

**Mt. Signal Virtual Academy**  
**2021-2022 School Accountability Report Card**  
**(Published During the 2022-2023 School Year)**



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

School Name	Mt. Signal Virtual Academy
Street	2345 S. Second St.
City, State, Zip	El Centro, CA 92243
Phone Number	760-312-7050
Principal	Mr. Darrell W. Pechtl
Email Address	<a href="mailto:dpechtl@mycuhsd.org">dpechtl@mycuhsd.org</a>
School Website	<a href="https://www.mymsva.org/">https://www.mymsva.org/</a>
County-District-School (CDS) Code	13 63115 0140954

## 2022-23 District Contact Information

<b>District Name</b>	Central Union High School District
<b>Phone Number</b>	760-336-4500
<b>Superintendent</b>	Dr. David Farkas
<b>Email Address</b>	dfarkas@mycuhsd.org
<b>District Website Address</b>	<a href="https://www.cuhsd.net/">https://www.cuhsd.net/</a>

## 2022-23 School Overview

Mt. Signal Virtual Academy was established as the Central Union Virtual Academy on Aug. 16, 2021 as an Alternative School of Choice within the Central Union High School District in El Centro, CA. The school was created to address the specific and unique learning needs of students seeking an alternative to traditional school models, permitting independent and effective learning. The school opened initially with 60 students and a staff of three teachers and an administrator. The popularity of the school model quickly grew, and throughout the 2021-2022 school year enrollment grew to exceed 200 students, and the staffing expanded to four teachers as well as a counselor.

Students are provided instruction through the Imagine Learning online platform, EDGENUITY, in addition to the ACELLUS platform which was utilized for basic level Special Education Classes. Students are assigned courses equating 30 credits of work per semester, with a goal of meeting CUHSD graduation standards of 220 credits by the end of four years of high school.

The school immediately applied for and was granted an Initial Accreditation in January of 2022 by the Western Association of Schools and Colleges. By April of 2022, the school's name had changed, and a new mascot and school colors had been chosen by parents and students of the school. The first graduating class of 22 students of the now renamed Mt. Signal Virtual Academy crossed the stage on June 1st, 2022 clad in the school's Black and Gold, bearing the Rams head mascot.

As the school began operations for the 2022-2023 school year, a permanent teaching staff of three FT Independent Study teachers, two .20 SPED teachers, as well as a 0.5 counselor, and an 0.5 Mental Health Specialist, welcomed 102 new Rams to the new year. The Principal of the school divides his time between administering MSVA as well as the Central Union Adult School. In January of 2023 the school shifted site operations to co-locate on the south side of the Central Union High School campus at 1001 Brighton Ave. The school now occupies three semi-permanent relocatable buildings on the campus and are accessible through a gate located at the intersection of Holt Ave and Wilson Ave. in El Centro.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	43
Grade 10	38
Grade 11	33
Grade 12	21
Total Enrollment	135

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.3
Male	46.7
American Indian or Alaska Native	0.7
Asian	0.0
Black or African American	2.2
Filipino	0.0
Hispanic or Latino	93.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	3.7
English Learners	28.1
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	60.0
Students with Disabilities	13.3

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair



## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			158.30	81.71	228366.10	83.12
Intern Credential Holders Properly Assigned			2.60	1.34	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			7.70	3.98	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			8.40	4.33	12115.80	4.41
Unknown			16.70	8.63	18854.30	6.86
<b>Total Teaching Positions</b>			193.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
<b>Total Teachers Without Credentials and Misassignments</b>		

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
<b>Total Out-of-Field Teachers</b>		

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Mt. Signal Virtual Academy is an online, independent study high school. Our students receive guided instruction asynchronously through two online platforms, Edgenuity and Acellus, supplemented by synchronous support.

**Year and month in which the data were collected** November, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Edgenuity and Acellus	Yes	0
<b>Mathematics</b>	Edgenuity and Acellus	Yes	0
<b>Science</b>	Edgenuity and Acellus	Yes	0
<b>History-Social Science</b>	Edgenuity and Acellus	Yes	0
<b>Foreign Language</b>	Edgenuity and Acellus	Yes	0
<b>Health</b>	Edgenuity and Acellus	Yes	0
<b>Visual and Performing Arts</b>	Edgenuity and Acellus	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Integrated online activities	Yes	0

School Facility Conditions and Planned Improvements				
Year and month of the most recent FIT report				
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	0	N/A	63	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	0	N/A	20	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	45	NT	NT	NT	NT
<b>Female</b>	23	NT	NT	NT	NT
<b>Male</b>	22	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	45	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	0	0	0.00	0.00	0.00
<b>English Learners</b>	14	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	24	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	45	NT	NT	NT	NT
<b>Female</b>	23	NT	NT	NT	NT
<b>Male</b>	22	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	45	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	0	0	0.00	0.00	0.00
<b>English Learners</b>	14	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	24	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT		NT	23.63	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	25	NT	NT	NT	NT
<b>Female</b>	12	NT	NT	NT	NT
<b>Male</b>	13	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	23	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	17	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT







Students enrolled in MSVA have access to the following Career Planning and CTE courses through our online platform. Program sequences are presently under review.

Agribusiness Systems  
Animal Systems  
AP Computer Science Principles A  
Banking Services Careers  
Business Computer Information Systems  
Business Law  
CA-Introduction to Business and Finance  
CA-Introduction to Business and Finance A  
CA-Introduction to Business and Finance B  
Career Explorations I  
Career Explorations II  
Career Explorations III  
Career Management  
Career Planning and Development - EL4222  
Career Planning and Development - EL4222 A  
Career Planning and Development - EL4222 A-CR  
Career Planning and Development - EL4222 B  
Career Planning and Development - EL4222 B-CR  
Career Planning and Development - EL4222 CR  
Careers in Allied Health  
Careers in Logistics Planning and Management Services  
Careers in Marketing Research  
Computer Applications - Office 2016 - EL3520  
Computer Applications - Office 2016 - EL3520 A  
Computer Applications - Office 2016 - EL3520 B  
Computer Science Principles  
Construction Careers  
Corrections: Policies and Procedures  
Engineering and Design  
Engineering and Product Development  
Family and Community Services  
Food Products and Processing Systems  
Food Safety and Sanitation  
Forensics: Using Science to Solve a Mystery  
Fundamentals of Computer Systems  
Fundamentals of Digital Media  
Fundamentals of Programming and Software Development  
Health Science Concepts - EL3602  
Health Science Concepts - EL3602 A  
Health Science Concepts - EL3602 B  
Health, Safety, and Ethics in the Health Environment  
Introduction to Agriculture, Food, and Natural Resources  
Introduction to Careers in Architecture and Construction  
Introduction to Careers in Arts, A/V Technology and Communications  
Introduction to Careers in Education and Training  
Introduction to Careers in Finance  
Introduction to Careers in Government and Public Administration  
Introduction to Careers in the Health Sciences  
Introduction to Careers in Transportation, Distribution, and Logistics  
Introduction to Coding - EL3702  
Introduction to Computer Science  
Introduction to Computer Science A  
Introduction to Computer Science B  
Introduction to Consumer Services  
Introduction to Human Growth and Development  
Introduction to Human Services  
Introduction to Information Technology Support and Services  
Introduction to Law, Public Safety, Corrections, and Security  
Introduction to Network Systems

## 2021-22 Career Technical Education Programs

Introduction to STEM  
 Law Enforcement Field Services  
 Legal Services  
 Marketing and Sales for Tourism and Hospitality  
 Medical Terminology - EL3620  
 Medical Terminology - EL3620 A  
 Medical Terminology - EL3620 B  
 Microsoft Office Specialist - Office 2016 - EL3502  
 Microsoft Office Specialist - Office 2016 - EL3502 A  
 Microsoft Office Specialist - Office 2016 - EL3502 B  
 Network System Design  
 New Applications: Web Development in the 21st Century  
 Nursing Assistant - EL3610  
 Nursing Assistant - EL3610 A  
 Nursing Assistant - EL3610 B  
 Nursing: Unlimited Possibilities and Unlimited Potential  
 Personal Care Services  
 Personal Finance - EL3403  
 Pharmacy Technician - EL3630  
 Pharmacy Technician - EL3630 A  
 Pharmacy Technician - EL3630 B  
 Physicians, Pharmacists, Dentists, Veterinarians and Other Doctors  
 Planning Meetings and Special Events  
 Plant Systems  
 Power, Structural, and Technical Systems  
 Public Health: Discovering the Big Picture in Health Care  
 Science and Mathematics in the Real World  
 Scientific Discovery and Development  
 Scientific Research  
 Security and Protective Services  
 Small Business Entrepreneurship A  
 Small Business Entrepreneurship B  
 Software Development Tools  
 STEM and Problem Solving  
 Sustainable Service Management for Hospitality and Tourism  
 Teaching and Training Careers  
 Technology and Business  
 Therapeutics: The Art of Restoring and Maintaining Wellness  
 Transportation and Tours for the Traveler  
 Introduction to Careers in Transportation, Distribution, and Logistics  
 Introduction to Coding - EL3702

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	5.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95	95	95	95	95

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

MSVA opened our doors in 2021 and is the process of organizing our first Parent Advisory/School Site Council.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate			22.5		7.3	7.8		8.9	7.8
Graduation Rate			70		89.3	89.6		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	40	28	70.0
Female	21	16	76.2
Male	19	12	63.2
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	38	26	68.4
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	39	27	69.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	246	227	91	40.1
Female	140	128	50	39.1
Male	106	99	41	41.4
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	1	100.0
Black or African American	5	5	5	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	235	216	83	38.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	4	4	2	50.0
English Learners	70	62	21	33.9
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	184	171	65	38.0
Students Receiving Migrant Education Services	10	9	3	33.3
Students with Disabilities	34	34	10	29.4

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>		3.42	2.45
<b>Expulsions</b>		0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>		0.00	0.00	2.98	0.20	3.17
<b>Expulsions</b>		0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2022-23 School Safety Plan

In Spring of 2023 the entire MSVA school was relocated onto the campus of Central Union High School in El Centro, CA. Three portable classrooms owned by the CUHSD were remodeled and converted to support the operations of Independent Study students. Located on the Westernmost edge of the CUHS property, fronting CUHS athletic practice fields, with access to Holt Ave., the location has been incorporated into the CUHS School Safety Plan.

The CUHS School Safety Plan was updated in the winter of 2022 and approved by the CUHS SSC in January of 2023. All MSVA staff and students will follow the procedures and practices described in the CUHS Safety Plan.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	5		
Mathematics	1	4		
Science	1	3		
Social Science	1	5		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>				
<b>District</b>	N/A	N/A		\$100,828
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A	\$6,594	\$84,932
<b>Percent Difference - School Site and State</b>	N/A	N/A		

## 2021-22 Types of Services Funded

For the 2021-2022 school year, MSVA fully funded four teachers, and partially funded an Administrator, Counselor, Secretary and Clerk. We also partially funded 3 SPED teachers to support Special Ed Students.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$58,125	\$50,352
<b>Mid-Range Teacher Salary</b>	\$93,716	\$83,849
<b>Highest Teacher Salary</b>	\$133,831	\$103,007
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		\$169,216
<b>Average Principal Salary (High)</b>	\$161,771	\$144,431
<b>Superintendent Salary</b>	\$201,357	\$193,259
<b>Percent of Budget for Teacher Salaries</b>	34%	30%
<b>Percent of Budget for Administrative Salaries</b>	4%	6%



## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Newly hired teachers missed the opening of school PD opportunities in 2021, but have attended all scheduled districtwide PD since their hire.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	0	2	4

**CENTRAL UNION HIGH SCHOOL  
and MT SIGNAL VIRTUAL ACADEMY  
1001 Brighton Avenue  
El Centro, Ca. 92243**

***Home of the Spartans***

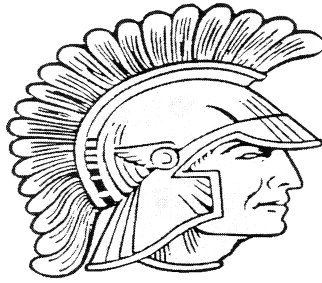


**2023 - 2024**

**COMPREHENSIVE SCHOOL  
SAFETY PLAN**

**CENTRAL UNION HIGH SCHOOL  
336-4300**

**[www.cuhsd.org](http://www.cuhsd.org)**



**2023 - 2024**

# **COMPREHENSIVE SCHOOL SAFETY PLAN**

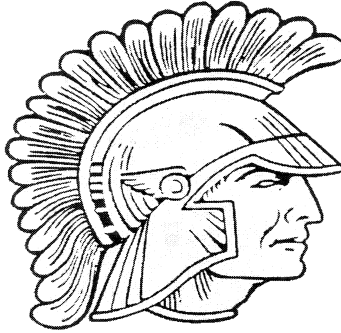
*Prepared by Adrienne Rodriguez*

*Reviewed and Approved on February, 2023  
Safe School Planning Committee*

**Emilio Davila - Parent  
Dr. Tom Tacke – Teacher  
Ruben Aguilar – District Community Liaison  
Juan Bejarano – Student Alternative Placement Supervisor  
Ramona Campos – COSA Counselor  
Dr. Terri Fernandez – School Psychologist  
Christina Wilkensen – District Nurse  
Miguel Padilla- Central High Student  
Karissa Brister - Central High Student  
Mylas Rodriguez – Central High Student  
Peter Gutierrez – Security Guard  
Adrienne Rodriguez – Assistant Principal**

**Central Union High School  
School Site Council**

**2022 - 2023**



**Craig Lyon - Principal  
Elisa Alba-Lucero – Student Member  
Anabelle Ibarra – Student Member  
Alfred Galaviz – Student Member  
Leilani Pradis – Student Member  
Lilian Vera - Parent Member  
Lizet Beltran - Parent Member  
John Reed – Parent Member  
Gloria de Santiago – Parent Member  
Alicia Apodaca - Resource Teacher  
Jose Ramirez – Certificated Representative  
Irma Avelar - Certificated Representative  
Ron Medeiros - Certificated Representative  
Cristina Plancarte - Certificated Representative  
Flor Ortiz– Certificated Representative**

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# ***Central Union High School District***

## ***BOARD OF EDUCATION***

***February 2023***

### ***Board of Trustees***

**President - Eric Rodriguez  
Clerk – Maria Peinado  
Member – Elizabeth Espino  
Member – Diahna Garcia-Ruiz  
Member – Sandy Noujaim**

### ***Administration***

#### **Central Union High School District**

***Superintendent*  
David Farkas**

***Assistant Superintendent*  
Tricia Petter**

**Assistant Superintendent  
Arnold Preciado**

***Human Resources*  
Carol Moreno**

***Facilities Operations & Planning / Safety*  
Frank Tamayo /Doug Hisel**

***Central Union High School Administration*  
Craig Lyon / Principal  
Alicia Apodaca / Assistant Principal Intern  
Adrienne Rodriguez / Assistant Principal**

**Darrell Pechtl / Mt. Signal Virtual Academy 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.

## POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

Positive Behavioral Interventions and Supports (PBIS) is an evidence based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. Central Union High School is on its fifth year of implementation of this behavioral support program.

### Tier 1

Practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school wide. (Class presentations, Social Emotional Learning Class Activities, Spartan Bucks, ARC Afterschool Program, Positive Rewards for Attendance, Reading Plus, Honor Roll, Lunch activities, School clubs, assemblies)

### Tier 2

Practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school. (Drug / Alcohol Presentations, Check In Check Out Program, Group Counseling, Afterschool Interventions, SST / SART meetings, At Promise meetings, SAP supervision/ Advisory presentations – IVROP / SEL presentations)

### Tier 3

Students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need. (Student Safety Health Plans, Referral to Behavioral Health, At Promise House Program, Referrals to Alternative Educational Settings, Referrals to Mental Health Assistant, Threat Assessment, AHLP program)

Central Union High School strives to empower our Spartan students to be:

**POSITIVE  
ACCOUNTABLE  
RESPECTFUL  
CONFIDENT  
TRUSTWORTHY**

## ***SOCIAL EMOTIONAL LEARNING PLAN***

Social Emotional Learning (SEL) is the framework through which people of all ages acquire skills in working towards their own unique goals, comprehending and managing their emotions, nurturing positive relationships, making informed choices, and feeling and exhibiting empathy. Central Union High School strives to implement SEL schoolwide and believes it is important to support our students as they are returning from Distance Learning for the following reasons:

1. Students can transform into effective adults when a foundation for social and emotional skills are established early on.
2. SEL activities help bridge the gap between childhood and adulthood and help prepare students for college and for life in the workplace.
3. SEL is necessary to helping students understand who they are and who they want to be – and key to helping students develop in their postsecondary years.
4. Students participating in SEL activities showed improvement in classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and schools.

Central Union High School follows the CASEL SEL framework (Collaborative for Academic, Social, and Emotional Learning). The focus is on Social and Emotional Learning through Self Awareness, Self Management, Responsible Decision Making, Relationship Skills and Social Awareness. SEL extends out to students, staff, parents and the community through various activities and resources / partnerships that educate our students, staff and families. The following programs / resources are utilized at Central Union High School to support our students, staff and families as we embrace the challenges of the COVID pandemic and the return of students on campus.

Link Crew (SEL activities during 9<sup>th</sup> grade advisory classes 2 days per week.

CUHSEL (SEL activities with group guidance support during advisory, provides all teachers with a weekly SEL activity they can share with advisory students) Monthly calendar with daily inspirational quotes for teachers and students.

Positive Behavior Intervention Supports (Spartan Bucks, Check In Check Out, School Wide and Classroom Matrix, Attendance Recognition Awards)

Afterschool Intervention (Developmental Assets Presentations to students in intervention, group counseling / Too Good For Violence Curriculum)

School Counselors (Counselor of the Day / crisis, walk in, personal counseling concerns are addressed daily) Restorative Circles, Student Safety Plans, Thanksgiving Food Baskets for Families, group guidance SEL presentations to students, group counseling sessions with students.

COSA Counselor ( SART / SARB process, assists with Foster Youth students, after school counseling groups, Advisory presentations on developing goals,



supports Check In Check Out process, personal counseling, SEL presentations in Tips classes)

Mental Health Assistant (Personal and Group Counseling) Presentations to staff on Social Emotional Learning. Group guidance SEL class presentations.

Short Term Independent Study (Academic option for students home ill with COVID)

Imperial County Behavioral Health (Individual student therapy at Family Resource Center, class presentations on Mental Health, weekly lunch informational table) Drug / Alcohol Clinicians (Individual student counseling, group counseling, class presentations in advisory classes, Too Good For Drugs Curriculum in support classes)

IVROP Career Guidance Technician (Presentations on Career Readiness to CTE classes, assists with Check In Check Out, Developmental Assets presentations to students in SAP lunch and advisory classes)

ARC Program (Afterschool program for students with various activities such as dance club, gaming, cooking class, sports club, art club, study sessions, community outreach participation) LGBTQ club, supports clubs on campus.

Military Branches Military presentations in classrooms and Law Academy students, lunch informational table, Military Assembly for students enlisting, presentations on Bullying prevention)

USC Partnership (4 year focus on 11<sup>th</sup> grade students / survey on tobacco, alcohol and vaping) USC provides the school with educational resources to utilize in the classroom with students.

CUHS ASB (Spirit Weeks for students, Hello Week, Suicide Prevention Week, lunch activities for students every Friday, School Pep Rallies)

Yellow Ribbon Club Supports Suicide Awareness and resources to students, participates in Suicide Prevention Week, Mental Health Awareness Speakers.

Parent Meetings SART, SST meetings to discuss academics and attendance, Back To School Night, Open House, Title 1, Wake Up Meetings.

Mindful Mondays Outside Agencies on campus during lunch with informational tables (Behavioral Health, Therapy Dogs, Sure Helpline, WomenHaven, IVROP)

Rock Combo Student music group performing during pep rallies, lunch hour and evenings to students, staff, parents and community to support SEL through "Music Heals the Soul"

Spartan Sound Productions Students enrolled in Electronic Music create music that is played during lunch, school assemblies and evening performances.

Campus Life / Fellowship of Christian Athletes Clubs on campus that focus on student faith and fellowship. Students meet weekly during lunch.

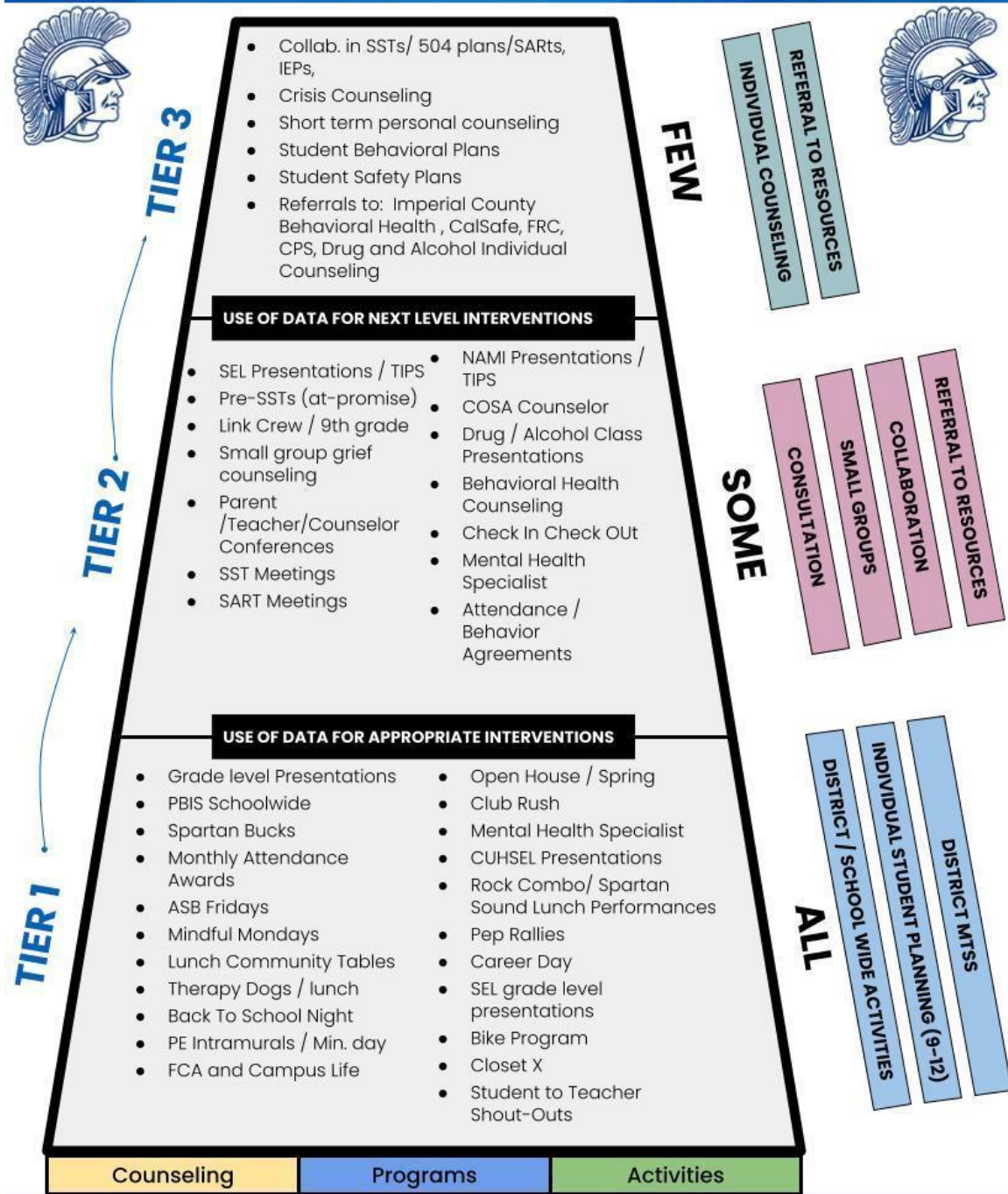
Faculty of Faith Teachers on campus share faith through prayer for students and Spartan campus.

Athletic / Parent Support Many of our athletes in various sports are supported by parents with fundraising, team feeds and a positive culture throughout the season.



## MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORTS

### SOCIAL EMOTIONAL LEARNING PROGRAM DELIVERY MODEL



## **SAFETY PLAN GOALS 2023 – 2024**

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

**Goal:** Behavioral expectations and consequences will be clear, positive, fair. These expectations will be communicated to all stakeholders.

**GOAL:** Any identified gang associates or gang / crew members on the campus will be carefully monitored in an effort to provide interventions deemed necessary.

**Goal:** Update and Implement the Schools Emergency Response Plan

**Goal:** Attendance Expectations and consequences will be clear, positive, fair, known to and understood by students, staff and parents.

**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 consequences.

**Goal:** Central Union High School will establish a sense of commitment from students, parents, staff and the community. CUHS will establish positive relationships with local community organizations to support students.

**Goal:** The Principal and Administration team will display leadership and direction to maintaining a positive environment at Central Union High School throughout the 2023 – 2024 school year.

## **Introduction – School Profile**

CENTRAL UNION HIGH SCHOOL is one of five schools in the Central Union High School District, with traditions dating back to 1908. CENTRAL UNION HIGH SCHOOL is in the city of El Centro located in the Imperial Valley. The population of El Centro is 44,158. It is positioned in the southeast corner of California and is bordered twenty miles from Baja California, Mexico. Central Union High has 2019 students and is served by a dedicated staff that is Spartan Strong. CUHS recently completed construction for a new STEM building, (science, technology, engineering and math) which is located by the Quad area. This two story building includes 15 general classrooms and specialized STEM lab facilities for physics, robotics and computer labs.

CENTRAL UNION HIGH SCHOOL continues to face challenges in maintaining a safer school due to the shift of resources. This section of the Comprehensive School Safety Plan will describe programs in place / existence at our school. Proactive strategies and programs of our school site council, with continued improvement in providing a safe, orderly, school environment conducive to learning will be discussed within this plan of action.

### **School Reporting**

CENTRAL UNION HIGH SCHOOL currently does not have a School Resource Officer on campus on a regular basis when students are in physical attendance. 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 Officers from the El Centro Police Department. The officers are primarily responsible for handling cases that are of a criminal nature. The officers will assist with removing students from the school site that display a safety concern, release students to their parents on Promises to Appear and transport students to Juvenile Hall and Behavioral Health. ECPD will also begin training CUHSD staff on The Standard Response Protocol, which supports emergency safety drills. ECPD is also actively involved in our emergency procedures / drills.

### **Personal Characteristics of Community, Pupil & Staff**

The United Census Bureau 2021 information indicates that 44,158 people live in El Centro. 23% of the city residents in El Centro live below the poverty level as compared to a state wide level of 15%. The cities unemployment rate is at 17% according to the Bureau of Labor Statistics 2021 and the Imperial County is at 15.5% with the state being at 6.9%. The Latino population represents more than 85% of the residents in the county and 75.7% of the families speak a language other than English at home. Central Union High School currently has an

enrollment of 1912 students. Approximately 100% of the students at Central High School are eligible for free lunches. The ethnic makeup of the pupil population is 96% Hispanic, 1% Black, 2% Caucasian, 1% Other. The campus reflects the cultural and socioeconomic makeup of the community. As for CUHS staff there are 100 full time certificated staff and 65 full time classified staff members on campus. Many of our staff are Central High graduates who have returned to teach and work within our school community.

### **Curriculum and Educational Activities**

The course of study at Central Union High School 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, Design - Visual and Media Arts, Financial Services, Informational Support and Services, Bio-Medical Science, Engineering, Edgenuity, Academic Language and Support (ALAS), Supporting Academic Instruction Of Language (SAIL), AVID, Special Education Services, Law Academy Program, Cyber High/ Migrant Program, Math Support, Get Focused – Stay Focused (9 - 12th grade students), Algebra 1 / Computing and Robotics, Career Readiness Class, ELD Classes, Advanced Placement Classes, Construction, Dual Enrollment and Computer Science.

Pupils have the opportunity to participate in lunch and after-school activities. These include lunch time activities provided by the A.S.B. leadership / ARC afterschool program and after school activities to include numerous clubs, tutoring services and athletic activities. Various departments and clubs go out during lunch to have activities for students such as the Counseling department, Rock Combo, Spartan Sound Productions, Drama Club, Yellow Ribbon Club.

Our Central High Staff provides additional activities open to pupils in the following areas when students are actively on campus: The Fine Arts Festival, Science Fair, School Wide Career / Expo Day, Senior Employability Workshops, Higher Ed Week, Participation in Community Parades, Talent Shows, School Assemblies, Military Recognition Assembly , City Championship Food Drive, Backpack Program, Jazz Ensemble, Great Spartan Band, Spar-teens, Majorettes, Cheerleading, Flags, Christmas Drives (Gift, Sweater, Jacket, Blanket, Sock, Food), Campus Beautification, Campus Life, Fellowship of Christian Athletes, Mock Trial, Academic Decathlon, CSF, ASB, Link Crew, ARC Afterschool Program, Thanksgiving Food Baskets, Link Crew Welcoming Assembly, Closet X, Citizenship Awards.

Clubs: ACADEC Club, Art Club, Campus Life, Chess Club, Christians In Action Club, Community Service Club, Drama Club, Fashion Club, FCA Club, Fitness Club, Film Club, K-Pop Club, Robotics Club, Music Club, Future Business Leaders Club, Green Team Club, Gardening Club, Latin Dance Club, Law Academy Club, Link Crew Club, Mexican American Club, Math Club, Magic Club,

Migrant Speech and Debate Club, Mock Trial Club, Movie Club, Comic Club, AVID & Journalism Club, Pep Club, Pawsitivity Club, Chorus / Guitar Club, Photography Club, Science Club, Tabletop Gaming Club, Yellow Ribbon Club, Football Club, Soccer Club, Track Club, Softball Club, Swim Club.

Athletics: Football, Basketball, Golf, Soccer, Wrestling, Volleyball, Track and Field, Tennis, Swim, Baseball and Softball

Family Resource Center: Community Agencies, Nursing Services, Speech Therapy Services and Personal Counseling.

Staff provides opportunities for parental involvement and education in the areas of : Family Resource Center, Spartan Band Parents, Senior Parent Night, AVID Parent Night, CTE Parent Night, AP Parent Night, Back To School Night-Meet the Teachers, Open House, Art Spring Showcase, Lunch on the Lawn, ESLR Celebrations, Athletic Banquets, School Site Council, Title I Parent Night, English Learners Advisory Council, Migrant Parents Advisory Group, Freshman Parent Conferences, Senior Parent Conferences, Freshman Parent Meeting, (Meetings with Staff): I Promise Meetings, Student Success Team, Student Attendance Review Team. Truancy Conferences for Parents and Students, Parent – Teacher Conferences, Career Expo, LCAP Meetings, Higher Ed Week Workshops, Spartan Athletic Club, CUHS Website, Migrant Parent Informational Workshops, Parent Portal, Parent Square, Central Spartan Facebook, Quarterly Spartan Newsletters and Morning Wake-Up Parent Groups, A2A conferences and newsletters, IEP and 504 meetings.

## ***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, recreational parks and a Jr. High School.

### **Description of School Ground**

The school site encompasses 17 acres. The buildings have numerous corridors, a gym, 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. The campus is completely enclosed by a fence with gates, which are kept locked during school hours with 1 secured entrance open. There are several wings and/or clusters of classrooms including 92 permanent classrooms, 24 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. The CUHS campus recently completed the STEM Building, which includes science / engineering classes, science laboratories and a robotic center. The Front entrance of the school recently added a security entrance booth to improve the safety on our campus.

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

It shall be the practice of our 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 presentable to the community. School staff and custodians periodically check for areas needing repair and upkeep. District personnel complete an annual inspection of the school's facility by using the FIT (Facility Inspection Tool) in order to upkeep a functional and secure environment. Additionally, health, fire and law enforcement departments contribute to school safety by periodic campus walk throughs. The Maintenance and Custodial crews are continually practicing CBC COVID standards for the safety of all students and staff on campus.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. Work orders are put in periodically by custodians, security and administration when improvements / repairs need to be completed.

### **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.

<b>School Year</b>	<b>2018-2019</b>	<b>2019- 2020</b>	<b>2020 - 2021</b>	<b>2021– 2022</b>
<b>Enrollment</b>	<b>1841</b>	<b>1880</b>	<b>2019</b>	<b>2011</b>
<b>Ed Code Violation</b>	<b># of Student Suspensions</b>	<b># of Student Suspensions</b>	<b># of Student Suspensions</b>	<b># of Student Suspensions</b>
Physical Injury to another person	33	24	0	41
Firearms/ Knives / Explosive Devices	0	3	0	3
Possession / Use / Sale of Controlled Substance, Alcohol, Intoxicants	36	10	0	12
Possession / Drug Paraphernalia	3	0	0	1
Possession / Use of Tobacco Products	0	0	0	0
Harassment Threats Intimidation	3	1	0	1
Expulsions (Total students)	0	0	0	2

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.

Included in this Safe School Plan is a school map established by Student Services indicating safe entrance and exit areas for pupils, parents and school employees. CUHS staff and students are actively involved in Emergency Drills every semester (Fire, Earthquake, Lockdown Drills and ALICE Procedures) to ensure that all staff and students are aware of safety protocols during an emergency situation. Staff and students will be trained by ECPD this year on the Standardized Response Plan. CUHS will also be working on supplies for Disaster Relief and Student Reunification during emergency situations.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall sign in at the front gates of the school with CUHS security and 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 Positive Behavior Interventions and Supports (PBIS) and it begins schoolwide. Teachers utilize a visible classroom management plan to communicate classroom expectations, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's behavior. Positive Behavior Interventions and Supports (PBIS) Schoolwide and Department Matrix have been created by Central High School teachers and staff and are posted in each classroom and schoolwide. Behavior agreements, Behavior Support Plans and Threat Assessments are also developed by a CUHS committee to evaluate serious behavior concerns and threats made on campus. Lightspeed is also utilized daily to monitor student activity on technology.

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 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 Psychologist, a full time COSA Counselor, a full time Mental Health Technician, a full time nurses aide, four full time security guards, three part time security guards, three outside agency security guards, and a full time Community Liaison Truancy Officer (present twice a week at our site.) Surveillance cameras around the campus are used to monitor inappropriate activity throughout the day. During school hours the use of Motorola radios, bullhorns, whistles, golf carts, a PA system, canine visits and the CATAPULT EMS and Anonymous Reporting are used as deemed necessary. Lightspeed Systems is utilized daily to proactively identify students at risk of suicide and self-harm.

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. Law Academy supervisors and students assist with crowd control during the home football games at CUHS.

### **Inventory System – Engraved ID, Security Storage**

The majority of 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 and the 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 / emotional behavior.

The site administration sets the tone for the school, guides the staff on curriculum and school safety concerns. 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 distributed to each staff member in the beginning of the school year. The emergency drills / procedures are reviewed and practiced throughout the school year with all staff and students. Lightspeed Software alerts School Administration to proactively identify students at risk of suicide and self-harm. Staff Crisis Teams are developed yearly for emergency / disaster responses. Threat Assessment Student Support Plans and Suicide Student Support Plans are developed with staff and students when deemed necessary. Bi Monthly table talks including staff crisis teams and Student Services meet to discuss emergency procedures. CATAPULT EMS is available to all teachers / staff to utilize as communication for emergency purposes. The Alice Emergency Procedure is on the CUHS website available for viewing. Emergency Procedures are posted at the entrance of all classrooms on campus. At the District level the District Disaster and Emergency Procedures are in the process of being updated and revised. The Standard Response Protocol will be introduced and training will be presented to staff. Emergency Procedures are attached to the back of the Safety Plan.

### **Classroom Organization and Structure**

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

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. Through PBIS a key focus is developing positive relationships between teachers and students to support student success.

All pupils are expected to conduct themselves 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 and students are awarded certificates. 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" award is recognized at the monthly Board meeting. "Perfect Attendance" awards are given to students every semester and students are recognized in Advisory Classes amongst their peers. An ESLR'S Award is presented to students and staff every month for those individuals who have worked diligently to demonstrate their mastery of and/or progress made in these areas. Reading Plus Awards are given to students monthly for their progress in the Reading Program during Advisory class. Spartan Bucks are given out Schoolwide to students who display positive behavior. The "Good Deed Award" is given to students at the end of the year in a student assembly by the El Centro Police Department to students who have done an act that involves honesty and integrity on our campus. A Military Ceremony is given at the end of the year to Senior students enlisting in the military. CTE Pathway, A – G Completers and 4 Year Perfect Attendance students are recognized at the CUHS Graduation Ceremony.

# **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
- Maintain the colored passes by buildings for students
- 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” and “Safe Routes to Schools”
- The continued enforcement of a Closed Campus policy
- Implementation of a red curb for buses and crosswalks for intersections on 10<sup>th</sup> Street and Orange Avenue / 12<sup>th</sup> Street and Holt Avenue
- All staff continue locking all gates surrounding the school campus
- Update list of classification and filing system for gangs / crews and graffiti
- Provide training for Student Services staff. (Security guards, community liaison, Student Alternative Placement supervisor, attendance and discipline clerks)
- Additional Security with the assistance of an Outside Agency.
- Full Time Nurses Aide
- Full Time Mental Health Technician.
- Hand sanitizing stations throughout the school campus and buildings
- COVID Safety signs for individuals coming onto campus
- Installed Plexiglass / portable sneeze guards in school offices / classes.
- All visitors sign in at front gates with security guards / Covid Screening
- Main entrance Security Booth to monitor visitors / safety on campus.
- Covid Test Kits are available for students.

*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.Cameras for video surveillance.  
Inservice Training for Student Services Staff.
3. Person(s) responsible for implementation:
  - a. Assistant Principal of Student Services or designee.
  - b. Maintenance personnel responsible for graffiti removal.

*Objective: Throughout the 2023-2024 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
  - g. Construction class students built and posted Building Signs throughout the 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:
  - a. Ongoing monitoring throughout the year



## **ACTION PLAN**

### **“School Climate”**

### **“PEOPLE AND PLACES”**

#### **ACTION PLAN**

***GOAL: Behavioral expectations and consequences will be clear, positive, fair. These expectations will be communicated to all stakeholders.***

A. Areas of strength and growth: 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:

- Provide all students and parents the current “Positive Behavior Intervention & Supports”, CUHSD Behavioral Guidelines, School / Class Matrix and Dress Code.
- Maintain the process of involuntary transfer procedures.
- The continued partnership between the El Centro Police Department and Central Union High School.
- Continue utilizing Lightspeed Software to identify students at risk of possible mental / emotional health concerns.
- Promote lunchtime activities through ASB, school clubs. SEL, community based outreach.
- Implementation of “Positive Behavior Interventions and Supports” school wide strategies. (Refer to Page 10)
- Implementation of the Social Emotional Learning Plan (SEL) and strategies school wide.
- Link Crew weekly activities for 9<sup>th</sup> grade students.
- PBIS Check In / Check Out program for 9 – 12<sup>th</sup> grade students in need of academic / attendance / behavior support
- CUHSEL during advisory / class SEL activities.

***Objective: By July 2023, 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 Codes.
  - b. Implement “Positive Behavior Intervention Supports”, CUHSD Behavioral Guidelines / Continue implementation of PBIS training to the CUHS committee



- c. Continue to review and update Dress Code policies.
- 2. Resources needed:
    - a. Continuous communication with teachers and counselors on Positive Behavior Intervention Supports Procedures and the Social Emotional Learning Plan.
    - b. Ongoing professional development with teachers and counselors on PBIS and SEL interventions.
  - 3. Person(s) responsible for implementation:
    - a. Assistant Principal of Student Services or designee.
    - b. Site Principal.
    - c. Teachers / All Staff
  - 4. Timeline for implementation:
    - a. By July 2023, all related materials concerning revisions in California Education Codes will be gathered.
    - b. By July 2023, a committee will be formed to review the District's current Policies and make Education Code alignment recommendations.
    - c. By July 2023 "Positive Behavior Intervention Supports", CUHSD Behavioral Guidelines and Dress Code will be developed and discussed.
    - d. By July 2023, "Social Emotional Learning Plan" strategies and activities will be reviewed and discussed.

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

- 1. Related activities:
  - a. Two administrative staff members will design, schedule and present In-service on CUHSD Behavioral Guidelines, classroom management and teacher rights and responsibilities for new teachers.
  - b. Instructional coaches will meet regularly with new teachers to discuss teacher strategies and classroom management.
    - b. In-service training will also be planned as necessary.
  - c. Teachers will maintain the behavioral plan for their classrooms.
  - d. Teachers will be provided with a monthly SEL calendar with motivational quotes to share with students daily.
  - e. Check In / Check Out Program to be implemented for (9<sup>th</sup> – 12<sup>th</sup> grade students with academic / attendance / behavior challenges.
  - f. Link Crew students reaching out to 9<sup>th</sup> grade students to support the Social Emotional Learning plan
  - g. Presenters going into 9 – 12<sup>th</sup> grade advisory classes to support SEL plan (Bullying Prevention, Too Good For Drugs, Sheriff's Department (drug awareness), Mental Health awareness, SEL activities by teachers, Developmental Assets, Counseling groups, Restorative Circles, Class Presentations)

2. Resources needed:
  - a. Budgetary resources for Professional Development, materials, resources and planning.
3. Person(s) responsible for implementation:
  - a. Site leadership team
4. Timeline for implementation:
  - a. By the beginning of the 2023-2024 school year, all teachers will continue receiving ongoing training on “Positive Behavior Intervention Supports”, Social Emotional Learning, CUHSD Behavioral Guidelines, managing behavioral concerns and their rights and responsibilities regarding discipline. Trainings on PBIS / Check In – Check Out Program will also continue.
  - b. By Back to School Night all teachers will have turned in a copy of the Classroom Behavioral Plan and a copy of their syllabus.

*Objective: By July 2023 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 CUHSD Behavioral Guidelines will be included in the Registration packet.
  - b. Review the PBIS Behavioral Guidelines with Students.
  - c. Students and parents will receive and acknowledge / sign necessary paperwork.
2. Resources needed:
  - a. Budgetary resources to cover materials for “Positive Behavior Intervention Supports” Guidelines.
3. Person(s) responsible for implementation:
  - a. Assistant Principal of Student Services or designee.
  - b. School Principal.
4. Timeline for implementation:
  - a. By July 2023 the updated copy of the CUHSD Behavioral Guidelines will be included in the Registration packets

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

Areas of strength and growth: The Safe School Planning Committee recognizes and commends the staff and administration for the following conditions and

programs on campus 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:

- Counseling Conflict Resolution Services which strive to provide counseling for students.
- The establishment and use of Gang / Crew Identification as a means to recognize gang / crew 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. Monthly schoolwide cultural activities.
- In service provided to staff on identifying gang members / crews.

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

1. Related activities:
  - a. Assistant Principal of Student Services, COSA Counselor and Community Liaison will identify parents whose youth are involved or potentially involved in gangs / crews.
  - b. Parents will be counseled and referred to appropriate related agencies, such as Sheriffs Department, El Centro Police Department and Rite Track.
2. Resources Needed
  - a. Assistant Principal, COSA Counselor and Community Liaison
3. Persons responsible for implementation
  - a. Assistant Principal of Student Services or designee
  - b. El Centro Police Department, Sheriffs Department, Rite Track
4. Timeline for Implementation
  - a. Gang / Crew profile tool updated prior to the 2023 – 2024 school year. Conferences / Presentations to parents by El Centro Police Department, Sheriffs Department, Rite Track.
  - b. Continue to implement and monitor throughout the 2023 – 2024 school year.

Objective: By the beginning of the 2023 – 2024 school year, increase the awareness of every staff member at Central Union High School to signs of gang / tagging crew involvement, general awareness of the street gang / tagging crew culture, and specific methods for working with gang / tagging crew related behavior.

1. Related activities:

- a. Assistant Principal of Student Services, El Centro Police Department, Sheriffs Department and COSA Counselor will investigate gang prevention strategies and bring findings to the Safety School Committee.
- 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. Persons responsible for implementation
  - a. Assistant Principal of Student Services or designee
  
- 4. Timeline for implementation
  - a. First In service will be held during the 2023 – 2024 school year.
  - b. Updates throughout the school year as needed.

***GOAL: Update and Implement the Schools Emergency Response Plan***

A. Areas of strength and growth: The SSPC commends the efforts of Central Union High School, having successfully trained all students on ALICE procedures and Emergency Response Protocols.

- ECPD training faculty and staff on ALICE procedures
- Schoolwide Emergency Drills throughout the school year.
- CATAPULT is available as a training aide.

*Objective: Work with County Office of Education, ECPD and other community organizations to incorporate Standard Response Protocols (SRP) with current Emergency Response Plan.*

1. Related activities:

- a. School leadership will attend Professional Development for implementation of SRP.
- b. Teachers and staff will attend a Safety Summit / Spring 2023.
- c. Ongoing training and practice of Emergency Procedures during faculty meetings.
- d. Staff will communicate the updated Emergency Plan with students.
- e. Provide parents with updated Emergency Response Plan during Registration and Back To School Night.
- f. Communicate updated Emergency Response Plan with all Community Stake Holders.

2. Resources needed:

- a. Budgetary resources for training and materials.
  - b. Allow time to implement trainings.

3. Person(s) responsible for implementation:

- a. District and Site leadership Administration teams.

4. Timeline for implementation:

- a. Policy established during the 2023-2024 academic year will be revised by November 2023.
  - b. Program guidelines will be revised by November 2023.
- c. Program will continue to be implemented throughout the 2023-2024 year.

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

A. Areas of strength and growth: 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 District Attendance Intervention Team meetings (DAIT) at the District Office.
- Continue with Student Attendance Review Team Meetings (SART)
- Continue with parent conferences / home visits for parents of students that are classified as truant.
- The continued implementation of the Live Attendance Database / Aeries Attendance.
- The cooperative efforts of the El Centro Police Department and Central Union High School
- Continue working with 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.)
- Continue with a Parent Meeting for identified at promise students at Registration.
- Continue working with a COSA Counselor
- Continue with Saturday School sessions with students on campus
- Weekly attendance phone calls home by teachers and staff
- Attendance Specialist will be hired at each school to assist with truancy and tardies.
- Central Union Mt. Signal / Online school within our district is an option to our students that would like to remain on line.
- Mt. Signal is located on the CUHS campus.
- Community Liaison is going out to home visits due to students not attending classes.
- A2A Attendance Program implemented
- SARB meetings held at the District level.

*Objective: The truancy rate will decrease by the end of the 2023-2024 school year. (This school year has continued to be challenging due to COVID cases)*

1. Related activities:
  - a. Admit Slips will continue to be required of students.
  - b. Student Attendance Review Team Meetings
  - c. Enforcement of City Ordinance 18-48.1(A)
  - d. Saturday School Intervention Classes.

- e. A2A phone conferences and home visits.
2. Person(s) responsible for implementation:
    - a. Assistant Principal of Student Services.
    - b. Attendance Specialist
    - c. Attendance Clerks
    - d. District Community Liaison
    - e. COSA Counselor
  3. Timeline for implementation:
    - a. Continue to implement the above objectives for 2023-2024 school year.

Below is the data for the past three years (Before Covid 19 / Distance Learning) for Central Union High school truancy rates and Saturday School information.

School Year	2016-2017	2017-2018	2018-2019
Enrollment	1859	1857	1841
Truancy Rate %	28%	26%	23 %

School Year	2016-2017	2017-2018	2018-2019
Enrollment	1859	1857	1841
Saturday School Attendance #	136 Students Attended	1329 Students Attended	1468 Students Attended

*After 2 years post Distance Learning Central Union High School continues to see a need in addressing attendance within our student population. An additional Community Liaison and two (2) Attendance Specialists will be added to address this area of need.*

**2019-2020 Enrollment 1880 Students (August 2019-March 2020)**

	<b>Truancy Rate %</b>	<b>23 %</b>
	<b>Saturday School</b>	<b>1770 Students Attended</b>
<b>2020- 2021</b>	<b>Enrollment</b>	<b>2019 Students (Distance Learning)</b>
	<b>Truancy Rate %</b>	<b>44 %</b>
	<b>Saturday School</b>	<b>Not offered due to COVID</b>
<b>2021-2022</b>	<b>Enrollment</b>	<b>1906 Students</b>
	<b>Truancy Rate %</b>	<b>48 %</b>
	<b>Saturday School</b>	<b>1,960</b>

*As of August 2021-22 students returned to campus on site during COVID. Central Union High School continues to face challenging times as many students are continuously absent due to COVID cases within their families. Students must remain at home until a negative test result. Families are notified through a "General Notification" email or text of possible exposure.*

***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 strength and growth: The SSPC recognizes and commends the staff and administration for the following conditions. These initiatives positively affected the physical and/or psychological well being of all persons on campus.

- The subject of Harassment as part of the Health Education Curriculum.
- Ongoing Conflict Resolution Sessions by Administration and counselors.
- The establishment of Behavior Intervention Plans for cases of harassment.
- The yearly video during advisory class in August to discuss school rules and harassment to students.
- The yearly visitations of the Assistant Principal / Counselor / Mental Health Tech 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 promise” students and At Promise Academy students.
- “No Contact” agreements for students as an intervention.
- “Attendance / Behavior” agreements for students.
- Cyberbullying and Online Safety Presentations by Law Enforcement to 9 – 10 grade classes.
- Link Crew weekly presentations in 9<sup>th</sup> grade Advisory Classes.
- Spartan Bucks are awarded to students who demonstrate positive Spartan behaviors.
- ARC Afterschool Program assists with Social Emotional Learning programs and events.
- Threat Assessment Student Support Plans
- Behavior Support Plans for Students
- Student Safety Support Plans for Students
- CATAPULT Anonymous Reporting on the CUHS website
- Counselor of the Day (School counselor available to speak with students as walk ins)
- CUHSEL offers group SEL activities to students during advisory.
- CUHSEL offers a weekly SEL activity to teachers / to teach an activity during Advisory class.

*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 to incorporate Health Education Curriculum.
  - c. Continue providing one on one and/or group Conflict Resolution Sessions/Behavior Intervention Plans for any reported cases of harassment.
  - d. Provide District Policy on Harassment schoolwide.
  - e. Continue to include the Harassment policy in the Registration Packets.
  - f. Continue Cyber bullying / On line Safety Presentations

- g. Continue student / parent awareness of harassment on the CUHS school web site.
- h. Continue to collaborate with community organizations to provide additional support on relative topics to harassment.
- 2. Resources needed:
  - a. Staff to support Social Emotional Learning Programs.
  - b. Copies for District Harassment Policy.
- 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.

### **Procedures for Students to Report Harassment / Bullying**

- 1. Speak to CUHS Administration / Counselors / Teacher / Staff to report the incident
- 2. Fill out an Incident Report at Student Services / Report on CATAPULT on the CUHS website.
- 3. CUHS staff will follow up with incident.

4. Consequences / Interventions are discussed with students

**Examples of Interventions on the CUHS campus**

No Contact Agreements  
Phone Calls Home to Parents  
Parent Conferences  
Home Visits  
Class Schedule / Lunch Changes  
Behavior Agreements  
Student Alternative Placement / Saturday School  
Check In / Check Out Program  
I Promise Meetings / SST Meetings / SART Meetings  
DAHP or SARB Meetings  
Threat Assessment Support Plans  
Student Behavior Support Plans  
Student Safety Plans  
Counseling (Restorative Circles, SEL Group activity,  
Personal / group counseling, Check In / Check Out)  
Afterschool Interventions  
Referral to Behavioral Health.  
Referral to Mental Health Specialist on site  
A2A phone calls and conferences.

Students can report bullying or harassment incidents to CUHS staff / teachers / Counselors. Parents can contact the Main office / Student Services to report any incidents. (760) 336-4306 Anonymity will be ensured.

***Goal: Central Union High School will establish a sense of commitment from students, parents, staff and the community. CUHS will establish positive relationships with local community organizations to support students***

A. Areas of strength and growth: Central Union High School has developed important relationships with local and university partnerships. CUHS will continue working with these agencies and build upon established programs.

- El Centro Police Department is actively on campus for staff trainings, Career Day, class presentations and to maintain a visible presence on campus.
- The availability of Imperial County services on Central's campus. (Behavioral Health Counseling Services, Drug and Alcohol counseling, Transition Partnership Program, I.V.R.O.P, Parent CARE classes.
- The services provided by the Family Resource Center (School Psychologist / Nurse), Speech Therapist, Public Health Department, Food Bank, Back Pack Program, on site health assistant.
- Imperial Valley College connection for Financial Aid and classes.
- Established relationships with USC partnership.
- Imperial County Office of Education Curriculum, Instruction, CTE
- ARC Afterschool Program
- Imperial County Mental Health Assistant
- UCSD Talent Search, Upward Bound.
- SEL activities through outside agencies.
- Cody's Closet to support students in need of clothing.

*Objective: Maintain relationships with Imperial County Agencies, such as but not limited to Behavioral Health, County of Education, Imperial Valley College, local law enforcement agency services to support students on a needed basis.*

1. Related activities:
  - a. Continue to provide open communication and office space for Imperial County Agencies.
  - b. Continue to seek resources for Foster Youth and homeless students.
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.

***GOAL: The Principal and the administrative team will display leadership and direction to maintaining a positive environment at Central Union High School throughout the 2023-2024 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 continuously build effective relationships with staff.
- c. The principal and the administrative team will respond personally to concerns of students, parents and staff
- d. The district wide School Psychologist, Mental Health Specialist, school counselors and the Assistant Principal will facilitate conflict resolution sessions.
- e. Appropriate visitor information signs will be posted at all gates / COVID Protocols
- f. Parent communication on attendance by automated dialer/ attendance clerks, community liaison, Student Services Support Staff, truancy letters, parent portal, home visits, I Promise meetings, SST meetings, SART meetings, Parent Square, A2A phone conferences.
- g. On-site support services:
  - 1. Guidance support specialist, Outreach College Peer Advisors.
  - 2. IVROP Support Services, Guidance Support Technician, Career Specialist. PBIS person on site / Check In Check Out Program, Mental Health Specialist, County Behavioral Health and Drug / Alcohol counseling, FRC, SEL school wide activities.
- h. Parent, student and staff communication due to COVID tracing.
- i. Implement New Emergency Response Procedures
- j. CUHS has a point of contact upon arrival. Visitors are greeted by CUHS security / staff and guided to the main office to check in.
- k. Two additional food service locations have been implemented to address student nutrition during breakfast and lunch.
- l. Athletic programs and extra curricular clubs support and bring out the positive spirit of Central traditions.
- m. Open community to beautify the campus

2. Resources needed:

- a. Budgetary resources to cover stipends and trainings.
- 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 develop a schedule of classroom visitations and campus supervision.
- b. Prior to the beginning of the school year, policies will be established to work with the concerns of students, staff and parents.
- c. By August 2023, visitor information signs shall be posted at all gates.

# **SCHOOL SAFETY ACTION PLAN**

## **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. Social Emotional Learning Strategies and activities have been developed through a district and school wide committee to assist with bridging the gap and supporting students, parents and staff during Distance Learning.

**SCHOOL SAFETY ACTION PLAN #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) teacher observation (b) observed emotional behavior (c)

attendance (d) academic performance and records (e) number of disciplinary referrals to office (f) parent / guardian contact (g) past juvenile history.

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. Seating will be arranged to safely accommodate students and will follow safety guidelines for COVID 19.

**Mental Health Programs** Staff currently assigned to CENTRAL UNION HIGH SCHOOL that have been trained and certified to assist students and families with emotional / mental health concerns are a School Psychologist, an Assistant Principal of Student Services, an Assistant Principal of At Promise Academy, a COSA Counselor, 5 School Counselors, 1 At Promise Counselor, 1 Mental Health Specialist and a Migrant Program Coordinator. District programs contributing to mental health goals and support include an Imperial County Department of Behavior Substance Abuse Counselor and the CUHSD Family Resource Center. Referrals are made for Parenting, Behavioral Health, Group Counseling, Crisis Intervention and Conflict Resolution Sessions. A school nurse is available to assist our students with medical concerns / surgeries. Two District Health Aides (1 at CUHS) will assist with safety health procedures for staff and students. Central Union High School shall identify students in need and bring forth the student and the family to the school's Student Success Team / Student Attendance Review Team. During the meetings the students academic, attendance and emotional / mental health will be discussed and interventions / programs will be discussed with the parent and student. Central Union High School shall implement an Incident Crisis Response Plan for "suicide" cases where a student exhibits specific characteristics. In incidences of possible suicide, school/district psychologists or police crisis response units shall be contacted to move forward with an assessment of the student. The Colombia Suicide Severity Rating Scale Screener is utilized by counselors and a Mobile Crisis Team comes to the campus to assist counselors and students during this time. Classroom presentations and group counseling are also part of the SEL Program. The Spartan Closet X will also be expanding and Cody's closet will assist with this resource. The food pantry will also be promoted and transparent to parents and students through publicizing and accessibility.

**Professional Development** The Central Union High School District provides professional development for teachers, parents, and community members throughout the school year. The CUHSD Instructional Coaches and a Supervisor of Instruction provide training to Central Union High Certificated Staff. Amongst the goals of such trainings are to assist others to establish and nurture a healthy sense of professionalism, effective classroom management and positive relationships within students, staff and families. The trainings also develop and support personal and social responsibility which enhances





academic success. The Mental Health Specialist presents to students and staff in classrooms and faculty meetings to increase SEL awareness.

**Student Recognition Programs** CENTRAL UNION HIGH SCHOOL offers several recognition and award programs such as **Student of the Month, Excellent Attendance Awards, Good Deeds Recognition, Honor Roll Certificates, Academic Letter Program, Athletic Banquets, AVID Awards Ceremonies, Marching Band Banquets, Legal Services / Law Enforcement Academy Awards, Mock Trial Recognition, Excellent Attendance, Reading Plus Celebrations, Senior Awards, Military Recognition Ceremony.**

**SCHOOL SAFETY ACTION PLAN #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. Reporting through CATAPULT / Anonymous on the CUHS website creates a safe atmosphere for students and parents to report incidents on campus.*

**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 economic status, 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.

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.



Alternative academic options at Central Union High are Mt. Signal Virtual Academy and Short Term Independent Study Program (students absent due to medical reasons). A poster will be posted on classroom walls and various buildings on campus stating students' rights and who to go to for reporting concerns on campus.

A copy of the District attendance, academic, dress code and disciplinary policy is provided to each parent/student annually or upon enrollment. A copy of the Central Union High School District 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 students.

**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 a classroom and school-wide Positive Behavior Matrix which clearly communicates 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) Permanent signs are posted outside of the Ramada and MPR areas. Interventions within the school campus include Saturday School / Tobacco / Vaping Curriculum, teacher buddy room system, PBIS Check In Check Out Program, Restorative Circles, Student Alternative Placement during lunch and advisory period, afterschool intervention, USC Partnership / Tobacco Curriculum, Mental Health Assistant (Personal and Group Counseling) lunch ramada beautification, behavior agreements, behavior support plans, threat assessment student support plans and student safety support plans.

**SCHOOL SAFETY ACTION PLAN #3: CENTRAL UNION HIGH SCHOOL administrators, teachers, families, pupils, support staff, and community members identify 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 attendance 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 and involves practicing the ALICE Procedures, the Standard Response Protocol, CATAPULT EMS / Anonymous Tip Reporting and the development of Student Safety Support Plans and Threat Assessment Plans to assist our students and families with emotional / mental and academic support to succeed.

CENTRAL UNION HIGH SCHOOL benefits from the District's Standard Response Protocol. The SRP includes information on how to respond to a crisis. Catapult Emergency Systems is utilized to inform all employees of possible threats around the campuses of the district. 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 and recommendations were shared with Administration. The Threat Assessment Team will be discussing emergency procedures with District and School Site Administration upon students returning to campus. The SRP will also be implemented with emergency response information to teachers and students this school year.

**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 / crew affiliation and activity will not be tolerated at Central Union High School. The staff shall work closely with the El Centro Police Department and School Administration regarding all issues and matters that are gang / crew related. Information from the school and the community will be communicated to

the student's parents, if the pupil begins to establish gang / crew affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families through community resources.

### **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), Mt. Signal Virtual Academy, district's At Promise Academy (on our site), AB104, 167, 216, a Short Term Independent Study Program, Phoenix Rising, Adolescent Habilitative Learning Program (AHLP), 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 / Imperial Pathways Charter School or Adult Education 5<sup>th</sup> Year Program. These alternative programs, when matched to a pupil's needs, can produce positive outcomes towards successful completion of the high school curriculum.

### **Drug and Violence Prevention Programs**

The goals of the district's Drug Alcohol and Tobacco Education Program and other related community programs / group guidance counseling, include providing 9<sup>th</sup> – 12<sup>th</sup> grade students with a comprehensive drug and violence prevention program which educates our students through a proactive approach to the consequences of using Tobacco / Drugs. The following programs are active on our school campus: Imperial Valley Behavioral Health Drug / Alcohol Program educates students on the consequences of drug / tobacco use through individual / group counseling on a referral basis. Central Union High School District has recently partnered with USC Tobacco / Vaping Curriculum to survey Junior / 11<sup>th</sup> grade students for their four years of high school. USC will provide feedback and resources to support our student's school wide in the areas of need from feedback on the surveys. Imperial Valley Behavioral Health / Too Good for Drugs 12 week program also educates students in Support and Tips classes on Tobacco and Vaping. The Tobacco / Vaping Curriculum will be available to students during advisory and support classes. The Too Good For Drugs Curriculum will be utilized in a group counseling setting with students who have been involved in violent incidents on our campus. Too Good For Violence Curriculum is utilized during group sessions with students involved in violence incidents. The County Sheriff Department resource specialists provides presentations in advisory classes / grade level classes on Vaping and drug awareness. A Canine Unit is also an available resource that is utilized on the CUHS campus with monthly visits to classrooms to maintain a safe 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

attendance concerns will be contacted by phone calls, email, text, home visits, student conferences and letters sent home. The Community Liaison assists with attendance outreach to the community. The A2A program also supports the attendance efforts towards decreasing truancy within our school community. Saturday School is offered on Saturday mornings for students to attend. Students are referred to the Student Alternative Review Team. Students with attendance concerns due to medical issues or COVID will be referred to the school nurse / administration for Short Term Independent Study. Students can also be referred to the district Mt. Signal Virtual Academy to complete their education on line. 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 ACTION PLAN #4: Plan(s) and method(s) are available to identify isolated and “at promise” 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 utilizes the following procedures and resources to assist our Central High parents with being involved in their child’s educational journey:

- 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 / COVID Guidelines
- Provides a newsletter to parents (English and Spanish)
- 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, text, apps, Spartan Principal Messages (Virtual)
- Access to Parent Portal
- Back to School Night / Open House
- Social Network (Facebook, Instagram, Web Page)
- Phone Dialer Communication
- Access to Aeries Communication
- Parent Square

- \_\_\_\_\_ Freshman Parent Meetings
- \_\_\_\_\_ LCAP Parent Meetings
- \_\_\_\_\_ WAKE UP Parent Meetings
- \_\_\_\_\_ Site Meetings (SART / SST / At Promise)
- \_\_\_\_\_ A2A Newsletters and phone conferences
- \_\_\_\_\_ General Notifications to parents on COVID Exposure (text – email)

### **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. Parent University is provided to parents from the district level. Through Wake Up Meetings IV Behavioral Health, IVROP, Imperial Valley College, Sheriffs Department and El Centro Police Department speak with parents about various topics effecting our teens.

### **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 At Promise Team (Counselors) a Student Success Team (administration), Student Attendance Review Team (Administration), School Psychologist, Mental Health Specialist, COSA Counselor, Community Liasion and Student Alternative Placement Supervisor to address issues of problem behaviors, academic concerns and truancy. 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 / Student Attendance Review Team is flexible enough to address individual problems and school-wide matters. After various attempts have been made for parents to attend SST / SART 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: Family Resource Center, Center For Family Solutions (Womanhaven), IV Food Bank, IV Housing Authority, Department of Social Services, IVROP, California Department of Rehabilitation, Campesinos Unidos, Imperial County Behavioral Health, Rite Track, ICOE Child Development, ICOE Student Support Services, Children and Parents Council (Parenting Classes), Sure Helpline, Imperial County Public Health, Central Union Adult

Education, Imperial Valley College, Military branches, Employment Development, One Stop, Cody's Closet and Job Corp. The Migrant Program and Family Resource Center work together to connect with county resources to assist students and families.

The Central Union High staff shall work closely with recognized local city, county and state agencies.

**SCHOOL SAFETY ACTION PLAN #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 / 1 Assistant Principal (At Promise Academy) 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 concerning 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, assistant principals and pupils help initiate appropriate investigations, assist staff awareness of suspects in school offenses, and assist with collecting 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. A Security Booth has been utilized at the front entrance of the school to monitor visitors. 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. All visitors are asked questions regarding safety (health and wellness) upon entering campus due to the COVID 19 virus.

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 ACTION PLAN #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:

- Operates a closed campus, where students must have permission to leave the campus during school hours.
- Set a priority to keep buildings clean and maintained.
- Keeps trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Maintains closure of 10<sup>th</sup> Street between Brighton and Orange Avenue (during drop off and pick up of students) Provides added safety for student crossing.
- Keeps the school grounds free of gravel or loose rock surfaces.
- Designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.
- Ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- Established a procedure to have the school campus fully lighted at night.
- Maintains a complete list of staff members who have keys to building(s).
- 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.
- Established two-way communication between the front office and each classroom.
- Offers school-or-community-based activities for students after school and on the weekends.
- Offers after-school academic and athletic programs for students.
- Student Services Department will be notified and involved in the process of change of schedule days and any school activities.
- Outside Agency Security Company is on campus as additional security to assist with campus safety.

**SCHOOL SAFETY ACTION PLAN #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. Staff are currently being trained on Positive Behavior Interventions and Supports / Social Emotional Learning and classroom / school wide procedures are currently being discussed and



implemented amongst CUHS staff, students and parents. All staff will also be trained on Standard Response Protocol for emergency procedures.

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. Positive Behavior Interventions and Supports / Social Emotional Learning is being discussed with our staff and students.

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 / community service hours. 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 Union High School, which includes school administrators, teachers, staff, students, parents and community members. The plan effectively utilizes school and other community resources to support our students. It outlines an orderly and purposeful place where students and staff are encouraged 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 Board of Trustees recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, suicide prevention experts, local health agencies, mental health professionals, and community organizations.

Interventions at Central Union High School:

1. Embedded in the 9<sup>th</sup> grade Health class / a unit on mental health – suicide prevention is part of the curriculum.
2. Yellow Ribbon / Suicide Prevention assembly
3. Yellow Ribbon Club on campus.
4. Community resource speakers come in to classes to speak with students on suicide prevention.
5. Bullying information / resources is available on the CUHSD website to assist students and parents.
6. Sandy Hook Promise / School Wide activities for students
7. Student Behavior Support Plans developed by Central High Staff to support students emotionally on campus.
8. Bullying Prevention speakers in Advisory classes.
9. Mental Health Assistant on site for personal and group counseling.
10. Counselor of the Day / Counseling Department
11. Mobile Crisis Team will support students on campus
12. Counselors utilize “Columbia Suicide Severity Rating Scale”

13. Mental Health Awareness Month / May – School Assembly Kick off and Class presentations – lunch activities.

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
3. Imperial County Sheriff Department
4. Imperial County Sure Helpline
5. Clinicas De Salud / Mental Health
6. Sun Valley Behavioral Health
7. CUHSD School Psychologists
8. Yearly District Trainings in for all staff.

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 Psychologists  
Mental Health Assistant  
Behavioral Health Clinicians

### Personal Counseling

Counseling staff shall identify and work with students whose personal problems may prevent them from reaching their potential. As appropriate, students shall be informed about agencies that offer qualified professional assistance with substance abuse, physical or emotional problems, or other personal problems.

### 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, Mental Health Assistant, School Psychologist)
  2. Check for indicators of emotional distress and / or physical signs of self injury / verbal communication of suicidal thoughts / plan. (screener)
  3. Ensure student safety and refer to Mobile Crisis Team / ECPD / School Psychologist / Mental Health Assistant 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 / ECPD / 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 / Student Attendance Review Team Meeting
3. Refer to Mental Health Assistant for counseling
4. Refer to Behavioral Health Services
5. Student Safety Support Plan will be developed by Central High Staff

(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)

Education Code

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**

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

Preventing Suicide: A Toolkit for High Schools, 2012

American Association of Suicidology: <http://www.suicidology.org>

Policy CENTRAL UNION HIGH SCHOOL DISTRICT

Adopted: El Centro, California March 12, 2019

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***

1. Colombia Suicide Severity Rating Scale / screener the student
2. File a report / if student is in danger.
3. The report is initiated by a telephone call / personal contact report to the appropriate agency for evaluation.  
Mobile Crisis Team  
Law enforcement (ECPD) (760) 352-2113  
CUHSD School Psychologist / Mental Health Assistant
4. If the student is found “at risk” the student would be transported to Imperial County Behavioral Health Crisis Center: 202 N 8<sup>th</sup> Street, El Centro CA
5. The parent is contacted regarding the student being evaluated.
6. 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,
7. On return to Central Union High School campus a follow up conference will be established between the parent, student and counselor / Mental Health Assistant / or administration to discuss support services in place for the student as they continue their education at Central Union High School. A Student Safety Support Plan will be developed by Central High Staff to emotionally support the student.

### Address to Behavioral Health

Imperial County Behavioral Health Services  
202 N 8<sup>th</sup> 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 well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

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

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

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

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

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

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

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. 1220 - Citizen Advisory Committees)

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



(cf. 6020 - Parent Involvement)

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into 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)

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. Health class for 9<sup>th</sup> grade discusses bullying and harassment within curriculum

(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. SEL awareness / activities throughout the campus.

(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.

## **Suspected Bullying Reporting Procedures**

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. CATAPULT is available for students and parents to report incidents 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. Anonymous Tip Reporting on the CUHS Website is available for students and parents to report any incidents. 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)

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code [48900](#), the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code [46600](#), the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

(cf. [5116.1](#) - Intradistrict Open Enrollment)

(cf. [5117](#) - Interdistrict Attendance)

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 a Threat Assessment Student Support Plan, Student Behavior Support Plan, counseling sessions, behavioral intervention plans 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 Student Behavior Support Plan; isolate and supervise involved student(s); develop No Contact Agreements for students, Schedule Changes, school transfers, 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 a 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

46600 Student Transfers

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

Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, 2018

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: Responding To Bullying of Students with Disabilities,  
October 2014

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>

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <https://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <https://casel.org>

Common Sense Media: <http://www.common sense media.org>

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

Partnership for Children and Youth: <https://www.partnerforchildren.org>

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

Policy CENTRAL UNION HIGH SCHOOL DISTRICT

adopted: February 11, 2020 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)

(cf. 4231 – 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***

### **Initiating the Report**

- A. The report is initiated by a report to the appropriate agency (Phone call / Complete Written Report)
- 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 the Student Services Office at (760) 336-4306.
- 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 4<sup>th</sup> 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 4<sup>th</sup> 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.

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 PROCEDURES***

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, the best solution is 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; afterschool intervention; Check In / Check Out Intervention, group counseling, SEL class presentations, Saturday School, Student Study Teams, Student Attendance Review Teams, Student Behavior Agreements, Referral to Mental Health Specialist, Referral to Counseling services, 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***

BP 5144.1

### **Students**

The Board of Trustees desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following:  
(Education Code 48900(s))

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

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

## **Appropriate Use of Suspension Authority**

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)  
(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 5144 - Discipline)  
(cf. 6142.4 - Service Learning/Community Service Classes)  
(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)  
(cf. 5113.1 - Chronic Absence and Truancy)

## **Authority to Expel**

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion" and "Additional Grounds for Suspension and Expulsion," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of 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

A vote to expel a student shall be taken in a public session.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

### **Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

## **Maintenance and Monitoring of Outcome Data**

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52060-52077 Local control and accountability plan

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

## 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

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

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

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

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

## WELFARE AND INSTITUTIONS CODE

729.6 Counseling

## UNITED STATES CODE, TITLE 18

921 Definitions, firearm

## UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7151 Gun-free schools

## UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

## COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento

County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

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

#### ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 348 (1997)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

#### Management Resources:

##### CSBA PUBLICATIONS

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

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

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

##### WEB SITES

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

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/about/offices/list/osdfs>

#### Policy CENTRAL UNION HIGH SCHOOL DISTRICT

adopted: January 8, 2019 El Centro, California

## **Administrative Regulation Suspension And Expulsion Due Process**

### **AR 5144.1 Students**

#### **Definitions**

Suspension 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

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

#### **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, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)  
(cf. 5145.6 - Parental Notifications)

#### **Grounds for Suspension and Expulsion**

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

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, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, 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 11053-11058, 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 such controlled substance, alcoholic 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 products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))  
(cf. 5131.62 - Tobacco)



9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. 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))
14. 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))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience

substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

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

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

### **Additional Grounds for Suspension and Expulsion**

Any student may be suspended, but not expelled, for disrupting school activities

or otherwise willfully defying 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))

(cf. 5131.4 - Student Disturbances)

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

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

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is 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. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

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

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

### **Suspension from Class by a Teacher**

A teacher may suspend a student from class for the remainder of the day and the

following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

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

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

### **Suspension by Superintendent, Principal or Principal's Designee**

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first

offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

### **Length of Suspension**

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

### **Due Process Procedures for Suspension**

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee 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, presented with the available evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving 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 the conference and 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 a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

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 also 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 state the date and time when the student may return to school.

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

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (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, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension is 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.

b. 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)

c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

### **Suspension by the Board**

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion" and "Additional Grounds for Suspension and Expulsion" above and within the limits specified under "Suspension by Superintendent, Principal, or 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. 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 a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(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 registered or certified mail or personal service. 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 Code 35146, 48912)

### **Superintendent or Principal's Authority to Recommend Expulsion**

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

### **Student's Right to Expulsion Hearing**

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))



The student is entitled to at least 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 regular 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 a 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 not 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))

### **Stipulated Expulsion**

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to (Education Code 48918.)

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel. A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

### **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: (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 at 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**

Written notice of the expulsion 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 or be represented by legal counsel or by a non attorney adviser

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 adviser 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

#### Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

#### **Conduct of Expulsion Hearing**

1. Closed Session: Notwithstanding 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 a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

1. 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 and complete written 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 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 Superintendent or designee to the issuance of subpoenas may be considered by the Board 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: Technical rules of evidence shall not apply to the expulsion hearing, but relevant 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 shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding 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))

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 a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

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 in accordance with 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: The Board's decision as to 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. The Board may also 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)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

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 expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was

made. The decision to not recommend expulsion shall be final. (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. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

### **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 or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

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 any 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. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period 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 at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian 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 to 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 above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (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 Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's 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 to Suspend Expulsion Order**

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, 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:

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. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
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: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
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. (Education Code 48917)
6. 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 inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. 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 the County Board. (Education Code 48917)

## **Appeal**

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

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

## **Notification 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. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or 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)

## **Placement During Expulsion**

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 any of these

3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion" and items #1-3 under "Additional Grounds for Suspension and Expulsion" above may be 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**

Prior to the date set by the Board for the student's readmission:

1. 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.

2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

3. 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.

4. 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)

5. 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.

6. 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)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

### **Maintenance of Records**

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 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)

Regulation CENTRAL UNION HIGH SCHOOL DISTRICT  
approved: January 8, 2019 El Centro, California

# **Administrative Regulation Suspension And Expulsion/Due Process (Students With Disabilities)**

## **AR 5144.2 Students**

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

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

### **Suspension**

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
  - a. The series of removals total more than 10 school days in a school year.
  - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.

c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

#### Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

#### Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

a. Caused by or had a direct and substantial relationship to the student's disability

b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

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

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)  
(cf. 6185 - Community Day School)

#### Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)



Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

#### Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

#### Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

#### Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

#### Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

## Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Legal Reference:  
EDUCATION CODE

35146 Closed sessions re: suspensions  
 35291 Rules of governing board  
 48203 Reports of severance of attendance of disabled students  
 48900-48925 Suspension and expulsion  
 49076 Access to student records  
 56000 Special education; legislative findings and declarations  
 56320 Educational needs; requirements  
 56321 Development or revision of individualized education program  
 56329 Independent educational assessment  
 56340-56347 Individualized education program teams  
 56505 State hearing  
 PENAL CODE  
 245 Assault with deadly weapon  
 626.2 Entry upon campus after written notice of suspension or dismissal without permission  
 626.9 Gun-Free School Zone Act  
 626.10 Dirks, daggers, knives, razors, or stun guns  
 UNITED STATES CODE, TITLE 18  
 930 Weapons  
 1365 Serious bodily injury  
 UNITED STATES CODE, TITLE 20  
 1412 State eligibility  
 1415 Procedural safeguards  
 UNITED STATES CODE, TITLE 21  
 812 Controlled substances  
 UNITED STATES CODE, TITLE 29  
 706 Definitions  
 794 Rehabilitation Act of 1973, Section 504  
 CODE OF FEDERAL REGULATIONS, TITLE 34  
 104.35 Evaluation and placement  
 104.36 Procedural safeguards  
 300.1-300.818 Assistance to states for the education of students with disabilities, especially:  
 300.530-300.537 Discipline procedures  
 COURT DECISIONS  
 Schaffer v. Weast, (2005) 546 U.S. 549  
 Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489  
 M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044  
 Honig v. Doe, (1988) 484 U.S. 305

#### Management Resources:

##### FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages

46539-46845

##### WEB SITES

California Department of Education, Special Education:

<http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osep>

Regulation CENTRAL UNION HIGH SCHOOL DISTRICT

approved: November 8, 2016 El Centro, California

## ***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

[653k](#) Soliciting a minor to commit certain felonies

[12001](#) Control of deadly weapons

[12020-12036](#) Unlawful carrying and possession of concealed weapons

[12220](#) Unauthorized possession of a machinegun

[12401](#) Tear gas

[12402](#) Tear gas weapon

[12403.7](#) Weapons approved for self defense

[12403.8](#) Minors 16 or over; tear gas and tear gas weapons

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/osep/gtss.html>

Policy CENTRAL UNION HIGH SCHOOL DISTRICT

adopted: November 8, 2005 El Centro, California

## *Weapons and Dangerous Instruments*

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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

BP 4219.11

### **Personnel**

The Board of Trustees prohibits sexual harassment of district employees and the Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify, or otherwise participate in the complaint process established pursuant to this policy and accompanying administrative regulation. This policy shall apply to all district employees and, when applicable, to interns, volunteers, and job applicants.

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation.
2. Publicizing and disseminating the district's sexual harassment policy to staff.

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial actions which may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. (CCR 11023)

Any district employee who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her supervisor, the principal, district administrator, or Superintendent.

A supervisor, principal, or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS  
GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission:: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights:  
<http://www.ed.gov/about/offices/list/ocr/index.html>

Policy CENTRAL UNION HIGH SCHOOL DISTRICT  
adopted: February 14, 2017      El Centro, California

## **Administrative Regulation Sexual Harassment**

AR 4219.11  
**Personnel**

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite sex, in the work or educational setting, when: (Education Code 212.5; 5 CCR 2 CCR 11034)

1. Submission to the conduct is made expressly or implicitly a term or condition of the individual's employment
2. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual.
3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs or activities available at or through the district

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, an employee, or a non-employee, include but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, gestures or sexually explicit e-mails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over or impeding normal movements

## Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 5145.7 - Sexual Harassment)

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

(cf. 4300 - Administrative and Supervisory Personnel)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability
2. The types of conduct that constitute sexual harassment and practical



examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources

3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment
4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint
5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed
6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
7. definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance

Practical examples of harassment based on gender identity, gender expression and sexual orientation.

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

#### Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on:  
(Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with, or otherwise participating in an investigation, proceeding or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment.  
(Government Code 12950)

Regulation CENTRAL UNION HIGH SCHOOL DISTRICT  
approved: June 26, 2018 El Centro, California

## Sexual Harassment

BP 5145.7

### Students

The Board of Trustees is committed to maintaining an educational environment that is free from harassment. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

(cf. [1312.1](#) - Complaints Concerning District Employees)

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

(cf. [5131.2](#) - Bullying)

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

(cf. [5141.4](#) - Child Abuse Prevention and Reporting)

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

(cf. [6142.1](#) - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

## Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

## Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

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

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

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

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

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

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)

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

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

(cf. [4119.11/4219.11/4319.11](#) - Sexual Harassment)

#### Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. [3580](#) - District Records)

#### Legal Reference:

#### EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

## CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

## GOVERNMENT CODE

12950.1 Sexual harassment training

## CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

## UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, Discrimination

## UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

## CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.71 Nondiscrimination on the basis of sex in education programs

## COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Oona R.-S. etc. v. Santa Rosa City Schools et al, (1995) 890 F.Supp. 1452

Management Resources:

## CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

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

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

Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

## WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:  
<http://www.ed.gov/about/offices/list/ocr>

Policy CENTRAL UNION HIGH SCHOOL DISTRICT

adopted: October 9, 2018 El Centro, California



## ***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 (no large arm openings)
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 with holes higher than pocket area.
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. No Pajama tops or bottoms. No slippers
18. No crude, vulgar, profane, or sexually suggestive language on clothing, jewelry, and personal items (backpacks, gym bags, water bottles, etc.)
19. No cut off shorts with pockets longer than the shorts.

## **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.

**4<sup>th</sup> 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 for the purpose of fostering good dress and grooming habits in students, enhance classroom decorum, discourage disruptions of classroom and school atmosphere by eliminating potential disturbances so as not to interfere with the educational process.

# **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

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

California Department of Education: <http://www.cde.ca.gov>

California Department of Public Health: <http://www.cdph.ca.gov>

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

Contra Costa County Office of Education, Pandemic Flu  
Resources: [http://www.cccoe.k12.ca.us/about/flu/resources\\_flu\\_action\\_kit](http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit)

U.S. Government Pandemic Flu Information: <http://www.pandemicflu.gov>

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. An Assessment will be conducted by staff.

### ***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 / POSITIVE BEHAVIOR INTERVENTION SYSTEMS***

- 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 that we involve parents and implement administration support, discussions and consequences.

#### ***ELEMENTS OF AN EFFECTIVE DISCIPLINE PROGRAM / PBIS SCHOOLWIDE***

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 through the PBIS Matrix.
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. The Program is structured to keep students in class and engaged in the curriculum.
8. Rules and Positive Behaviors are enforced:
  - a. By all staff members at all times.
  - b. Behavior Expectations are clear and communicated verbally and written / PBIS Matrix.
  - c. Central High School staff will model positive behavior on campus.
  - d. Using techniques that promote the growth of positive self-esteem. (Spartan Bucks, Positive Affirmations, Lunch Activities, Assemblies, Social Emotional Learning Activities)
  - e. By keeping parents informed. (Phone calls, emails, texts)
9. The discipline program is understood, endorsed, and supported by staff, parents, and students. Positive Behavior Interventions and Supports (PBIS) is communicated school wide and in all classrooms.

## ***PRINCIPAL'S STATEMENT TO EDMS STAFF***

### ***EXPECTATIONS IN DEVELOPING AND MAINTAINING DISCIPLINE***

#### ***Principal Expectations:***

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. Positive Behavior Interventions and Supports (PBIS) is promoted school wide and in all classrooms.

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

Students referred to Student Services:

1. The student has been made fully aware of classroom and school expectations and understands the 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. Information will be provided on the referral regarding previous actions / interventions 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.

**Administration**

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.

***Teachers:***

1. Each teacher will go to the doorway of his/her classroom after each class period as often as possible and supervise student behavior in the corridor.
2. Each staff member will hold students accountable for their behavior on the school grounds at all times.
3. Each staff member will have positive interactions with students and encourage students through interventions and support.

**Administration**

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 CHALLENGING INCIDENTS OCCUR***

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

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. Document in Aeries Interventions.
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. Under Interventions in Aeries behavior concerns and conferences will be documented. Look for patterns of behavior. The use of 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 transferred 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 School Counselors to schedule an "I Promise" meeting or the Site Administrator to schedule a Student Success Team (SST) meeting or Student Attendance Review Team (SART) meeting. This will involve a conference with the student, parents, an administrator, teachers, and school counselor.
7. Please refer to the Central Union High School Faculty Handbook, as it provides guidelines for academic and disciplinary matters



# **CUHSD BEHAVIORAL GUIDELINES**

## **STUDENT ACTION / MINOR BEHAVIORS**

Attendance (absences / tardies / etc.)  
Class Disruptions / Defiance (minor offenses) / Violation of School Rules  
Dress Code Violations  
Gambling / Gambling Devices  
Graffiti (personal belongings / 1<sup>st</sup> offense)  
No Show Detention / No Show Saturday School  
Possession of Unauthorized Items used during class (I pods, Discmans / etc)  
Trespassing: Unauthorized student in your class or school grounds  
Loitering / unsafe acts / not prepared for class / use of cell phones

## **STUDENT ACTION / SEVERE BEHAVIORS**

### **PERMISSIBLE / MANDATORY RECOMMENDATION FOR EXPULSION**

Academic Expectations: Cheating / Forgery / Plagiarism / etc  
Profanity / Obscenity to Students or Staff  
Tobacco: Possession / use of Paraphernalia  
Arson  
Campus Violence (mutual combat / battery) / Gang – Crew related fights  
Harassment  
Received Stolen Property  
Drugs / Drug Paraphernalia: Controlled Substances (Marijuana, Narcotics, Alcohol)  
Explosive Devices / Firecrackers  
Stealing / Thefts (Extortion / Robbery)  
Vandalism / Graffiti (major / second offense)  
Weapons / Dangerous Objects  
Overt Defiance

## **Mischievous Behavior / Consequences**

1 <sup>st</sup> Referral	1 hour immediate Student Alternative Placement / lunch SAP / Saturday School
2 <sup>nd</sup> Referral	2 hours immediate Student Alternative Placement / lunch SAP / Saturday School
3 <sup>rd</sup> Referral	4 hours immediate Student Alternative Placement / lunch SAP / Saturday School
4 <sup>th</sup> Referral	1 day immediate Student Alternative Placement or Home Suspension
5 <sup>th</sup> Referral	Refer to Level 1 / Severe Category

## **Severe Behavior / Consequences**

1 <sup>st</sup> Severe	2 days Student Alternative Placement or Home Suspension / Saturday School
2 <sup>nd</sup> Severe	3 days Home Suspension (Possible DAHP / SARB)
3 <sup>rd</sup> Severe	5 days Home Suspension (Possible DAHP / SARB)
4 <sup>th</sup> Severe	Refer to District Administrative Hearing Panel (DAHP or Expulsion)
5 <sup>th</sup> Severe	Refer to School Attendance Review Board (SARB or Expulsion)

Saturday School, Student Alternative Placement / lunch SAP, Referrals for Counseling Interventions, No participation in school activities may also be assigned as consequences. Mischievous and Severe Behavior is assigned to each student depending on the seriousness of the behavior and is not limited to following the above orders. Severe offenses may result in immediate recommendation for Expulsion.

## Emergency Drill Procedures

### Fire Drill (EC 32001)

1. When the alarm sounds (**short continuous ringing bells**) exit your classroom (quickly and orderly) to the assigned zones. (**Track Field or Football Field**)
  2. Take your Emergency Packet – do not lock your doors.
  3. Take your purse / valuables (or lock them in a safe place ahead of time)
  4. If you are the first person to arrive to a locked gate, open the gate using a “CC52” key.
  5. Account for all of your students and stay with them until you hear the **bell and an announcement over the PA system or CATAPULT**.
  6. Please take notice if the bells are not audible in your building.
- **Security will check that all teachers are in their assigned places and that students have been accounted for. \* If you have a prep period, you will participate in the fire drill.**

### Earthquake (EC 35297)

1. When the alarm sounds (**3 short bells repeated five times**) immediately drop to the floor, cover your head and/or get under the desk or table.
  2. Stay away from windows, shelves or heavy equipment.
  3. Remain calm and in a protected position until shaking stops or **all clear signal is given**.
  4. All teachers / students must stay in rooms and await for directives / directions to evacuate.
  5. Evacuate building to the staging zone (if possible in case of an earthquake) and stay clear of debris, especially electrical wires.
  6. Take your student information with you in order to take attendance at the evacuation zone.
  7. Report discrepancies or injuries to your zone leader.
  8. Do not return to the building until you are told to do so or until an all clear bell sounds.
  9. If you are outside when a drill or quake begins move quickly to an open area away from buildings, trees, poles and power lines. **Call “duck and cover” command.**
- **In a real earthquake the shock or the tremor will be the signal.**

### ALICE / Lockdown

1. ALICE will be announced **over the PA system / Catapult EMS**
2. If you cannot leave the classroom / lock doors, close and cover windows, do not open doors for anyone during lockdown until all clear signal. Remain calm, still and quiet.
3. Keep away from doors and windows, stay low and try to stay out of sight.
4. Do not leave the classroom for any reason. (ex) restroom / until it is safe to do so.
5. If the intruder goes into your class / area use “COUNTER method.”
6. Students participating outdoors (PE) will immediately run away from the active shooter / or threat on campus.
7. If students are not in the classroom / or in passing period during ALICE, they should immediately run away from the active shooter / or threat on campus. If the threat is close, students will run to the first open room available / or a safe area away from danger.
8. Students will evacuate off campus / away from the threat when safe to do so (Informed by staff, officers)
9. Administration and the SRO will check hallways, restrooms, all classrooms during the drill.
10. When the drill is complete it will be announced over the PA system / CATAPULT.

### Soft Lockdown

A Soft Lockdown will be announced over the PA system / CATAPULT EMS  
Teachers will lock their classrooms, continue teaching and students remain in class / building doors and gates surrounding the school will be locked by security and school administration  
This Soft Lockdown is used when a possible threat is identified outside of campus but in the surrounding area. Ex (School received reports that a potential weapon / threat is in the area)

**Central Union High School District**

**CENTRAL UNION HIGH SCHOOL**

**COMPREHENSIVE SCHOOLS SAFETY PLAN:**

***School Site Council Evaluation and Public Hearing  
Certification***

**2023 - 2024**

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by CENTRAL UNION HIGH SCHOOL and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on January 19, 2023 at the Central Union High School main office. Notice was provided by the Central Union High School Fall semester report cards sent home to parents.

CENTRAL UNION HIGH SCHOOL'S "School Site Council" has evaluated our Comprehensive School Safety Plan for 2023-2024 school year. The 2024-2025 Safety Plan will be reviewed by March 2024.

**Signatures of CENTRAL UNION HIGH SCHOOL'S Site Council  
Members**

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