law enforcement (ECPD) (760) 352-2113
CUHSD School Psychologist

If the student is found "at risk" they would be transported to Imperial County Behavioral Health Crisis Center: 202 N 8th Street, El Centro CA

The parent is contacted regarding the student being evaluated.

At Imperial County Behavioral Health / Crisis the student is evaluated by a Professional Health Provider and they will determine if further psychiatric treatment is needed / or be released to guardian / parent after evaluation,

On return to Central Union High School campus a follow up conference will be established between the parent, student and counselor / or administration to discuss support services in place for the student as they continue their education at Central Union High School.

Imperial County Behavioral Health Services
202 N 8th Street, El Centro CA 92243
(442) 265-1526

BULLYING PROCEDURES

Central Union HSD / BP 5131.2 Students

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

(cf. [5131](#) - Conduct)

(cf. [5136](#) - Gangs)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. [5145.2](#) - Freedom of Speech/Expression)

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

(cf. [0420](#) - School Plans/Site Councils)

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. [6020](#) - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1020 - Youth Services)

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

(cf. [5137](#) - Positive School Climate)

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. [6142.8](#) - Comprehensive Health Education)

(cf. [6142.94](#) - History-Social Science Instruction)

(cf. [6163.4](#) - Student Use of Technology)

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

(cf. [4131](#) - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, athletic fields, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code [234.1](#))

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code [48900.9](#))

(cf. [6164.2](#) - Guidance/Counseling Services)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. In addition, any school employee who observes an incident of bullying involving a student shall report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Whenever a report of bullying is received, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

(cf. [1312.3](#) - Uniform Complaint Procedures)

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a

student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a credible report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

The Board of Trustees hereby directs the principal or designee to investigate complaints of discrimination, harassment, intimidation or bullying prohibited by the Board Policy, and also to investigate circumstances where it is reasonably suspected that a pupil or pupils engaged in misconduct prohibited by this policy. Incidents shall be investigated and resolved as soon as possible, but no later than five (5) school days from receiving a complaint. If a complainant is not satisfied with the school's resolution of the complaint, he or she may submit an appeal to the Superintendent within five (5) school days, and such appeal shall be reviewed, and a decision on the appeal issued, within five (5) days from the receipt.

Responding to Incidents and Consequences

Consequences shall be commensurate with the results of the investigation. Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code [48900](#), may include suspension or expulsion in accordance with district policies and regulations.

(cf. [5138](#) - Conflict Resolution/Peer Mediation)

(cf. [5144](#) - Discipline)

(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. [6159.4](#) - Behavioral Interventions for Special Education Students)

Depending on the severity of the incident, school staff shall take appropriate steps to insure campus safety. This may include any or all of the following: implement an immediate safety plan; isolate and supervise involved student(s); provide staff support for involved students as necessary; report incident to law enforcement, if appropriate; notify the parents/guardians of both the offender and the victim and develop supervision plan with parents.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. [4119.21/4219.21/4319.21](#) - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
PUBLICATIONS

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office:
<http://www.cde.ca.gov/ls/ss>

Common Sense Media: <http://www.commonensemedia.org>

National School Safety Center: <http://www.schoolsafety.us>

ON[the]LINE, digital citizenship resources: <http://www.onthelineca.org>

U.S. Department of Education: <http://www.ed.gov>

Policy CENTRAL UNION HIGH SCHOOL DISTRICT

adopted: March 08,2016 El Centro, California

CHILD ABUSE REPORTING AND PROCEDURES

Central Union High School District

Board Policy No. 5141.41

Students

Child Abuse Reporting Procedures

The Governing Board recognizes that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 5141.41 - Child Abuse Prevention)

(cf. 5142 - Safety)

Employees, who are mandated reporters, as defined by law and district administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

(cf. 4131 - Staff Development)

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Parents/guardians may contact the Superintendent or designee to obtain procedures for filing a complaint against a district employee or other person whom they suspect has engaged in abuse of a child at a school site.

(cf. 1312.1 - Complaints Concerning District Employees)

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints
44690-44691 Staff development in the detection of child abuse and neglect
48906 Notification when student released to peace officer
48987 Dissemination of reporting guidelines to parents

PENAL CODE

152.3 Duty to report murder, rape or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of child; endangering life or health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting
CODE OF REGULATIONS, TITLE 5
4650 Filing complaints with CDE, special education students
Management Resources:

CDE LEGAL ADVISORIES

0514.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site

WEB SITES

CDE: <http://www.cde.ca.gov>
School/Law Enforcement Partnership:
<http://www.cde.ca.gov/spbranch/safety/partnership.html>
California Attorney General: <http://caag.state.ca.us>
California Department of Social Services: <http://www.dss.cahwnet.gov>
Governor's Office of Criminal Justice Planning: <http://www.ocjp.ca.gov>

Policy CENTRAL UNION HIGH SCHOOL DISTRICT

Policy Adopted: 11/8/2005, El Centro, California

SUSPECTED CHILD ABUSE REPORTING PROCEDURES

I. Initiating the Report

- A. The report is initiated by a telephone report to the appropriate agency.
- B. If the suspected child abuse has taken place within the family, call the Child Protective Services Office (760) 337-7750.
- C. If the suspected child abuse has taken place outside the family, call the local police department at: (760) 352-2113
- D. Content of call.
 - 1) Name, address and age of child involved.
 - 2) Clear description of suspected abuse.

II. Written Report

- A. The telephone call is to be followed by completion of the Suspected Child Abuse Report (form 11166.P.C.). These forms are available in the Principal's office at the high school or you may call School Resource Officer Coronel at the Student Services Office at (760) 336-4325.
- B. The written report is to be addressed to the person to whom the telephone report was made.
- C. The written report must follow the phone call within 36 hours.
 - 1. Suspected child abuse within the family, Child Protective Services, 2995 South 4th Street Suite 101, El Centro, California 92243
 - 2. Suspected child abuse outside the family should be mailed to the agency to which the report was called -

Adopted: 9.22.98
Child Protective Services
2995 South 4th Street Suite 101
El Centro, Ca. 92243

The reporting party should keep the yellow copy of the Suspected Child Abuse Report form (SS8572) or verification of completion of the reporting obligation.

Caution:

1. The reporting responsibility has not been discharged until both the telephone call and written reports are complete.
2. School personnel are not to engage in any investigation of suspected cases. The child protective services office will do the investigation.
3. The reporting responsibility is an individual one which is NOT discharged by report to supervisors or administrators.

SUSPENSION AND EXPULSION POLICIES

Central Union High School District

Board Policy No. 5144.1

Students

Suspension and Expulsion

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well being of students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

(cf. 6145 - Extracurricular and Co curricular Activities)

Except in cases where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Each principal shall annually inform all students and parents/guardians of the school's discipline rules and procedures and of the availability of all district policies and regulations dealing with student discipline, suspension and expulsion. (Education Code 35291, 35291.5)

The Governing Board shall focus on fostering a safe educational environment. The Superintendent or designee shall notify students and parent/guardians about the district's discipline policy and the consequences, which may result from student offenses.

Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in regulation and law. (Education Codes 48911, 48915 and 48915.5)

(cf. 5119 - Students Expelled from other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process - Individuals with Disabilities)

On-Campus Student Alternative Placement Program

The Board recognizes that students who are suspended from school frequently have no supervision or guidance during the school hours when they are off campus and may fall behind in the course work. The Board believes that in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall establish a supervised student alternative placement program, which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a student alternative placement program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise. The Board recognizes that current law enables parents/ guardians to be absent from work

without endangering their employment status in order to attend a portion of their child's school day at a teacher's request. Besides furthering improved classroom behavior, such attendance should promote positive parent-child interactions.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school site rules for student discipline shall include procedures for implementing parental attendance requirements.

Decision not to Enforce Expulsion Order

On a case-by-case basis, the Board pursuant to the requirements of the law may suspend the enforcement of an expulsion order.

Parents/guardians shall be notified of this policy before it is implemented and at the beginning of each subsequent school year. (Education Codes 48900.1, 35291, 48980)

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment
233 Hate violence reductions
1981 Enrollment of students
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985
35146 Closed sessions (re suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48660-48666 Community day schools
48900-48926 Suspension and expulsion
48950 Speech and other communication
49073-49079 Privacy of student records

CIVIL CODE

47 Privileged communication

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

CALIFORNIA LAW

AB 1156 School District Safety Plans Should Include Anti-Bullying Policies
AB 1271 School District Safety Plans Should Include protocols for students who witnessed a violent act.

GOVERNMENT CODE

11455.20 Contempt
54950-54963 Ralph M. Brown Act (re closed sessions)

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia
11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

240 Assault defined
242 Battery defined

243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors or stun guns
868.5 Supporting person; attendance during testimony of witness

COURT DECISIONS

Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301, 308
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

ATTORNEY GENERAL OPINIONS

80 Ops Cal Atty.Gen 146 (2001)
80 Ops.Cal.Atty.Gen. 347 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)
UNITED STATES CODE, TITLE 20
7151 Gun free schools

Management Resources:

CDE PROGRAM ADVISORIES

0306.96 *Expulsion Policies and Educational Placements, SPB 95/96-04*

Policy CENTRAL UNION HIGH SCHOOL DISTRICT

Adopted: 2/13/2005, El Centro, California 92243

SUSPENSION AND EXPULSION / DUE PROCESS

Central Union High School District
Administrative Regulation 5144.1 and 5144.2
Adopted 2/13/2005
Students

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

(cf. 5144 - Discipline)

Notification shall include information about the ongoing availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

(cf. 5145.6 - Parental Notifications)

GROUNDINGS FOR SUSPENSION AND EXPULSION

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aide or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(s))

2. 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 student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

12. Knowingly received stolen school property or private property. (Education Code 48900(l))

13. Possessed an imitation firearm, i.e., 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. (Education Code 48900(m))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900 (p)).

17. Engaged in, or attempted to engage in, hazing as defined in Education Code 48900(q), Education Code 48900 (q)).

18. Engaged in an act of bullying including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement 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 \$1,000.00, 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.

A student in grades 4 through 12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Pursuant to Education Code 48900.2 the conduct constitutes harassment when considered from the perspective of a reasonable person of the same gender as the victim to be sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment.

(cf. 5145.7 - Sexual Harassment)

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (e). (Education Code 48900.3)

(cf. 5145.9 - Hate-Motivated Behavior)

Education Code 233 defines "hate violence" as any act punishable under Penal Code 422.6, 422.7 or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a

person's property because of the person's race, color, religion, ancestry, national origin, disability, gender or sexual orientation.

21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off the school campus.
4. During, going to, or coming from a school-sponsored activity.

The Superintendent or principal may use his/her discretion to provide alternative to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (*Education Code 48900(v)*)

Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

REMOVAL FROM CLASS BY A TEACHER/PARENTAL ATTENDANCE

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (*Education Code 48910*)

A teacher also may refer a student to the site administration for consideration of suspension from school. (*Education Code 48910*)

When removing a student from his/her class, the teacher shall immediately report this action to site administration and send the student to administration for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed.

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist should attend the conference if it is practicable, and a school administrator may attend if either the parent/guardian or teacher so requests.

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the site administration. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the site administration shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date.
2. Describe the legal protections afforded to the parent/guardian as an employee under Labor Code 230.7.
3. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student.
4. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1.

SUSPENSION BY SUPERINTENDENT, PRINCIPAL OR PRINCIPAL'S DESIGNEE

The Superintendent, principal or principal's designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

The Superintendent or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife, as defined in Education Code 48915(g), at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion".
5. Possession of an explosive as defined in 18 USC 921.

Suspension also may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48912)

The Superintendent or designee may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which a student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the principal, designee or the Superintendent with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911(b))

This conference may be omitted if the principal, designee or the Superintendent determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school. (Education Code 48911(c))

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8).

In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the

student for the failure of the parent/guardian to attend such conference. The student may not be denied readmission solely because the parent/guardian failed to attend. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911(g))

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

SUSPENSION BY THE BOARD

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal or Principal's Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right privacy under Education Code 49073-49079.

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by or certified mail. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Codes 35146, 48912)

ON – CAMPUS STUDENT ALTERNATIVE PLACEMENT PROGRAM

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school may be assigned to a separate, supervised suspension classroom for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised alternative placement classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised alternative placement classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised alternative placement classroom. The teacher shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the alternative placement classroom shall assign schoolwork.

At the time a student is assigned to a supervised alternative placement classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

AUTHORITY TO EXPEL

Only the Board may expel a student. The Board shall expel, as required by law, any student found to have committed certain offenses listed below under "Mandatory Recommendation and Mandatory Expulsion."

The Board also may order a student expelled for any of the acts listed under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer or administrative panel, based on finding either or both of the following: (Education Code 48915 (b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
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.

MANDATORY RECOMMENDATION FOR EXPULSION

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal, Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915 (a))

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance, as listed in the Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

Note: The Attorney General has determined, in 80 Ops.Cal. Atty. Gen. 347 (1997), that a district may not adopt a zero tolerance policy mandating expulsion of a student for a first offense of possession of a controlled substance or alcohol.

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.

5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

The initial recommendation for consideration of expulsion is that of the school principal or the Superintendent. Designees may not make this type of recommendation.

The recommendation for consideration of expulsion shall be submitted to the Director, Office of Student Services, who will review the material and recommend:

1. Reassignment to appropriate regular education program.
2. Refer student to Alternative Program; i.e., Community School, Independent Study, Continuation School, or other district programs.
3. Refer the matter to the Discipline Review Panel for further consideration.

When a case is referred to the Discipline Review Panel, the panel shall question school personnel who have information on the incident and the behavior record of the student charged and weighs the evidence presented.

The panel shall, in the case of an expulsion consideration, weigh information presented to determine:

- a. Is the evidence sufficient to support consideration by the expulsion panel?
- b. Has the district, through the schools involved, considered or utilized alternatives to expulsion when possible?
- c. Have due process procedures been adhered to?

The recommendation shall be either to proceed with the expulsion or to utilize an existing practical alternative in lieu of expulsion.

If the district (school) has not adhered to due process requirements, the student shall be returned to school immediately.

If the Discipline Review Panel meets to consider a matter other than an expulsion, it shall provide its best judgment as to an effective alternative program or plan of action.

The recommendation of the Discipline Review Panel shall be forwarded to the Director, Office of Student Services, who shall then review the facts, concur, veto or modify the recommendation.

4. That an expulsion panel be convened.

At the time a recommendation for expulsion is submitted, a hearing shall be scheduled by the Superintendent or designee to determine whether the suspension shall be extended. If the decision is to extend the suspension, the period of time shall be until the Board has rendered a decision or until the expulsion process is otherwise terminated.

The extension of suspension shall be based upon determination by the Superintendent or designee 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. This extension shall be imposed only after the student and the parent/guardian have been given the opportunity to be present at a hearing conducted by the Superintendent or designee. At this time, the student and parent/guardian shall be given the opportunity to be heard and present any information that might bear upon the decision.

Materials, which support the decision of the person recommending the expulsion, shall be prepared and submitted to the Office of Student Services. The departments of Attendance, Guidance, Special Education and/or Health may be requested to assist in the preparation of this material.

STUDENT'S RIGHT TO EXPULSION HEARING

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918 (a))

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held no later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

WAIVER OF HEARING (DEFAULT PROCEEDINGS)

If the parent/guardian agrees that their son/daughter behaved essentially in the manner stated in the principals letter recommending expulsion and that such behavior constitutes a violation of the California Education Code, Section 48900, 48900.2, 48900.3, 48900.4, 48900.7 and/or 48915 a suspendable/expellable offense, the parent/guardian may request to waive the Administrative Hearing Panel.

When the parent/guardian agrees to waive the Administrative Hearing Panel, they also waive all notification and timelines related to the expulsion hearing process, along with their rights to appeal the determination of the Board.

The signed affidavit and findings of fact will be submitted to the Board for their approval. The Board has the discretionary power to accept, reject, or modify all recommendations.

RIGHTS OF COMPLAINING WITNESS

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to all the following: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing.
2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies.

3. Have a closed hearing during the time he/she testifies.

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing (Education Code 48918(b))

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918 (b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules, which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915 (a) or (c).

(cf. 5119 - Students Expelled from other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person and/or be represented by legal counsel or by a non-attorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Non-attorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.

7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

CONDUCT OF EXPULSION HEARING

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public, unless another student's privacy rights would be violated.

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to determine if the student should be expelled. If the Board admits any other person to the closed session, the parent/guardian, the student, and the counsel of the student, shall also be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate written and complete transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Board may consider the Superintendent or designee to the issuance of subpoenas in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918 (f) and (h))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918)

a. Any complaining witness shall be given five days' notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person

conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness.

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

(c) Permit one of the support persons to accompany the complaining witness to the witness stand.

6. Decision Within 10 Days: The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

7. Decision Within 40 Days: If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

ALTERNATIVE EXPULSION HEARING: HEARING OFFICER OR ADMINISTRATIVE PANEL

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified in "Conduct of Expulsion Hearing."

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student shall be immediately reinstated. (See "Reinstatement.") The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers, and with the student's parent/guardian. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (See "Decision Not to Enforce Expulsion Order" below.)

The Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

THE DISCIPLINE REVIEW PANEL-EXPULSION PANEL

The Discipline Review Panel will consist of secondary educators when a review is being made of a secondary student.

1. The Discipline Review Panel shall hear the following types of disciplinary cases:

- a. Requests for expulsion from site principals or the Superintendent.
 - b. School site administrative requests for assistance (non-expulsion situations).
2. Each discipline review panel shall consist of three certificated persons plus a chairperson and shall consist of elementary educators when a review is being made of an elementary student and of secondary educators when a review is being made of a secondary student. A panelist may not serve on any panel involving a student who is currently attending the school in which he/she is assigned. A representative from Student Services shall be a nonvoting member of each panel.

A chairperson and assistant chairperson, to serve when the chairperson is unable to serve, shall be appointed by the Superintendent or designee and shall serve at his/her pleasure. Neither shall be a member of the Student Services staff.

A pool of panelists shall be established which shall be composed of personnel who have served or are currently serving as members of administrative expulsion panels. The committee chairman shall select members to serve on individual panels.

The meetings of the discipline review panel are open to school district personnel only.

The duties of the Discipline Review Panel are as follows:

1. The chairperson shall call a meeting of the panel as soon as possible, but no later than 10 school days after the receipt of notice of a pending case.
2. A recommendation must be forwarded to the Director, Office of Student Services, within three days of the review hearing.
3. In the event a member of the committee cannot be present at a meeting, the Director, Office of Student Services, will appoint an alternate from the pool to attend.

FINAL ACTION BY THE BOARD

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under “Mandatory Recommendation and Mandatory Expulsion” above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student’s rehabilitation, which may include: (Education Code 48916)

1. Periodic review as well as assessment of the student at the time of review for readmission.
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and other rehabilitative programs.

With parental consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900 (a)-(q), Education Code 48900.2-48900.4, 48900.8, Education Code 48915 (c) and (Education Code 48900.8).
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian. (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Governing Board. (Education Code 48918)
4. Notice of the alternative educational placements to be provided to the student during the time of expulsion. (Education Code 48918)

5. Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918).

DECISION NOT TO ENFORCE EXPULSION ORDER

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:

1. The student's pattern of behavior.
2. The seriousness of the misconduct.
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

The suspension of the enforcement of an expulsion shall be governed by the following: (Education Code 48917)

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct.
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.

6. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with County Board of Education.

7. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board of Education. (Education Code 48918 (j))

RIGHT TO APPEAL

The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

POST-EXPULSION PLACEMENTS

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems.
2. Not provided at a comprehensive middle, junior or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site.
3. Not housed at the school site attended by the student at the time of suspension.

(cf. 6185 - Community Day School)

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6 through #13 and #17 through #19 under "Grounds for Suspension and Expulsion" may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

READMISSION AFTER EXPULSION

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program, which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

MAINTENANCE OF RECORDS

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's

mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school. (Education Code 48900.8, 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125 - Student Records)

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

OUTCOME DATA

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion.
2. The grounds for each recommended expulsion.
3. Whether the student was subsequently expelled.
4. Whether the expulsion order was suspended.

5. The type of referral made after the expulsion.

6. The disposition of the student after the end of the expulsion period.

Regulation Central Union High School District

Approved: 11/08/2005 at El Centro, California, 92243.

PROCEDURES FOR NOTIFYING TEACHERS ABOUT DANGEROUS PUPILS

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about reasons for the student's transfer and a copy of the student's behavior contract. Copies of the written notice are maintained in the school office.

When the district receives information from the juvenile court system that a student has been convicted of the serious or violent crime requiring teacher notification, the principal and the teachers are provided with written notice from the campus Student Services Department. Copies of this notice are maintained in the school office and the campus Student Services' Office.

Education Code 49079

Central Union High School District

Current Proposed A.R. Policy 4158

Weapons and Dangerous Instruments

BP 5131.7 Students

The Board of Trustees desires students and staff to be free from the danger presented by firearms and other weapons.

(cf. 3515.3 - District Police/Security Department)

Possession of Weapons

The Board prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at a school-related or school-sponsored activity away from school, or while going to or coming from school.

Upon express written permission of the principal or designee, a student may possess a firearm on school grounds when necessary for a school-sponsored activity or class as part of the educational program. A student's parent/guardian shall give written permission for such possession. However, a student granted permission to possess a firearm may be suspended and/or expelled if he/she uses the weapon inappropriately.

The principal and/or a staff member with knowledge of firearm safety shall inspect the weapon to ensure that necessary safety precautions have been taken, including inspection to ensure that no live ammunition is present. The firearm shall be stored in a locked vehicle and in an appropriate, locked container before and after the educational activity.

Students possessing without permission or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with law, Board policy and administrative regulations.

(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Under the power granted to the Board to maintain order and discipline in the schools and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [4158/4258/4358](#) - Employee Security)

The principal or designee shall notify law enforcement authorities when any student possesses a weapon without permission or commits any act of assault with a firearm or other weapon. (20 USC [7151](#); Education Code [48902](#); Penal Code [245](#), [626.9](#), [626.10](#))

Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

(cf. [5125](#) - Student Records)

Legal Reference:

EDUCATION CODE

[35291](#) Governing board to prescribe rules for discipline of the schools

[48900](#) Grounds for suspension/expulsion

[48902](#) Notification of law enforcement authorities

[48915](#) Required recommendation for expulsions

[48916](#) Readmission

[49330-49335](#) Injurious objects

PENAL CODE

[245](#) Assault with deadly weapon

[417.2](#) Imitation firearms

[417.4](#) Imitation firearm; drawing or exhibiting

[626.9](#) Gun-Free School Zone Act of 1995

[626.10](#) Dirks, daggers, knives, razor or stun gun; bringing or possessing in school or on school grounds; exception

PC 17500 DEADLY WEAPON; POSSESSION W/INTENT TO ASSAULT

PC 20150(A) UNLAWFUL ALTERATION OF AN IMITATION FIREARM

PC 20170(A) UNLAWFUL DISPLAY OF AN IMITATION FIREARM

PC 21310 CARRYING A DIRK OR DAGGER

PC 21510(B) CARRYING OF SWITCHBLADE KNIFE UPON THE PERSON

PC 22810(D) MINOR WITH TEAR GAS WEAPON

PC 25300 CARRYING FIREARM IN PUBLIC PLACE WHILE MASKED

PC 25400(A) (2) HAVING CONCEALED FIREARM ON PERSON

PC 25800(A) CARRYING A LOADED FIREARM ON ONE'S PERSON IN A CITY

PC 26350(A) (1) CARRYING AN EXPOSED, UNLOADED HANDGUN ON PERSON

PC 29610 POSSESSION OF FIREARM BY A MINOR

PC 29650 POSSESSION OF LIVE AMMUNITION BY A MINOR

PC 30310(A) POSSESSION OF AMMUNITION ON SCHOOL GROUNDS

PC 30605(A) POSSESSION OF AN ASSAULT WEAPON

Pc 32625(A) POSSESSION OF A MACHINE GUN

UNITED STATES CODE, TITLE 20

[6301-7941](#) No Child Left Behind Act; especially:

[7151](#) Gun-Free Schools Act

Management Resources:

CDE COMMUNICATIONS

0401.01 Protecting Student Identification in Reporting Injurious Objects

CSBA PUBLICATIONS

911: A Manual for Schools and the Media During a Campus Crisis, 2001

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

WEB SITES

California Attorney General's Crime and Violence Prevention Center:
<http://www.safestate.org>

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>

CSBA: <http://www.csba.org>

National Alliance for Safe Schools: <http://www.safeschools.org>

National School Safety Center: <http://www.nssc1.org>

U.S. Department of Education, Safe Schools:
<http://www.ed.gov/about/offices/list/osers/osep/gtss.html>

Policy CENTRAL UNION HIGH SCHOOL DISTRICT

adopted: November 8, 2005 El Centro, California

Weapons and Dangerous Instruments

Weapons and dangerous instruments include, but are not limited to:

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Knives: any dirks, daggers or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 3-1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade (Education Code [48915](#))
3. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
4. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure or spring action, or any spot marker gun (Penal Code [626.10](#))

5. Any other dangerous device, instrument or weapon, especially those defined in Penal Code 17500, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon

6. Any imitation firearm, defined as 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 (Education Code [48900](#))

If an employee knows that a student possesses any of the above devices, he/she shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

(cf. [4158/4258/4358](#) - Employee Security)

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

The principal shall report any possession of a weapon or dangerous instrument, including imitation firearm, to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

Regulation: CENTRAL UNION HIGH SCHOOL DISTRICT

approved: November 8, 2005 El Centro, California

SEXUAL HARASSMENT POLICY

Central Union High School District

Board Policy Administration Regulation- AR 4119.1 1 (a-c)

AR 4119.11 (a) 4219.11 4319.11

Personnel

SEXUAL HARASSMENT

The district prohibits sexual harassment in the work place and shall act promptly, visibly and vigorously in demonstrating strong disapproval of sexual harassment in the work place. The Superintendent or designee shall develop appropriate procedures to ensure that employees have a work place free of sexual harassment and to provide a mechanism for resolution of complaints of sexual harassment.

Legal Reference:

EDUCATION CODE

200 et al. Prohibition of discrimination on the basis of sex

212.5 Sexual harassment, defined

230 Particular practices prohibited, including sexual harassment

TITLE VII, CIVIL RIGHTS ACT as amended by Title IX, Equal Employment Opportunity Act

Meritor Savings Bank, FSB v. Vinson et al.

86 Daily Journal D.A.R. 2130

Regulation Central Union High School District

Approved: 05/2005, El Centro, California

In accordance with Board policy prohibiting sexual harassment in the work place, the purpose of this regulation is to provide a procedure to handle complaints of sexual harassment.

SEXUAL HARASSMENT DEFINED

Pursuant to Education Code 212.5, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to the conduct is made either an explicit or implicit condition of employment, status, or promotion.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee.
3. The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
4. Submission to, or rejection of, the conduct is the basis for any decision affecting benefits, services, honors, programs, or other available activities.

Unlawful sexual harassment under the Fair Employment and Housing Act (FEHA) also includes unwelcome sexual advances of an employer toward an employee of the same sex and harassment on the basis of pregnancy disability. [Gov. Code 12940 (h) (3) (c)]

EXAMPLES OF SEXUAL HARASSMENT

By way of example, sexual harassment includes, but is not limited to:

1. Making unsolicited written, verbal or physical contact with sexual overtones.
2. Visual conduct: leering or suggestive eye contact, making sexual gestures, posting or circulating sexually suggestive objects or pictures, cartoons, or posters.
3. Verbal conduct: making or using derogatory comments, epithets, slurs, and jokes bragging about sexual exploits, using terms with double meanings (one of which is sexual).
4. Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes, or invitations.
5. Physical conduct: touching, assault, impeding or blocking movements, touching oneself or another.

6. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction is not considered sexual harassment.)

7. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response. For example, implying or actually withholding support for an appointment, promotion or change of assignment; suggesting a poor performance report will be prepared; or suggesting probation will be failed.

8. Engaging in implicit or explicit coercive sexual behavior which is used to control, influence or affect the career, salary and/or work environment or another employee.

9. Offering favors or employment benefits, such as promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations or re-classifications, in exchange for sexual favors.

COMPLAINT PROCESS

1. Employees may report incidents of sexual harassment to any supervisor, manager, or administrator at the school site or in the department where they are working. If there is no supervisor, manager, or administrator to whom the employee is comfortable reporting the incident, the report may be made to the next higher level in the chain of command.

2. Any supervisor, manager, or administrator who has received a report, verbally or in writing, from any employee regarding sexual harassment of that employee or another employee by a student or adult in the work place must forward that report to the Cabinet level administrator within twenty-four (24) hours, or within a reasonable extension of time thereafter for good cause.

3. All complaints of sexual harassment will be investigated and promptly resolved.

4. Upon receipt of an allegation of sexual harassment, the supervisor, manager, or administrator will designate an investigator who will initiate an investigation into the complaint within 48 hours.

5. The school district will designate management employees at each work site who are trained to investigate sexual harassment complaints.

6. After completion of the investigation, the manager will render his/her findings and a recommended disposition of the complaint. In determining whether the alleged conduct constitutes sexual harassment, the manager will look at the record as a whole and the totality of the circumstances, including the nature of the alleged sexual harassment and the context in which the alleged incidents occurred.

7. If the complainant is not satisfied by the report of the manager and the recommended disposition, he/she may submit the matter to the appropriate Cabinet officer. The complainant shall make an appeal in writing stating the reasons why the complainant is dissatisfied with the report and recommended disposition. This written appeal shall be on a form prescribed by the district and shall be signed by the complainant.

8. The Cabinet officer shall review the basis for complainant's appeal and the report and recommended disposition compiled by the manager. The Cabinet officer may make a decision based on the record presented or, if he/she determines it is necessary, collect any additional information deemed necessary. The decision of the Cabinet officer may be appealed to the Superintendent or designee and then to the Board using the same appeal process and form.

ENFORCEMENT

Each work site supervisor, manager, and administrator has full responsibility for maintaining a work environment free of sexual harassment. Work site managers shall take appropriate actions to reinforce the district's sexual harassment policy. These actions will include:

1. Maintaining an available supply of the policy and the district's brochures and materials regarding this policy.
2. Prompt removal of vulgar or sexually offensive graffiti or other displays.
3. Providing annual staff in-services within the first four weeks of each work year.
4. Taking appropriate disciplinary action as needed.
5. All supervisors, managers, and administrators shall instruct employees on the procedure for reporting sexual harassment on an as needed basis.
6. Employees determined to have violated district prohibition against sexual harassment shall be subject to disciplinary action up to and including termination from employment. Disciplinary actions may include, but are not limited to:
 - a. Verbal and written warnings.
 - b. Written reprimands.
 - c. Suspension with or without pay.
 - d. Transfer to another work location.
 - e. Demotion and termination.

7. A violation of policy or regulations shall constitute just and reasonable cause for discipline and shall be deemed to be a violation of and refusal to obey the school laws of California and reasonable regulations prescribed for the government of the district by the Board under Education Code 44932.

CONFIDENTIALITY

District employees involved in processing sexual harassment complaints shall endeavor in good faith to protect the privacy of all parties involved in a complaint of sexual harassment. Files pertaining to sexual harassment complaints shall not be made available to the general public.

RECORDS

Copies of all reports of sexual harassment shall be forwarded to the chief personnel officer who is responsible for maintaining overall district records of incidents. Such records and reports shall not be made available to the general public.

EDUCATIONAL OUTREACH

As a means of preventing sexual harassment, the Superintendent shall ensure that all employees are notified of the adoption of policies and procedures to prevent sexual harassment. Each manager of a work site shall have a plan on file for providing staff in-service and procedures relative to sexual harassment education and the policies, regulations, and procedures.

REPORTING TO OUTSIDE AGENCIES

Federal Equal Employment Opportunity Commission

Employees who have been sexually harassed may have the right to file complaints with Federal regulatory agencies. Time limits for filing complaints with Federal regulatory agencies vary. The employee should check directly with this agency for specific instructions for filing a complaint:

State of California Department of Fair Employment and Housing

1350 Front SD Suite 3005

San Diego, California

800 884 1684

Employees or job applicants who believe that they have been sexually harassed may, within one year of the harassment, file a complaint of discrimination with the California Department of Fair Employment and Housing. The Department serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds evidence of sexual harassment and settlement efforts fail, the Department may file a formal accusation against the employer and the harasser. The accusation will lead to either a public hearing before the Fair Employment and Housing Commission or a lawsuit filed on the complainant's behalf by the Department. If the Commission finds that harassment occurred, it can order remedies, including up to \$50,000 in fines or damages for emotional distress from each employer or harasser charged. In addition, the Commission may order hiring or reinstatement, back pay, promotion, and changes in the policies or practices of the involved employer. A court may order unlimited damages. For more information, employees should contact Carol Moreno at the Central Union High School District Office.

Central Union High School District

351 E. Ross

El Centro, California

760-336-4513

Retaliation Prohibited

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. The initiation of a complaint of sexual harassment will not negatively reflect on the employee who initiates the complaint, nor will it affect the employee's job assignment, status, rights, privileges, or benefits.

Board Policy 1312 CENTRAL UNION HIGH SCHOOL DISTRICT

Approved: 7/12/2005, at the City of El Centro, California 92243.

SCHOOL DRESS CODE

In accordance with board policy and the Education Code 35183. 35183.5, 48907, 49066, and Code of Regulations Title 5, 302 both students and staff of the school campus have the constitutional right to be safe and secure in their schools. Students will come to school having paid proper attention to their personal cleanliness and neatness of dress.

The Central Union High School District strongly believes in and supports the philosophy that all students have the right to a safe and secure school structure, learning climate and academic environment that is second to none. In pursuit of this mission, we incorporate policies and regulations that define standards for student behavior based on widely accepted morals and values that help define appropriate dress grooming, and behavior. These guidelines will foster the development of good citizenship and promote a well balanced, highly skilled, and prepared graduate for the world of work or the pursuit of a career.

The guidelines below define appropriate “student attire and personal grooming” for the purpose of fostering good dress and grooming habits in students, enhance classroom decorum, discourage disruption of classroom and school atmosphere by eliminating potential disturbances so as not to interfere with the educational process. All students are expected to attend school in clean, neat, and appropriate student attire and shall observe and practice proper dress and grooming guidelines and habits. In addition, their personal behavior shall be appropriate for school (no inappropriate displays of affection on campus):

POLICY

A student may not attend classes in a manner which:

1. Creates a safety hazard
2. Distracts from learning
3. Disrupts any school activity.
4. The Administration reserves the right to determine:
 - a. Clothing or accessories that the Administration feels presents a threat to the student’s well being or safety
 - b. Clothing, hairstyles, or accessories which are distracting or disruptive to the learning environment

GUIDELINES

The following are NOT permitted on campus:

1. Dresses and shorts which are shorter than mid-thigh
2. Spaghetti straps (smaller than 2’)

3. Tank tops (white, ribbed undershirts)
4. Clothing or accessories which are sexually provocative
5. Clothing or accessories which identify a student with non-school clubs, profanity, obscenity, reference to drugs, alcohol, tobacco, gangs (excessive color) or prison culture name insignia
6. Attire with writing that degrades individuals or groups
7. Body piercing that creates a safety hazard; moderate sized earrings are acceptable
8. Shoes must be worn at all times.
9. No underwear or undergarment may be seen at any time
10. Tops must completely cover the midriff area at all times
11. Pants/shorts must be properly worn around the waist
12. No torn pants or jeans
13. Bandanas, hairnets, headbands, shower caps and other kinds of head apparel are not allowed.
14. Sunglasses or caps/visors or hats may be worn outside to protect from the sun with the following restrictions: 1.) must be worn appropriately and be forward facing, 2.) must be worn outdoors only.
15. No "see through" blouses, shirts or dresses, must have a shirt, camisole or slip underneath for modesty. No fishnet tops, muscle shirts, oversized tank tops, halter tops, off the shoulder or low cut tops.
16. Shirts may not be excessively large or long. They must not fall beyond the fingertips.
17. Dresses, skirts and shorts must reach the fingertips with arms at sides.
18. No crude, vulgar, profane, or sexually suggestive language on clothing, jewelry, and personal items (backpacks, gym bags, water bottles, etc.)
19. Gym shorts may not be worn in classes other than Physical Education.

OFFENSES

Dress code guidelines will be honored at school events including school dances. Modesty and good taste are expected at school and all school events.
Offenses & Consequences

1st offense: The student will be given a warning; parent will be contacted by the school before he/she is admitted to class; personal responsibility is expected.

2nd offense: Parent contacted by school, appropriate clothing brought in by parent and the student will receive 1 hour of Student Alternative Placement.

3rd offense: Student is assigned 2 hours of Student Alternative Placement, Parent is contacted, appropriate clothing brought in by parent.

4th offense: Student is assigned 4 hours of Student Alternative Placement-, Parent is contacted, appropriate clothing brought in by parent.

(Note: Continued failure to comply with dress code may result in increased disciplinary actions.)

RESPONSIBILITIES

Parents have the responsibility for seeing that students are dressed properly for school. School personnel have the responsibility for maintaining and enforcing an appropriate dress code conducive to learning.

*These guidelines are designed to help reduce potential problems on campus and provide a positive learning environment.

BLOOD BORNE PATHOGEN INCIDENT REPORTING FORM AND EXPOSURE CONTROL PLAN

CENTRAL UNION HIGH SCHOOL DISTRICT

Students

INFECTIOUS DISEASES BP 5141.22

The Governing Board recognizes its dual responsibility to protect the health of students from risks posed by infectious diseases and to uphold the right of students to a free and appropriate education.

For purposes of this policy, infectious diseases shall include all those listed by the State Department of Health Services and the County Health Department.

(cf. 4119.43 - Universal Precautions)

(cf. 4119.42 - Exposure Control Plan for Blood borne Pathogens)

(cf. 5141.22 - Infectious Disease Prevention)

The admission of a student with an infectious disease other than the serious illnesses addressed below shall be determined by the Superintendent or designee according to law. The Superintendent or designee shall consult with the student's parent/guardian and, as required, with the student's physician and/or the County Health Department, in accordance with law and consistent with confidentiality provisions.

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.3 - Health Examinations)

(cf. 6158 - Independent Study)

(cf. 6159 - Individualized Education Program)

(cf. 6183 - Home/Hospital Instruction)

STUDENTS WITH BLOODBORNE PATHOGEN INFECTIONS

The Board recognizes that hepatitis B virus, hepatitis C virus, and (human immunodeficiency virus (HIV) and/or AIDS (Acquired Immune Deficiency Syndrome) infection is not casually transmitted, the sole presence of blood borne pathogens is not sufficient reason to exclude students from attending school. Students with blood borne pathogen infections are entitled to the rights and services accorded to other students. They may attend their regular school and classroom barring special circumstances.

The Board encourages parents/guardians to inform the Superintendent or designee if their child has an infectious disease so that any such child will have access to appropriate district programs and services, and so that school staff may work cooperatively with the student's parents/guardians to minimize the child's exposure to other diseases in the school setting. The Superintendent or designee shall ensure that student confidentiality rights are strictly observed

in accordance with law. No district employee shall release medical information, including knowledge of a blood borne pathogen infection, without written consent from the parent/guardian or adult student. Such information shall be shared only with those persons specifically named in the written permission.

(cf. 5125 - Student Records)
(cf. 5022 - Student and Family Privacy Rights)

The district requires all staff to routinely observe universal precautions to prevent exposure to blood borne pathogens and prevent the spread of all infectious disease.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Blood borne Pathogens)
(cf. 4119.43, 4219.43, 4319.43 - Universal Precautions)
(cf. 5141.22 - Infectious Disease Prevention)

The Board desires to be supportive of students infected with blood borne pathogens and to help their families cope with difficulties they may face. The Board believes that schools can play an important role in educating the school community about the nature of blood borne pathogens and alleviating fears about their transmission.

(cf. 5141.6 - Student Health and Social Services)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.8 - Comprehensive Health Education)

Legal Reference:

EDUCATION CODE

48210-48216 Persons excluded
49073-79 Privacy of pupil records
49403 Cooperation in control of communicable disease and immunization of students
49405 Smallpox control
49406 Examination for tuberculosis
49408 Information of use in emergencies
49602 Confidentiality of information disclosed by a parent or pupil 12 years or older to a school counselor

51202 Instruction in personal and public health and safety.

CALIFORNIA CONSTITUTION

Article 1, section 1 - Right to Privacy

CIVIL CODE

56-56.37 Confidentiality of medical information
1798-1798.76 Information Practices Act

HEALTH AND SAFETY CODE

120230 Exclusion for communicable diseases
120325-120380 Immunization against communicable diseases
120875-120895 AIDS information
129075-121022 Mandated blood testing and confidentiality to protect public health
121475-121520 Tuberculosis tests for pupils

CALIFORNIA CODE OF REGULATIONS, TITLE 8

5193 Blood borne pathogen standards

CALIFORNIA CODE OF REGULATIONS, TITLE 17

2500-2511 Communicable disease reporting requirements

UNITED STATES CODE, TITLE 20

1232g Family Educational and Privacy Rights Act
1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

CODE OF FEDERAL REGULATIONS, TITLE 45

164.500-164.534 Health Insurance Portability and Accountability Act (HIPAA)

COURT DECISIONS

Thomas v. Atascadero Unified School District, 662 F. Supp. 376

Management Resources:

CSBA Publications

Saving Lives: AIDS Issues for California Schools 1994, rev 2006

Avian Influenza, Governance and Policy Services Fact Sheet, April 2006

WEB SITES

CDE: <http://www.cde.ca.gov>

California Department of Health Services: <http://www.cdhs.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

NSBA, School Health Programs: <http://www.nsba.org/schoolhealth/>

Policy Central Union High School District

Adopted: November 8, 2005 El Centro California

BLOOD BORNE PATHOGENS – SAFETY PRACTICES

PROCEDURES AND REGULATIONS

1. General

- 1.1. While recognizing that both students and employees diagnosed with an infectious blood borne disease are entitled to a confidential relationship between themselves, the medical community and/or other agencies, the Board of School Trustees encourages these individuals to meet with the School Principal and/or Superintendent of Schools to discuss their disease and immediate and future needs.
- 1.2. Assessment

Students:

2.1. The Superintendent (or designee) will be informed, by the school principal as soon as is known, of any student infected with an infectious blood borne disease.

2.2. A Risk Assessment will be conducted using a team approach including the personal physician, public health personnel, the parent or guardian, and school district personnel as appropriate and will make recommendations about the type of educational and care setting based on the following:

- a. Behavior, neurological development and physical condition of the child;
- b. Type of interaction expected with others.
- c. What the potential is for exposure
- d. Areas for potential for exposure
- e. How exposure may happen
- f. Who needs to know?
- g. What will happen if there is a risk of exposure?

2.3. The team will consider the risk to others in the workplace, whether or not the individual is healthy enough to continue to attend school, and what precautions should be taken to ensure the safety and health of others.

a. The identity of infected students will remain confidential and restricted to those who need to know or are required to be informed.

2.4. Decisions on attendance at school are dependent on the circumstances of each individual case. Regular evaluation of the appropriateness of attendance will be conducted.

2.5. The Board will be notified immediately when the team considers the health condition of a student to be a danger to the immediate health and welfare of a school, its students or employees of the Board.

a. Upon being notified of the team's concern, the Board will refer the matter to the Medical Health Officer in accordance with the procedures outlined in the School Act.

Employees

2.6. The Superintendent will be informed, by district staff as soon as is known, of any employee infected with an infectious blood borne disease.

2.7. Employees with an infectious blood borne disease, who are able to carry out the essential duties of their jobs in a satisfactory manner without posing a health or safety risk to themselves or others, will be entitled to continue their work.

2.8. Decisions regarding potential health or safety hazards will be made on a case-by-case basis in consultation with the employee, the personal physician and district personnel as appropriate.

2.9. The identity of infected employees will remain confidential and restricted to those who need to know or are required to be informed.

2.10. The Board will be notified immediately if the Superintendent considers the health condition of an employee to be a danger to the immediate health and welfare of a school, its students or other employees of the Board.

a. Upon being notified of the Superintendent's concern, the Board will refer the matter to the Medical Health Officer in accordance with the procedures outlined in the School Act.

3. Hygienic Safety Practices

3.1. All employees will follow "Universal Infection Control Precautions" by assuming that blood and other body fluids from all individuals are potentially infectious. These precautions include:

a. Routinely using gloves when anticipating contact with blood

b. Immediately washing hands and other skin surfaces after removal of gloves and/or contact with blood

3.2. Schools will be provided with appropriate protective equipment including disposable waterproof gloves (natural rubber latex, neoprene, nitrile, or vinyl), tongs or pliers and proper sharps containers.

3.3. Schools' medical room mattresses will be either vinyl-coated beds or cloth mattress with a protective vinyl (plastic) covering so that they can be cleaned as needed with a bleach solution.

3.4. Blankets can be cleaned as needed by forwarding them, in a clearly labeled plastic bag, to the Assistant Supervisor Operations at the Facilities Office.

4. Universal Precautions

4.1. Universal Precautions to prevent transmission of blood-borne disease will be followed. *Universal Precautions* is the term for infection control measures endorsed by the Canadian Centre for Occupational Health and Safety for workers who might come into contact with blood and other body fluids. In summary they include:

- a. Wash hands for 30 seconds after contact with blood and other body fluids contaminated with blood.
- b. Wear disposable latex gloves when you encounter blood, body fluids, or when cleaning cuts, scrapes or wounds. Wash your hands as soon as you remove your gloves. Dispose gloves in a plastic bag.
- c. Use disposable absorbent material like paper towels to stop bleeding.
- d. Discard bloodstained material in a sealed plastic bag and deposit in the garbage. Label as containing blood-tainted material.
- e. Cover cuts or scratches with a bandage until healed.
- f. Immediately protect staff and students from coming in contact with blood-soiled surfaces. The area must be disinfected with a fresh solution of one part bleach and nine-parts water (10% bleach solution).
Mops or brushes used for cleaning should be soaked in a bleach solution for 20 minutes.

(Note: The custodial department will provide each school with the product for dissolving in water to provide the bleach solution.)

5. Identification of Risks of Occupational Exposure

5.1. In accordance with the Occupational Health and Safety Regulations (section 6.35), the district's Health & Safety Coordinator will develop and maintain a list of positions and/or tasks and procedures where there is a potential for occupational exposure to a blood borne pathogen.

5.2. Employees who have, or may have, occupational exposure to the hepatitis B virus, will upon request, receive a hepatitis B vaccination (section 6.39, OH&S Regs).

5.3. Employees who may have been exposed to a blood borne pathogen in an exposure incident will be advised to immediately seek medical attention

PROCEDURES TO ENSURE A SAFE AND ORDERLY ENVIRONMENT

RULES AND PROCEDURES ON SCHOOL DISCIPLINE

PHILOSOPHY OF DISCIPLINE

- Behavior expectations and the consequences for not meeting expectations must be clearly communicated to all students and their parents (in writing as well as verbally).
- The severity of consequences for violating behavior expectations increases with each incident of inappropriate behavior.
- The consequences for violating behavior expectations should be severe enough to discourage students from making poor behavior decisions.
- Expectations and consequences should permit students an opportunity to eliminate inappropriate behavior.

Additionally, the school staff recognizes that the high school years are a transition time from adolescence to young adulthood. As a part of this transition, the student is given greater opportunities to be responsible and demonstrate independence and good judgment. The structure of our behavior expectations (in the classroom as well as school wide) is meant to encourage students to be responsible. The first step in many instances of inappropriate behavior (those considered to be "minor") is a simple warning ("Your behavior is unacceptable. Please stop such behavior"). It is only when a student ignores such warnings and continues to choose to act irresponsibly (like a child rather than an emerging adult) that we involve parents and implement consequences.

ELEMENTS OF AN EFFECTIVE DISCIPLINE PROGRAM

1. The program is focused upon making the entire campus, especially the classroom, a safe, supportive and orderly learning environment for students and staff.
2. Classroom authority is retained by the classroom teacher. (Administration's role is to support, not to replace.)
3. Rules and procedures are clearly understood by staff and students.
4. All staff members will acknowledge and take appropriate action on any minor or major infraction of the school rules.
5. Rules and procedures comply with State Law and District policies.
6. The program recognizes the responsibilities and the rights of students and staff.

7. Program is structured to keep students in class and engaged in the educational process.
8. Rules are enforced:
 - a. By all staff members at all times.
 - b. Strictly, but not rigidly (beware of "automatics").
 - c. In substantial part by adult modeling.
 - d. Using techniques that promote the growth of positive self-esteem.
 - e. As close to the source as is possible. By keeping parents informed.
9. The discipline program is understood, endorsed, and supported by staff, parents, and students.

PRINCIPAL'S STATEMENT TO EDMS STAFF

EXPECTATIONS IN DEVELOPING AND MAINTAINING DISCIPLINE

As Principal of our school, I will expect:

Each teacher to have a defined system of classroom management. A written description of this system, including representative examples of the progressive interventions you intend to employ, will be approved and filed by me. Whenever possible and appropriate, teachers are encouraged to use standards and systems that are consistent with other school/department members.

You can expect

Each administrator to assist and support you in every reasonable way in developing, implementing, and refining that system as needed.

I will expect that when you refer a student for discipline:

1. The student has been made fully aware of classroom and school rules and knows what rules he/she has violated.
2. Teachers within a department will discuss any continuing behavior problems and schedule a parent/teacher/counselor conference with the student and parents when appropriate.
3. That information will be provided on the referral regarding previous actions you have taken regarding this specific issue.
4. You have exhausted the interventions at your disposal (i.e., you have done everything you can do) and you have followed the guidelines established by the administration and staff on what constitutes an appropriate behavior referral.
5. The behavior was so serious or so blatant as to make immediate removal from the classroom necessary.
6. The written referral will be explicit in stating the offense(s).
7. You will send the student out of class with a referral only if his/her continued presence in the class would disrupt or prevent teaching and/or learning.
8. If necessary, the referral will be delivered to the office at a time convenient to the staff member so that the issue may be handled most efficiently, causing a minimum of lost class time.

You can expect:

1. Each administrator to support your position in every reasonable way.
2. A response time on your referral of one, or at most, two days.
3. The availability of an administrator to discuss unresolved referrals after school on any given day.
4. That the administrator will exercise independent judgment regarding disposition of referrals.

I will expect

1. That each teacher will go to the doorway of his/her classroom after each class period as often as possible and assume control of student behavior in the corridor.
2. That each staff member will hold students accountable for their behavior on the school grounds at all times.

You can expect:

1. Administrator support, investigation, and follow-through as indicated.
2. A response to referrals from incidents outside the classroom to be the same as to those within.

Mr. Craig Lyon
Principal

WHAT TO DO WHEN PROBLEMS APPEAR

Both behavioral and academic problems are present in some of our students. The following guidelines are for teachers who ask for assistance in dealing with these problems:

1. Talk to the administrator assigned to the specific area needing assistance.
2. Call parents at first sign of concern. Inform the parents of your observations, ask for their ideas, assistance, and support in serving the student. Keep a log of your calls.
3. If possible, talk privately to the student about your concerns.
4. Behavior concerns—look through students' CUM file. Any official suspensions will be in file, also look for teacher comments on report cards. Look for patterns of behavior. We use a Student Alternative Placement Program whenever possible, as it is preferable to having students at home unattended. Serious infractions (fighting, threats, etc.) do result in official suspension. Unresponsive students can be moved to other schools or expelled.
5. Referrals—please remember if you write a student referral, you are required to call the parents. You are writing the referral and can answer the parents' questions firsthand. Administrators will also call parents, but we can only give secondhand information on the incident.
6. Academic Concerns—again, look through student CUM. This will contain test scores, report cards, and a student history. You may want to ask the Student Services Administrator to schedule a Student Success Team (SST) meeting. This will involve a conference with the student, parents, an administrator, teachers, the student's counselor and perhaps the school psychologist.
7. Please refer to the Central Union High School Faculty Handbook, as it provides guidelines for academic and disciplinary matters.

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