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AN ADMINISTRATIVE REFERENCE MANUAL

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Educational Administration

by
Edward Caesar Valadez

June 1997


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Approved by:


Dr. Arthur Townley, First Reader

May 28, 1997
Date


Dr. Billie Blair, Second Reader

ABSTRACT

Statement of the Problem

The purpose of this project was to determine if an administrative reference manual could be developed and to discover if the reference manual helped the new principal in his or her roles within the school system. The role of the principal is complex and diverse. He needs to know about all federal laws, state education codes, district policies and directives while making sure learning is taking place in all classrooms. The new principal also needs to know and use district documentation to be effective. This manual provides the new principal with the above information in a concise manner. The writer of this project feels that an administrative reference manual should be given the importance it deserves as well as helpful information to all site managers.

Procedure

Part 1: The writer reviewed the related literature on administrative reference manuals including A Nation at Risk (U.S. Dept. of Education, 1983). The literature shows that time, quality inservice programs and committees to divide the work are key variables to look at in the development of an administrative reference manual.

Part 2: While performing the duties of a principal designee at Castle View Elementary School, this writer developed information about the staff, emergency procedures, discipline, and child welfare and attendance and child abuse. These are solid components of an effective and well thought-out administrative reference manual.

Part 3: The focal point of this project was to provide the necessary information that a new elementary principal could use in his or her duties. It is intended to facilitate the new elementary principal within the school system. This writer feels that what helped his own particular situation would help other new principals.

Conclusion and Implications

The literature related to what new elementary principals need to know is diverse. It can be concluded that learning is a life-long process and that the need for a reference manual for new principals would greatly facilitate their jobs and ultimately the education of children.

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AN OVERVIEW OF THIS ADMINISTRATIVE MANUAL

Education is not a science and it is not a self-correcting process. New information is generated daily in the social and behavioral sciences yet educational institutions do not always make decisions from validated experiments. There are many reasons why educators do not always make sound decisions yet with time, our institutions do make concerted efforts to keep up with the research literature.

One such validated hypothesis is that learning is a continual process. A student does not stop learning after completion of a particular course or grade. Learning is a life long process and educators are beginning to realize this as they talk about inservice education and revitalizing morale with school faculties.

The study will focus on the need of a manual for administrators to use with staff development because learning is a life-long process.

REVIEW OF LITERATURE

In *A Nation at Risk* (U.S. Dept. of Education, 1983), there were many recommendations for the improvement of schools. One of the most important findings in the study is the need for improving the teaching profession to make it a more rewarding and respected profession. Tyler (1990) observed that classified and/or certificated personnel participate in at least 15 to 25 hours of staff development each year, whereas many major companies require twice or three times that amount of time.

Including time, good inservice programs need committees to divide the work. Formulating tangible goals and identification of staff needs are also key ingredients of successful programs (Tyler, 1990). Duke (1990) also recognized the importance of time for professional development. A twenty minute conference in September with an administrator or even a day-long workshop is insufficient for the staff development procedure.

In order to meet the needs and goals of the school it is important to understand the concepts of the staff development process. Duke (1990) states that staff development is designed for groups. It encourages collective growth in a common direction and focuses on similarities. He further states that staff development leads to enhanced repertoire of skills and concepts among the participants.

MORALE

Morale is another key component of successful inservices. Feelings play a major role in behavior and cognition and therefore developing a willingness to endure change can make the process of improvement even easier. One educator even believes that re-excitement may be a stronger indicator to change than on-the-job training (Haskvitz, 1990). In other words, simply opening up the teachers' minds and providing new information cannot be enough for significant improvement.

In order to make significant impact with the personnel's affect, one must be authentic and genuine. Rich (1989) feels that lost meaning and purpose can be self-renewed by redefining their personal meanings to a particular topic. He goes on to say that loss of purpose may be contributing to burnout and renewal to commitment can be an antidote to dissatisfaction.

Commitment to a problem and solving it through valuing the working conditions is another key component of raising the morale of an institution (Skitt, 1989). Clarity of goals and willingness to change helps clear up problems. Stimson (1988) feels that principals need to empower their teachers. In order to do so, they need very specific training on using their personal power. Administrators who empower their schools care about the opinions of their staff and respond to their concerns. Observational research shows that administrators who do not empower their teachers may be relying on personal rather than positional power (Stimson, 1988).

TEAMWORK

Working together can be defined as teamwork and it is one of the most important ingredients to successful inservice education programs. Working together includes the entire school personnel, not just the administrator and the teachers (Henry, 1990).

Just as empowerment helps give power to others, teacher participation with decisions helps administrators become better at administrating (Meyers, 1989).

In short, staff development deals with people. As stated earlier, learning is a life long process. Also school improvement involves long range clear planning (Henry, 1990). Key ingredients of successful staff development programs include selection of committees, morale, teacher empowerment and teamwork.

EFFECTIVE PRINCIPALS

An effective principal coordinates the administration, staff, parents and children so that the most optimal learning can take place. Goodlad (1984) feels that in order for a principal to be effective, he or she needs to be recognized by his or her peers. Proper training and experience are essential components of an effective principal. Cabrera and Sours (1989) strongly feel that Goodlad did not show how effective principals perform. They feel that principals are not always adequately effective due to the large number of responsibilities they are given. On the other hand, Cabrera and Sours (1989) do feel that effective leadership can be achieved with the use of good communication skills.

A beginning principal needs to collect as much knowledge as possible about the staff, the children, the community and the culture of the district. Lewis (1987) feels that if something is working, it is not necessary to change it. Principals must learn to listen and be effective communicators. Most importantly, new principals need to identify and consult with the school's leaders. Lewis (1987) is careful not to encourage a new principal to come in and make radical changes too quickly.

Other educators are more traditional. Lawrence and Pearlman (1989) include delegation of responsibilities as a primary task for the incoming principal. They also feel that the new principal needs to set realistic objectives and to achieve them in a systematic and logical process. Their general blueprint for actions includes analysis, development, implementation, and evaluation procedures for attaining the realistic goals.

Another variable to consider for the incoming principal is the training process and experiences given to the assistant principal. Gorton (1987) believes that even though the new principal has rich experiences and broad qualifications, the major task of most assistant principals is discipline. He strongly feels that the assistant needs to be included in a wide range of responsibilities.

The role of the principal is complex and diverse. It involves the changing of roles throughout the day. Research regarding these roles appears to be conclusive in stating that principals today are primarily managers within the school hierarchy (Stronge, 1990).

This master's project is intended to facilitate the new principal and his or her role within the school system. The reader will find a manual that includes helpful information for managers. This includes an introduction to the manual, staff information, discipline procedures, and child welfare and attendance information.

ADMINISTRATIVE REFERENCE MANUAL

Riverside Unified School District is one of many school districts that utilizes its teacher employees as a source for administrative recruitment. Elementary schools with large student populations, seven hundred plus students, qualify for an administrative assistant. Elementary schools with a consistent student population over seven hundred and fifty students will have an assistant-principal position on the site. Qualifications, procedures for hiring, administrative duties and kindergarten/management, and hiring from the "list" for assistant-principal positions will be the first chapter of this section. The final chapter of

this section will be a reference manual for beginning administrative assistants and kindergarten/management employees.

Teachers interested in becoming an elementary school principal must first complete educational requirements. Possession of a valid California credential authorizing service as an administrator must be made available to the Personnel Office. A Master's Degree is not required but would enhance the application. Riverside Unified School District requires a minimum of five years of teaching experience. Preferably teaching experience in a diverse socioeconomic and multi-ethnic school population. Multi-grade level teaching experience has become increasingly important. Other experiences related to administrative duties may be beneficial such as: Kindergarten/Management employee, being a grade level team leader, being teacher designee when the principal is not present, being active as a school site council representative, and/or project writing committee. Resource teacher or mentor teacher positions will enhance the applicants eligibility.

To begin the process, a letter of application, a District Management application, a resume, and a copy of the California credential for Administrative Services must be sent to the Office of Personnel. Placement files should be forwarded and if the applicant does not have a Placement file, current written references and additional references must be forwarded to the Assistant Superintendent of Personnel. District personnel files may be used by in-district applicants. Applications are reviewed by the Assistant Superintendent of Personnel and those applicants that meet the qualifications will be put onto a "list". When an assistant principalship position becomes available the Assistant Superintendent of Personnel will screen the "list" and rank the five top candidates. Then the principal, where the position is open, will interview the applicants. In the interview the principal may have another principal or the grade level team leaders assist in the interviewing process. If the principal does not want to hire any of the top five candidates the position will remain open and other qualified applicants may be interviewed.

Kindergarten/Management positions have previously been mentioned. A brief description of this position is in order. Elementary schools in RUSD that have student populations under 750 students will not have assistant principals on the site. Principals in schools with student populations over 600 students but under 750 may, at their discretion, use management funds to have a Kindergarten/Management employee on site.

Qualifications for employees in the kindergarten/management position are not as rigid. But most employees in this position are striving to become principals or assistant principals and hold or will obtain all the requirements for the administration position. Upon selection the kindergarten/management employee is transferred to the new school site and placed into an A.M. kindergarten teaching position. Administrative responsibilities given include discipline, reward assemblies and positive reinforcement of good citizenship, ordering and receiving of textbooks, learning the other responsibilities of the principalship, and acting as principal when the principal is not on the school site. Teaching responsibilities are not reduced in any way. Successful applicants are hired or transferred into a position as a kindergarten teacher. An A.M. kindergarten position allows this employee a student free afternoon to pursue and fulfill the administrative duties given. Often the kindergarten/management employee is new to the curriculum at the kindergarten level and new to the needs of five year olds in their first year of school. Time to prepare for daily lessons is often lost doing administrative duties. Time to learn a new curriculum and make mental adjustments for the kindergarten level often add to the pressure of dealing with student discipline and other administrative duties. Candidates for the kindergarten/management positions should be advised to transfer into a kindergarten program to eliminate one future anxiety before becoming a kindergarten/management employee.

Entering the administration "list" is the first step for personnel wanting to become an administrator. Being on the "list" is not a guarantee that Riverside Unified School District

will select those candidates. Riverside Unified School District has and does hire outside the district to fill administrative positions. In-district "list" systems for the hiring of administrative personnel benefits both the employee and the employer. Teachers wanting to become principals will have the opportunity to examine the position and the process involved to achieve that goal. Communication with the district principals, assistant-principals, and administrative assistants is readily available to future administrative candidates. School districts with "list" systems can attract employees who want to advance their careers and train the future administrators of their school district.

Assistant principals and kindergarten/management employees often must walk onto unfamiliar school sites meeting new personnel, new surroundings, and new responsibilities. This manual is designed to be a survival guide for the new assistant principal and kindergarten/management employees. Contained in this manual are personnel lists, photographs and assignments, site maps, emergency procedures, and discipline policies and forms and other valuable and often used information. It is divided into four components:

- I. Staff, Schedules, and the School
- II. Fire Drill Procedures and Other Emergency Info
- III. Discipline, Detention, Forms, Board Policies and the Law
- IV. Child Welfare, Child Abuse, Other Important Info and Phone Numbers

Information in this manual is for a specific elementary school, Castle View Elementary School. But the manual format was designed to allow inter-changing and addition of information. Inspiration for this manual transpired while performing the duties of a principal designee at Castle View Elementary.

APPENDIX A: AN ADMINISTRATIVE REFERENCE MANUAL

CASTLE VIEW ELEMENTARY SCHOOL

Riverside, California

Personnel, 1992 - 93

Mike Cunningham, Principal
Christine Fisher, Categorical Progress Specialist
Ed Valadez, Principal's Designee

Primary

Ed Valadez, K/Bilingual
Blanche Kincaid, 1
Linda Montgomery, K-1
Ramona Gray, 1/Bilingual
Chris Hall, K-1

Upper

Evelyn Shea, 5
Ann Miller, 5
DeEtte Allert, 6
Bette Pinkerton, 5
Doug Denholm, 6
Helene Knight, 4-5

Intermediate

C-1 Karen Deal, 2/Bilingual
C-2 Laura Frontado, 3/Bilingual
C-3 Mary Mercer, 4
C-4 Karen O'Halloran, 4
C-5 Jim Fritsche, 3
Armida Gonzalez, 2-3
Dianne Waylett, 2
Lisa Vido, 2

Special Education

Linda Daltrey, SH/SED, 4-6
Kimberly Karas, Res. Spec. - Skills Room
Sharon Feldman, LSH Specialist

Support Staff

Clerical

Sue Laughlin, Principal's Secretary
Norma Enciso, Support Clerk
Dianne Strapac, Office Clerk
Mim Frantz, IMC Clerk

Instructional Aides

Nick Roby, SH/SED
Dorothy Williams, Spec. Ed.
Jill DelCampo, RS

Cafeteria

Carol Camancho, Leadperson
Jackie Skudlarski
Yolanda Perez

Custodial

Michael Rivera, Head Custodian
Israel Sanchez, Custodian

Ruth Donaho, Bilingual
Amparo Hanson, Bilingual
Ruth Elizalde, Bilingual
Teri Barbarin, Bilingual Tutor
Cindy Thompson, Quiet Room

District Support Staff

Christie McKinnon, Psychologist
Martha Pierson, Nurse
Maytie Cherry, CWA
Penni Buff, Orchestra
Donn Jones, Band

CASTLE VIEW ELEMENTARY SCHOOL
Coordinated Responsibilities 1992-93

School Coordinators

Management Support
Ed Valadez

Team Leaders
Chris Hall, K-1
Dianne Waylett, 2-3
DeEtte Allert, 4-6

Site Gate Committee
Evelyn Shea & Linda Montgomery

Bilingual Coordinators
Ramona Gray
Ed Valadez

Social Committee
Karen O'Halloran
DeEtte Allert
Ramona Gray
Linda Daltrey
Ann Miller

School Site Council
Ed Valadez
Lisa Vido
Helen Knight
Nick Roby

SST
Kim Karas

Curriculum

English/Language Arts Adoption
Chris Hall

Student Portfolios
Helene Knight
Karen Deal
Linda Montgomery

Social Science/History Adoption
Evelyn Shea

Mathematics Adoption
Helene Knight

Visual/Performing Arts Adoption
Ann Miller

Spanish Language Arts Adoption
Ramona Gray

Team Coordinators

SA/Writing Sampling
Dianne Waylett
Doug Denholm

HLAY 2000
Dianne Waylett & Helen Knight

LEP
Ramona Gray
Ed Valadez
Karen Deal

Supplies
Blanche Kincaid & Ed Valadez
Armida Gonzalez
DeEtte Allert

Disaster Preparedness
Jim Fritsche
Ed Valadez

Discipline
Ed Valadez
Lisa Vido
Ann Miller

Skills/Day Sports
DeEtte Allert
Doug Denholm

Academic Fitness
DeEtte Allert
Doug Denholm

PTO Newspaper
Chris Hall
Karen Deal
Bette Pinkerton

CALENDAR DATES

Committee and Staff Meetings - 2:30 p.m.

SEPTEMBER

September 17
September 24
September 30

Staff Meeting
Staff Meeting
Management Team

OCTOBER

October 1
October 5
October 19
October 28

LEP Committee
Self-Esteem Committee
GATE Committee
Staff Meeting

NOVEMBER

November 4
November 9
November 18

LEP Committee
Management Team
GATE Committee

DECEMBER

December 2
December 7
December 16

LEP Committee
Self-Esteem Committee
GATE Committee

JANUARY

January 6
January 13
January 20
January 27

LEP Committee
Management Team
GATE Committee
Staff Meeting

FEBRUARY

February 1
February 3
February 10
February 17
February 24

Self-Esteem Committee
LEP Committee
Management Team
GATE Committee
Staff Meeting

MARCH

March 1
March 3
March 10
March 17
March 24

Self-Esteem Committee
LEP Committee
Management Team
GATE Committee
Staff Meeting

APRIL

April 5
April 7
April 19
April 21
April 28

Self-Esteem Committee
LEP Committee
Management Team
GATE Committee
Staff Meeting

MAY

May 3
May 19
May 29

Self-Esteem Committee
GATE Committee
Staff Meeting

JUNE

June 2
June 3
June 7
June 9

LEP Committee
GATE Committee
Self-Esteem Committee
Management Team

Please see other side for calendar dates other than school holidays, etc., included on your traditional school calendar. A Master Calendar will be posted in the lounge. Remember to refer to the Master Calendar and IR for activity dates and information.

OTHER CALENDAR DATES

PTO Membership Drive -	September 14 -	October 15
PTO Fundraiser Kick-Off Assembly	September 23 -	(8:30/9:30)
SIP Release Day	September 25	
PTO Meeting	October 5	(9:15)
Back-To-School Night	October 15	(tentative)
School Picture Day	October 20	
Red Ribbon Week	October 26-30	
SIP Release Day	October 30	(tentative)
PTO Meeting	November 2	(7 p.m.)
PTO Fundraiser Awards Assembly		
PTO Book Giveaway	November 23 & 24	
Attendance Cut-Off/1st Reporting Period	November 25	
PTO Meeting	December 7	(9:15)
Holiday Food Drive	December 9-16	
PTO Meeting	January 11	(7 p.m.)
Vision & Hearing Screening, Gr. K, 2 & 5	January 21	
SIP Release Day	January 29	(tentative)
PTO Meeting	February 1	(9:15)
Discipline Reward Assembly	February 5	
Valentine's Parties	February 11	
PTO Meeting	March 1	(7 p.m.)
Attendance cut-off/2nd Reporting Period	March 12	
Report Cards Go Home	March 19	
SIP Release Day	March 26	(tentative)
Open House/Dip-A-Dessert	April 1	
PTO Meeting	April 5	(9:15)
Pre-K Registration/Parent Orientation	April 28	
School Carnival	May 1	
PTO Meeting	May 3	(7 p.m.)
Skills Day	May 13	
PTO Meeting	June 7	(9:15)

CASTLE VIEW ELEMENTARY SCHOOL
Riverside, California

DAILY SCHEDULE

1992 - 93

Office Hours 7:30 a.m. to 4:00 p.m.

KINDERGARTEN THROUGH SIXTH GRADE

7:30	Students permitted on school grounds
7:30 - 8:00	Breakfast Program
7:50	All 2-6 students proceed to scheduled classrooms.
7:55	All K-1 students proceed to scheduled classrooms
8:00	Tardy Bell: All students expected within scheduled classrooms.

KINDERGARTEN-FIRST GRADES

Kindergarten

8:00 - 10:00	Class Instruction-120
10:00 - 10:20	Recess-20
10:20 - 11:20	Class Instruction-60
11:20 - 11:50	Lunch
11:50	Dismissal

200-Instructional Minutes Daily
(includes recess)

First Grade

8:00 - 10:00	Class Instruction-120
10:00 - 10:20	Recess
10:20 - 11:25	Class Instruction-65
11:25 - 12:10	Lunch
12:10 - 2:05	Class Instruction-115
2:05	Dismissal

300-Instructional Minutes Daily
(excludes recess)

SECOND-THIRD GRADES

8:00 - 9:25	Class Instruction-85
9:25 - 9:45	Recess
9:45 - 11:10	Class Instruction-85
11:10 - 11:55	Lunch
11:55 - 2:05	Class Instruction-130
2:05	Dismissal

300-Instruction minutes Daily (excludes recess)

FOURTH, FIFTH, AND SIXTH GRADES

Fourth Grade

8:00 - 9:25	Class Instruction-85
9:25 - 9:45	Recess
9:45 - 11:55	Class Instruction-130
11:55 - 12:40	Lunch
12:40 - 2:05	Dismissal

Fifth-Sixth Grades

8:00 - 10:25	Class Instruction-145
10:25 - 10:45	Recess
10:45 - 12:05	Class Instruction-80
12:05 - 12:50	Lunch
2:05	Dismissal

300-Instructional Minutes Daily (excludes recess)

SH/SED Class, Grades 4-6: 7:30 a.m. - 1:30 p.m.daily

LUNCH COURT/PLAYGROUND SCHEDULE

TERI:	11:10 - 12:50	(takes last of 1st graders down to the playground to the playground at 11:50 and stays).
AMPARO:	11:10 - 12:50	(goes down to playground at 11:20 and stays)
CINDY:	11:10 - 12:50	Lunch court until 11:30 then reports to Library to monitor Quiet Room
RUTH D:	11:30 - 12:50	Goes directly to playground at 11:30
RUTH E:	11:55 - 12:20	Uppergrade lunch court
MIM:	11:55 - 12:30	Uppergrade lunch court
NICK	11:55 - 12:50	Lunch court and playground (supervises A-7 special education students)

**RAINY DAY/SMOG ALERT & HIGH HEAT EPISODES
SUPERVISION ASSIGNMENTS 1992 - 93**

Grade 1-3 classrooms have two student monitors per classroom with one roving supervisor per each building, B and C. Student monitors and one adult supervisor will be assigned to Rooms C-8 and C-9.)

Grade 4-6 classrooms have one adult supervisor per two classrooms: A-1/A-6; A-4/A-5; C-3/C-4. Rooms A-3 and A-8 will each have one adult supervisor.

RAINY DAY SCHEDULE LUNCH PERIODS ARE REDUCED TO 10 MINUTES.

Gr. 1	11:25 to 11:55
Gr. 2-3	11:10 to 11:40
Gr. 4	11:55 to 12:25
Gr. 5-6	12:05 to 12:35

SUPERVISION ASSIGNMENTS

CINDY:	11:10 - 11:25	MPR
	11:25 - 11:40	C-BLDG.
	11:40 - 12:20	MPR
	12:20 - 12:35	A-1/A-6
TERI:	11:10 - 11:40	MPR
	11:40 - 11:55	B-BLDG.
	11:55 - 12:20	MPR
	12:20 - 12:35	A-3
AMPARO:	11:10 - 12:20	MPR
	12:20 - 12:35	A-4/A-5
MIM:	11:30 - 12:10	MPR
	12:10 - 12:25	C-3/C-4
RUTH D:	11:25 - 11:40	C-8/C-9
NICK:	11:55 - 12:15	MPR
	12:15 - 12:25	A-8 (with A-7 students)

After K dismissal, Mr. Valadez will generally monitor MPR, A-Building restrooms, and classroom coverage.

WHEN WE ARE ON A RAINY DAY SCHEDULE, THE QUIET ROOM WILL BE CANCELED. STUDENTS ASSIGNED TO THE QUIET ROOM WILL SERVE THEIR DETENTIONS THE FOLLOWING DAY.

RAINY DAY/SMOG ALERT & HIGH HEAT EPISODES SUPERVISION SCHEDULE 1992-93

MORNING RECESSES

Rainy day morning recess options shall be at the discretion of the individual teams. Indoor quiet games and activities are required during smog alert and high heat episodes.

LUNCH PERIODS

LUNCH PERIODS DURING RAINY DAY/SMOG ALERT & HIGH HEAT EPISODES WILL BE REDUCED TO 30 MINUTES. (See bargaining agreement, Article X, Section 1.G., page 25) QUIET ROOM WILL BE CANCELED. Students assigned to Quiet Room will serve their detentions the following day.

Students will eat lunch in the MPR and return to their classrooms. Grade 1-3 classrooms will be covered by uppergrade student monitors (two monitors per room) with one roving adult supervisor per building. Student monitors and one adult supervisor will also be assigned to Rooms C-8 and C-9 (door between these rooms is to be open.)

Grade 4-6 classrooms will be covered by an adult supervisor, one adult supervisor per two rooms: C-3/C-4; A-1/A-6; and A-4/A-5. Partitions must be open between these rooms. Rooms A-3 and A-8 will each have one adult supervisor.

Teachers should have pre-arranged indoor activity plans for their students and inform the supervisor what students are allowed to do and not allowed to do in the classroom. (An excellent resource is Awesome Elementary School Physical Education Activities by Cliff Carnes. Team leaders and Ed have copies.)

LUNCH PERIODS

Kindergarten	11:20 - 11:50 (regular schedule)
Gr. 1	11:25 - 11:55
Gr. 2-3	11:10 - 11:40
Gr. 4	11:55 - 12:25
Gr. 5-6	12:05 - 12:35

SCHOOL DISMISSAL

If it is raining at the 2:05 school dismissal time, the office will announce to hold student until all buses have arrived.

Note: On days when it is necessary for the students to eat in the MPR, any activities scheduled in the MPR during lunch periods will be canceled.

**RAINY DAY STUDENT MONITORS
CASTLE VIEW ELEMENTARY SCHOOL**

TO:

FROM:

RE:

DATE:

I need you to assign students for primary lunch period room monitor responsibilities on rainy days. The assignment would be two students per room per pod.

B POD MONITORS WOULD REPORT TO ASSIGNED ROOMS AT 11:30 AND REMAIN UNTIL 11:55, AT WHICH TIME THEY WOULD RETURN TO THEIR HOMEROOMS.

A-3 MONITORS

Room B-2

Room B-3

A-5 MONITORS

Room B-5

Room B-6

C POD MONITORS WOULD REPORT TO ASSIGNED ROOMS AT 11:15 AND REMAIN UNTIL 11:40, AT WHICH TIME THEY WOULD RETURN TO THEIR HOMEROOMS.

A-4 MONITORS

Room C-1

Room C-2

Room C-5

A-6 MONITORS

Room C-6

Room C-8

Room C-9

In addition to the student monitors, there will be one adult supervisor (roving) per each pod and one adult supervisor assigned to the C-8/C-9 portable buildings.

SCHEDULE OF STUDENT PARTIES

<u>Parties</u>	<u>P.T.O.</u>	<u>Activities</u>	<u>Class Planned Parties</u>	<u>No</u>	<u>Requests</u>
1. Primary Classrooms					
a. Halloween		X			
b. Winter Holiday (Dec.)		X			
c. Valentine		X			
d. Spring Recess			X		
e. Last Day of School					
2. Intermediate Classrooms					
a. Halloween					X
b. Winter Holiday (Dec.)		X			
c. Valentine		X			
d. Spring Recess					X
e. Last Day of School			X		

CASTLE VIEW ELEMENTARY SCHOOL
Riverside, California

STUDENT REFERRALS TO HEALTH OFFICE

Please adhere to the following guidelines when referring students to the Health Office.

A. SERIOUS ILLNESS

Exercise prudent judgement when referring students to the Health Office. The seriousness of the condition should disqualify a student from further participation in a teaching-learning environment and/or be detrimental to the welfare of other persons. Such illnesses could include:

1. Continual earache or toothache.
2. Severe nausea or vomiting.
3. Suspected or observable rash.
4. Suspected pediculosis.
5. Suspected fever.
6. Painful sore throat.
7. Severe asthma attack.

STUDENT SENT TO THE HEALTH OFFICE FOR SERIOUS ILLNESS WILL NOT BE TREATED BUT WILL BE IMMEDIATELY REFERRED TO PARENTS OR SUPERVISING ADULTS FOR NECESSARY MEDICAL ATTENTION.

B. INJURIES

ONLY REFER STUDENTS TO THE HEALTH OFFICE WITH INJURIES THAT REQUIRE IMMEDIATE MEDICAL ATTENTION. SUCH AN INJURY WOULD DISABLE A STUDENT TO THE EXTENT THAT FURTHER STUDY WITHIN THE CLASSROOM OR ACTIVITY ON THE PLAYGROUND WOULD BE CONSIDERED INADVISABLE.

Injuries which could require immediate medical attention include:

1. Bleeding
2. Injuries resulting from violent falls.
3. Bee stings.
4. ALL INJURIES TO THE HEAD.

First-aid will be administered to students requiring immediate medical attention, and parents or supervising adults will be notified if it is felt that further treatment is needed.

NOTE: EXCEPT IN EMERGENCY SITUATIONS, STUDENTS REFERRED TO THE HEALTH OFFICE SHOULD BRING EVERYTHING THEY WILL NEED TO TAKE HOME (BACKPACKS, BOOKS, HOMEWORK, COATS, JACKETS, ETC.)

CASTLE VIEW ELEMENTARY SCHOOL
Riverside, California

EARTHQUAKE DRILL - PHASE I

The Phase I Earthquake Drill will include: 1) duck and cover; 2) evacuation of buildings; 3) shut-off of main utility valves and securing the campus; 4) search and rescue/building assessment; 5) accounting for all staff and students; and 6) assessment and communication.

9:00 a.m. BELL WILL RING CONTINUOUSLY (1 minute) TO SIMULATE AN EARTHQUAKE

DUCK AND COVER

9:01 a.m. EARTHQUAKE OVER (bell stops ringing)

ASSESS CONDITION OF STUDENTS/CALM STUDENTS

CHECK ON BUDDY (see Buddy System)

EVACUATE BUILDINGS (building evacuation after an earthquake is different from a fire drill evacuation in that immediacy is not necessarily a factor)

Emergency evacuation route is down back access road to grass area on lower playground. Students will sit in rows away from the fence and the backstop. Group by pods. Students should know their evacuation locations. Teachers and students should take their emergency backpacks/emergency clipboards. A teacher in each pod should be designated to be responsible for taking the bullhorn. Leave classroom doors UNLOCKED so that search and rescue teams have access (teachers should take purses, valuables with them). TEAM DISASTER PREPAREDNESS COMMITTEE REPS SHOULD TAKE TWO-WAY RADIOS AND WILL BE RESPONSIBLE FOR COMMUNICATING WITH MIKE.

RESPONSIBILITIES

Teachers:

1. Prepare your students.
2. Account for your students.
3. Evacuate safely (avoid structures, trees, fallen electrical wires, etc.).

Principal:

1. Overall coordination/supervision. Emergency Operations Center (EOC) is the Library. If necessary, the principal or principal's designee will designate an alternate site.

Ed Valadez:

1. Account for support staff.
2. Assign Search and Rescue Teams.
3. Assign First-Aid responsibilities.

CUSTODIANS:

1. Shut off all main utility valves.
2. Secure campus (lock gates).
3. Report to EOC (Ed) for assignment.
4. Radio hook-up/District communication.

MIM:

1. Evacuate students in Library to lower playground evacuation area, release students to their classroom groups, return to EOC (Ed) for assignment.

**OFFICE STAFF
(SUE, NORMA
DIANE):**

1. Search and Rescue - Administration Building.
2. Report to Ed at EOC.
3. Proceed to Student Release Station/Lower Playground.

NICK ROBY AND DOROTHY WILLIAMS WILL EVACUATE TO LOWER PLAYGROUND WITH THE TEACHERS AND STUDENTS.

ALL OTHER SUPPORT PERSONNEL WILL REPORT TO ED AT THE EOC FOR ASSIGNMENT. If with students; e.g., LSH specialist, band instructor, etc., these staff members would first evacuate students to lower playground and release students to their classroom groups and then report to Ed at the EOC for assignment.

ACCOUNTABILITY

Team Disaster Preparedness Committee reps will be responsible for checking with their team for an accounting of staff and students. They will report to Mike (via radio). At Mike's direction, the reps will be responsible for releasing classes back to their rooms.

BUDDY SYSTEM

B-1/B-2/B-3 Norma, Sue, Mike, Diane, Support Staff (Admin.)
B-5/B-6

C-1/C-2 Michael, Israel
C-3/C-4
C-5/C-6 Mim, Kim, Jill, Cindy Thompson
C-8/C-9

A-8/A-7 Carol, Jackie, Yolanda
A-1/A-3/A-6
A-4/A-5 Amparo and Teri (with assigned classrooms)

SEARCH AND RESCUE/BUILDING ASSESSMENT TEAMS

Office Staff: Administration Building

Team A: MPR, A-Bldg., A-Bldg. Restroom, A-7
Team B: B-Bldg., B-Bldg. Restroom, A-8
Team C: C-Bldg., C-8 and C-9

Teams will report to Ed. Ed reports to Mike.

Michael and Israel will assess structural condition of all buildings and report to Ed. Ed reports to Mike. If conditions permit, Mike authorizes Disaster Preparedness Committee reps to direct teachers and students to return to classrooms.

SECURITY PROCEDURES

CAMPUS SECURITY

Please have all visitors and classroom volunteers sign in at the office prior to reporting to your classroom. Teachers should inform the office of any arrangements for special visitors.

All outside doors to the office building are locked at 4 p.m. A key to the door to the teacher's lounge is provided to each Pod for use by teachers needing to use facilities, equipment, etc., after 4 p.m. The front gate will be open until 5:45 to provide access to and exit from the campus.

Teachers are reminded to keep classroom doors locked when working in their classrooms after school/office hours.

CLASSROOM SECURITY

All doors and windows in your classroom should be locked at these times:

1. During recesses
2. During lunch periods
3. Before and after school
4. Any time the classroom is left unattended

STUDENT SAFETY/SECURITY

Never leave students unsupervised for any reason. It is the obligation of each teacher to see that children are never left unattended by an adult. If you must leave the classroom or the playground for an emergency, please see that the supervision of the class has been assigned to another staff member.

Pupils may not leave the campus at any time during the school day without permission from the principal or the principal's designee in charge during the principal's absence. Students who must leave the campus during the school day at parent or guardian request must be signed out in the office. Teachers or other staff members should never release a student directly from the classroom.

Lunch court/playground supervision (lunch recess)

Teachers should accompany their students to the lunch court area at lunch recess. Coverage is provided for lunch court and playground supervision to allow for a 45-minute duty free lunch period for teachers.

TEACHER RESPONSIBILITIES DURING AN EMERGENCY

1. Remain with the pupils at all times to insure their safety and morale until relieved of the responsibility.
2. Direct pupils in carrying out, in orderly fashion, the proper emergency actions such as "duck and cover", movement to shelter area, or evacuation of the building. Evacuate, without receiving a signal.
3. Take class roll...take stock of the situation in general...and report the casualties, the missing, and the damage, to the person in charge of the building.
4. Render first aid...extinguish incipient fires, without endangering life...restore order...and assist other teachers and children as needed.
5. Have a planned program of songs, games and other lessons for use during periods of forced confinement of pupils. This will help to maintain order, morale, relieve tension and prevent panic and hysteria.
6. Release children only to their parents/guardians. Keep list of those children released and to whom. Have the person receiving children sign their name and the time they assumed responsibility.

FIRE DRILL PROCEDURE

1. Acquaint the children with the exit and line-up procedure so it becomes routine.
2. Acquaint all personnel responsible for the safety of children with the fire drill procedure so it becomes routine.
3. Discuss the reason for "no talking", running, pushing, etc.", so children have an understanding for the safety and welfare of their classmates as well as for themselves.
4. Bell signal for fire drill:

____ (10 sec. bell with 3 sec. pause)

Repeat this pattern four times
____ (all clear - 3 seconds)

5. Explain the following to your class:
 - a. Children are to follow the directions of the adult under whose supervision they are at the time of a fire drill.
 - b. At the time of a fire drill, children who are not under adult supervision (in the

- restroom, running an errand, etc.) are to move via the nearest exit route to the playground area and joining their class...if possible. Otherwise they are to join the closest classroom.
- e. Children at play or eating when a fire drill alarm is sounded, are to report to the area of room assignment on the playground and quietly line up to await adult directions.

6. Take your grade book or class list(s) outside with you (in case the Fire Marshall comes or in case of a real catastrophe requiring reassembling outside in homeroom groups). No flags are to be carried out.
7. Close your door(s) as you leave. You need NOT take time to close the windows unless it is easy to do so quickly.
8. As SOON as your class is in place, report that your room(s) are clear (e.g. Valadez, B-1). A note or head count is necessary.

PROCEDURE FOR UNWARRANTED VISITORS ON CAMPUS

1. If visitors are on campus without administrators' knowledge, teacher is to notify the office immediately.
2. If in the teachers judgement, the visitors could pose as a disruptive influence to any student or staff member, then all teachers seeing the unwarranted visitor(s) are to lock their doors and keep the children inside.
3. If the office notices staff members in a situation which could be hazardous to any student and/or staff all teachers should immediately lock their doors and keep the children inside.
4. The teachers will notify the administrator who will attempt to remove the "unwarranted visitors" peacefully. If unsuccessful, the police (#7112) and central office (#7122) will be notified immediately.
5. The acting administrator will notify the principal (if off campus) to receive instructions. The police, fire department, (if appropriate) and the central office will be notified immediately.
6. In an emergency requiring additional personnel in the office four(4) bells shall be sounded. Upon hearing this signal, male staff members should immediately report to the office.

REMEMBER: Use your common sense in an emergency. Don't touch or use force in attempting to remove "unwarranted visitors". Remain calm, polite and if it is necessary to call the police, do so without discussion.

All visitors are requested to check into the main office so their presence is known. Parents picking up children for appointments should come to the office. The usual visitors--volunteers, cross-age tutors, district personnel, are not required to have a "pass" from the office. Teachers should ask for passes from those who appear to not fit into the above categories.

INSTRUCTION

1.0 CURTAILMENT OF PHYSICAL ACTIVITY OF STUDENTS DURING SMOG EPISODE AND HIGH HEAT LEVEL PERIODS

1.1 First Stage Smog Episode

- 1.1.1 When a first stage oxide episode is called by the South Coast Air Quality Management District, Riverside Unified School District will accept this as a school smog alert condition. A first stage oxidant episode is declared when the oxidant level reaches 0.20 parts per million on an hourly average.
- 1.1.2 It is the responsibility of the principal of each school to notify all students and all staff members and to insure the curtailment of students participation in strenuous exercises including competitive sports during periods of a first stage smog episode.
- 1.1.3 It is the responsibility of the principal of each school to insure that a smog warning pennant is displayed from the school flagpole during a smog episode. The pennant should be displayed approximately three feet beneath the United States flag and the California State flag until those flags are taken down at the close of the day.
- 1.1.4 All activities, both indoors and outdoors, which require deep breathing are to be curtailed immediately when the school is notified of a first stage smog episode.
 - 1.1.4.1 In secondary schools strenuous aspects of football, swimming, tennis, cross country, and other similar activities shall be stopped.
 - 1.1.4.2 In elementary schools any physical activity which causes deep breathing shall be stopped.
 - 1.1.4.3 During recess periods and physical education classes student activities shall be restricted to indoor activities and quiet games and activities which do not require running, jumping or other "exercise" which will require increased intake of air, i.e., deep breathing.

INSTRUCTION1.0 CURTAILMENT OF PHYSICAL ACTIVITY OF STUDENTS DURING SMOG EPISODE AND HIGH HEAT LEVEL PERIODS (continued)

1.1.4.4 On days for which the South Coast Air Quality Management District has forecast a first stage smog episode for our area, schools will be alerted that there is a strong possibility that some designated athletic practice and/or competition may have to be delayed or even cancelled.

1.4.4.5 Schools shall not hold practice sessions and shall not engage in designated interscholastic competition for any sport during a first stage smog episode.

1.1.4.6 Any student with a respiratory problem can, upon parental request, be excused from participation in strenuous activities of physical education when elevated oxidant levels prevail.

1.2 Second Stage Smog Episode

1.2.1 When a second stage oxidant episode is called by the South Coast Air Quality Management District, Riverside Unified School District will take specific steps to insure the health and safety of students and staff. A second stage oxidant episode is called when the oxidant level reaches 0.35 parts per million on an hourly average.

1.2.2 A second stage oxidant episode shall be considered an emergency situation for Maintenance and Custodial personnel and shall have first consideration over the work at hand, unless that work involves the health and safety of students and/or employees.

1.2.2.1 All outside work shall terminate. Those with outside assignments shall be given work inside, preferably in air-conditioned buildings.

1.2.2.2 All district trucks and other vehicles shall remain off the streets and highways.

INSTRUCTION

1.0 CURTAILMENT OF PHYSICAL ACTIVITY OF STUDENTS DURING SMOG EPISODE AND HIGH HEAT LEVEL PERIODS (continued)

- 1.2.2.3 Notification to employees will come from the head of the work location (school principal's office or warehouse).
- 1.2.3 Fall sports including, but not limited to football, water polo and cross country, will not hold practice sessions or participate in competition between 12:00 noon and 5:00 p.m. on days for which a second stage smog episode has been forecast for our area by the South Coast Air Quality Management District.
- 1.2.4 On any day when a second stage oxidant episode has been forecast by the South Coast Air Quality Management District:
 - 1.2.4.1 Students and staff members will be requested to reduce the use of automobiles to the maximum extent possible through utilization of public transportation facilities or by riding in car pools, by making arrangements to eat lunch at the school or worksite rather than drive to another location for the noon meal, defer errands after school or after work until a day when atmospheric conditions are more favorable, etc.
 - 1.2.4.2 Scheduled mass meetings which require participants to drive their automobiles should be rescheduled if rescheduling is feasible.
- 1.3 Third Stage Smog Episode
 - 1.3.1 When a third stage oxidant episode is called by the South Coast Air Quality Management District, Riverside Unified School District will take specific steps to insure the health and safety of students and staff. A third stage oxidant episode is called when the oxidant level reaches 0.50 parts per million on an hourly average.

INSTRUCTION

1.0 CURTAILMENT OF PHYSICAL ACTIVITY OF STUDENTS DURING SMOG EPISODE AND HIGH HEAT LEVEL PERIODS (continued)

- 1.3.2 Whenever a third stage oxidant episode is forecast for the following day, all schools and work sites will be closed for that day.
- 1.3.3 Whenever a third stage oxidant episode is forecast for the following day, all use of district facilities authorized for other agencies/other organizations will be cancelled.
- 1.3.4 Whenever a third stage oxidant episode is forecast for the following day, all employees will be directed to remain at home and do planning and other work pertaining to their job assignments.
 - 1.3.4.1 Only those employees who are required to provide security and emergency maintenance will be at their normal work stations during a third stage oxidant episode.
 - 1.3.4.2 Only those vehicles needed to provide security and emergency maintenance will be operated during a third stage oxidant episode.

1.4 High Heat Level Periods

- 1.4.1 When temperatures are excessive, the following "hot weather precaution" shall be observed:
 - 1.4.1.1 Students shall be encouraged to wear light clothing.
 - 1.4.1.2 Student physical activity, both indoors and outdoors, will be limited.
 - 1.4.1.3 Students shall be encouraged to remain in areas protected from the sun.
 - 1.4.1.4 Students shall be encouraged to drink large amount of liquids.

Reference: Education Code Section 35160
Rule 703 of Regulation VII, Emergency Episode Plan of the South Coast Air Quality Management District.

Adopted: January 21, 1980

CASTLE VIEW ELEMENTARY SCHOOL

MEDICAL EMERGENCY PROCEDURES

Each school should set up procedures to be followed in the event of a medical emergency. The following are suggested guidelines:

1. Upon determining that there is a medical emergency, the school administrator/designee handles the emergency and also determines whether the school nurse is to be called.
2. At the same time that care is being provided for the minor, the parent is to be called and his directions followed related to whether there is a need for a doctor, an ambulance, etc.
3. If the parent cannot be contacted, call the physician/emergency number listed by the parent on the student's emergency card.
4. If none of these persons can be contacted and the minor appears to be in need of immediate medical care (such as hemorrhage, severe breathing difficulties, and suspected serious head, back, and neck injuries), the school administrator/designee can immediately call for an ambulance.
5. In addition, the police/sheriff's department should be contacted because they have the authorization to get immediate hospital care.

Police Department.....	911
Sheriff's Department.....	787-2444
Fire Department.....	911
First Aid.....	911

HOSPITALS

Community.....	683-723
General.....	785-7100
Parkview.....	688-2211
Kaiser (Riverside).....	353-2000
Kaiser (Fontana).....	829-5000
Knollwood.....	683-3344
March Air Force Base.....	655-1110
Loma Linda Community.....	825-8601

OFFICIAL POISON INFORMATION CENTER

Los Angeles.....	(213) 664-2121
Orange County.....	(714) 633-9393 X273

Each school has a "First Aid for Injuries and Sudden Illness" flip chart. This should be posted in the Health Office.

CASTLE VIEW ELEMENTARY SCHOOL BOMB THREAT

The vast majority of Bomb Threat telephone calls and notes are hoax or prank calls. ALL such threats must be handled quickly and efficiently.

The RESPONSIBILITY of determining the exact course of action in each case remains with the PRINCIPAL of the school involved. The following actions are suggested as a guide, with such modifications or changes as might be required for the individual circumstances. The safety of the students and the prevention of panic are the primary considerations.

LOCATION OF BOMB UNKNOWN:

1. The secretary or other person receiving a call or note advising of a bomb, will immediately notify the principal or next higher authority available.
2. Immediately Notify:
 District Disaster Coordinator.....788-7516
 Police Department.....911
 Fire Department.....911
3. Faculty members, custodial personnel and available District personnel, not involved in classroom activity will conduct a search of the school premises for any bomb. Plain clothes police officers or fire personnel will assist if requested.
4. Discreetly alert the teachers of the situation.
5. If anything of a SUSPICIOUS NATURE is found in the search, proceed as for Bomb Threat - location unknown.
6. If nothing is detected, normal activities should continue.
7. A complete written report will be submitted to the District office, giving as much detail as possible about the person making the call, what was said, and the time and date. This information will be made available to the Police and Fire Departments.

LOCATION OF BOMB KNOWN:

1. If the caller gives a location of the bomb, or if a search determines the location of a bomb or suspicious package or device, the area surrounding the location should be immediately cleared of all students and other personnel. Exercise care to insure that movement of persons near or toward the bomb location is blocked.
2. Immediately Notify:
 Police/Sheriff Department.....911
 Fire Department.....911
 District Disaster Coordinator.....788-7516
3. Upon removal of the bomb, resume normal activities.

NOTE: All action regarding disposal or handling of the bomb or device will be handled by the Police or Fire Department.

CASTLE VIEW ELEMENTARY SCHOOL
Riverside, California
DISCIPLINARY PROCEDURES, K - 6

I. EFFECTIVE DISCIPLINE

- A. Effective discipline comes from the heart and soul of THE TEACHER.
- B. It comes from the belief that teaching students to take responsibility for their behavior is as much the "job" of the teacher as teaching reading or math.
- C. Only within the framework of the teacher's internal strength and the development of a motivating and caring classroom environment can a discipline plan be effective.

II. INDIVIDUAL CLASSROOM PLANS

- A. Every teacher's classroom discipline plan should contain the following elements: posted and unposted rules, enforcement procedures, rewards, and an explicit and continuing evaluation process.
- B. Posted rules, enforcement procedures, and group rewards should be visually displayed within each classroom.
- C. Each posted rule should apply to a SPECIFIC behavior and be written in "black and white" terms.
- D. All posted rules will be identified within each "pod" or team of classrooms and be limited to a maximum of five.
- E. Posted rules enforcement procedures will be uniformly implemented within each pod.

III. VIOLATION SLIPS

- A. General procedures
 - 1. Violation Slips should be issued only when specifically identified misbehaviors are displayed.
 - 2. Violation Slips will be issued as a 4th consequence within the Posted Classroom Rules Plan.
 - 3. A Violation Slip, however, may be issued by the teacher whenever a student displays a specifically identified misbehavior listed on the Violation Slip even though the student has not reached the 4th Consequence of the Posted Classroom Rules Plan.

4. Violation Slips are not to be issued for delinquent or incomplete homework but may be issued for refusing to return assigned homework.
5. Students may be issued more than one Violation Slip during a school day.
6. Violation Slips should be filled out completely before being issued.
7. Violation Slips should be completed as expediently as possible. Be specific regarding times, persons, places, actions, and what was said. Violation Slips containing inappropriate language should be placed in an envelope and addressed to the parent.
8. Violation Slips should be issued to students the same day they are earned.
9. The HOMEROOM TEACHER will obtain the student's signature, issue the pink copy to the student, and retain the white copy.
10. Other staff members issuing Violation Slips should provide the student's homeroom teacher with both the white and pink copy prior to student dismissal on the day that the infraction occurred.
11. Each Violation Slip carries a detention in the Quiet Room during lunch recess the day following the issuance.
12. When a student earns his/her first Violation Slip, a Violation Folder should be started and kept by the homeroom teacher. **THE WAIVER COPY SHOULD BE STAPLED TO THE SIGNED PINK COPY AND KEPT IN THE VIOLATION FOLDER.**
13. Violation Slips should be filed in chronological order with the most frequent infraction on top. Teachers are encouraged to monitor the number of Violation Slips issued to individual students within their charge. When it becomes apparent that a pattern of similar misbehaviors are being documented, it is suggested that a conference with the principal's designee be initiated to mutually discuss alternatives which would assist in extinguishing the continuing inappropriate behavior(s).

B. Returning the Pink Copy to School

1. Students receiving Violation Slips will be expected to take home the pink copy, have it signed by a parent and return it to their homeroom teacher the next school day. (Students not returning the pink copy will be afforded a one-day grace period.)
2. Teachers will hold students accountable for returning the pink copy of the Violation Slip and will employ enforcement procedures to assure its return on a reasonable timely basis.

C. Enforcement Procedures

1. Students not returning the pink copy by the third day will be issued a second Violation Slip for defiance. Parent contact by telephone or note will be attempted and documented by the teacher.
2. Students not returning the pink copy on the fourth day will be immediately directed to the school principal. A Severe Referral for continual defiance will be issued.
3. Teachers are expected to notify parents as quickly as possible when a student is suspected of forging a parent's signature. Furthermore, an additional Violation Slip should be issued.
4. Recurring forgeries should be immediately referred to the school principal via a Severe Referral.

D. Directing Students to the Quiet Room

1. Teachers (Gr. 1-6) should inform Mrs. Cindy Thompson, Quiet Room Supervisor, of any student who is to serve lunch recess detention in the Quiet Room by 10:45 a.m. on the day the student is to serve the detention. There are forms in the office workroom for this purpose. The forms are to be placed in the Quiet Room mailbox in the office.

K teachers should inform office personnel (via Quiet Room detention form) of any K students being referred for detention (10:00 - 10:20) by 8:45 a.m. on the day the student is to serve the detention.

2. Student attendance will be monitored from their pre-submitted detention forms only.
3. Mrs. Thompson (or office personnel) will return the detention form to the home room teacher's mailbox for verification and follow-up at the termination of the recess detention.
4. Students who fail to serve the scheduled detention will be assigned an additional day.
5. Students unwilling to behave as requested in the Quiet Room or office will be referred immediately to the principal or the principal's designee.

IV. SEVERE BEHAVIOR REFERRALS

- A. Severe referral forms should be issued only when specifically identified misbehaviors are displayed.
- B. Students evidencing severe behavior(s) SHOULD BE TAKEN

IMMEDIATELY TO THE OFFICE. When two students from the same classroom are simultaneously involved, one student will be assigned temporarily to a "buddy teacher's" classroom and the other student will remain in the office.

- C. Severe Referral forms shall be completed the same day as the infraction occurs--as quickly as is convenient after the student has been brought to the office. A brief note or the intercom may be used to notify the office regarding the situation until the referral form can be completed.
- D. Severe Referral forms should be completed as explicitly as possible. Be specific regarding times, persons, places, actions, and what was said.
- E. When completed Severe Referral forms have been received by the principal or the designee, due process will be provided to the student(s) being referred.
- F. Usually the student's classroom Violation Folder will be requested.
- G. Parents will be notified by the principal or the principal's designee of the observed behavior of the student and the action to be taken. Parent notification will most frequently occur through the referral form itself unless immediate suspension from school is warranted, which would then result in personal verbal contact with the parents.
- H. Generally, students will not be returned to the classroom during the remainder of the school day.
- I. Students receiving Severe Referrals will be required to take home the yellow copy, have it signed by their parent(s) and return it to Mrs. Norma Enciso, general office secretary, the next school day.
- J. Completed Severe Referral forms will be distributed as follows: White copy - Office; Yellow Copy - Parent (to be signed and returned); Pink Copy - Teacher (information purposes only).
- K. Students will serve three (3) consecutive days in the Quiet Room during lunch recess.
- L. Students choosing not to return the signed Severe Referral form on a timely basis shall be directed to Mrs. Enciso prior to 8:15 a.m.
- M. Attempts will be made to inform the parent(s) that the Severe Referral form has not been signed and returned to the principal. Students will be kept off the playground during both the morning and lunch recesses.
- N. Failure to return the delinquent Severe Referral form the following day could result in a student suspension from school for continually defying the authority of school personnel.
- O. Students suspected of forging a parent's signature will be pulled immediately from the classroom by Mrs. Enciso and referred directly to the principal.

P. A Severe Referral Folder will be maintained by the principal's designee on all referred students for documentation purposes.

V. Quiet Room

A. Purpose

The Quiet Room provides a detention (non-reinforced time-out experience) during the lunch recess for students issued Violation Slips.

B. How Students Are Referred

Only the principal or the principal's designee has the authority to assign students directly to the Quiet Room.

CASTLE VIEW ELEMENTARY SCHOOL
Riverside, California

SUBSTITUTE TEACHER DISCIPLINE PROCESS

Substitute teachers are directed to use the following procedures when confronted by a student(s) displaying UNACCEPTABLE behavior within the classroom.

STEP 1

PRIMARY (GRADES K-1)

1st Consequence: Warning - Name on board.

INTERMEDIATE/UPPER (GRADES 2-6)

1st Consequence: Warning - Name on board.

STEP 2

ALL GRADES, K-6

2nd Consequence: A. Put check (/) by name on board.
Student(s) is sent to the office.

B. Send student(s) to the office immediately.
Student(s) should be accompanied by another student and a note from the teacher identifying the student(s) by name and DESCRIBE THE UNACCEPTABLE BEHAVIOR(S) BEING DISPLAYED.

Office: The student(s) will be counseled. Parents will be informed by phone if possible.

The student(s) will be returned to the classroom with the expectation that a behavior adjustment will be made.

STEP 3

ALL GRADES, K-6

3rd Consequence: Put second check (//) by name on board. Student(s) is again sent to the office (no second chance). Follow Step 2B.

Office: The student(s) will be sent home, taken to the parent's worksite, or isolated from the classroom and all school activities during the remainder of the day.

NOTE: SUBSTITUTE TEACHERS ARE NOT TO SEND STUDENTS DIRECTLY TO THE QUIET ROOM.

Please insert in your lesson plan book.

CASTLE VIEW ELEMENTARY SCHOOL
SCHOOL DISCIPLINE PLAN, GRADES 5-6
1992-93

The discipline program at Castle View has been designed to provide a positive, constructive, and safe school environment, an atmosphere which attempts to satisfy student needs. Our program will exercise sensible authority and emphasize the value of fairness.

There is a world of difference between good and bad discipline. Good discipline involves using reason in a quiet, firm, clear way. Bad discipline involves harsh or inappropriate punishment and is often associated with verbal ridicule and attacks on a child's integrity. No child deserves such mistreatment.

POSTED CLASSROOM RULES PLAN: Teacher posts no more than 5 specific behavior rules **NEEDED DAILY FROM STUDENTS TO TEACH EFFECTIVELY.** If a student chooses to break a rule:

- | | |
|------------------|--|
| 1st Consequence: | Verbal Warning |
| 2nd Consequence: | Recess Detention |
| 3rd Consequence: | Detention (2 recesses) and Parent Contact Via Student Written note |
| 4th Consequence: | Parent Notified Via Violation Slip |
| 5th Consequence: | Immediate Removal from Classroom to Principal or Principal's Designee (Severe Referral Issued) |

Plan applies to all students in the classroom. Consequences may NOT be worked off as a reward for good behavior. Each day begins with a fresh start. **CONFLICT MANAGEMENT STRATEGIES WILL BE DISCUSSED AND PRACTICED IN THE CLASSROOM ON A WEEKLY BASIS TO HELP STUDENTS RESOLVE THEIR PERSONAL CONFLICTS.** Students who behave appropriately will earn frequent and varied positive reinforcements. Teacher letters to parents will more fully explain the classroom discipline program.

VIOLATION SLIPS: The following inappropriate behaviors will result in the issuance of violation slips:

1. Displaying disrespectful behavior to school personnel.
2. Throwing rocks, dirt clods, etc.
3. Using vulgar language.
4. Bullying other students.
5. Being in an unsupervised area.
6. Willfully defying school personnel.
7. Refusing to follow lunch court rules.
8. Refusing to follow playground rules.
9. Continually refusing to follow posted classroom rules.

Each violation slip issued will result in a detention in the Quiet Room during lunch recess.

The student has the responsibility for taking the violation slip home, discussing it with the parent, securing the parent's signature, and returning it to the classroom teacher the next school day.

SEVERE BEHAVIOR REFERRALS: Referrals will be made directly to the principal or the principal's designee if it has been determined that a student has demonstrated any of the behaviors specified under Education Code Section 48900:

1. Causing, attempting to cause, or threatening to cause physical injury to another person.
2. Possession, selling, or furnishing dangerous weapons.
3. Possessing, using, selling, or furnishing dangerous drugs/alcohol.
4. Possessing or using tobacco.
5. Committing robbery or extortion.
6. Damaging or stealing school property or private property.
7. Knowingly receiving stolen school property or private property.
8. Committing an obscene act or engaging in habitual profanity or vulgarity.
9. fighting.
10. Disrupting school activities or otherwise willfully defying the authority of school personnel.

SUSPENSIONS: Students MAY be subject to suspension from school if they have committed an act in violation of 48900. Prior to the decision to suspend, a conference will be held with an administrator/designee to afford the student an opportunity to be informed of the charges and to offer an explanation of his/her actions. Parents will be notified as quickly as possible of the decision to suspend and a conference will be requested. Students may be required to complete assignments and/or tests at the discretion of the teachers. Parents have the right to appeal a suspension.

ALTERNATIVES FOR BEHAVIORAL CHANGE: The following actions may be implemented singularly or in combination to help encourage referred students to make more appropriate choices for their behavior.

1. Counseling
2. Parent conference, with teacher to initiate mutually agreed upon strategies leading to desired changes in behavior.
3. Isolation from the playground.
4. Brief "time-out" interval from the classroom (office).
5. Taking student directly home or to parent's work place after minimal time requirements at school have been served.
6. Establishment of a short-term home/school behavior plan.
7. Suspension from classroom by teacher.
8. Administrative suspension from school.
9. Referral to School Attendance Review Board (SARB).
10. Expulsion.

SUPER CITIZENSHIP AWARDS "Catch 'Em Being Good"

A Weekly Behavior Chart will be displayed within each classroom reflecting student performance. Students who have not gone BEYOND the First Consequence on the Posted Classroom Rules Plan are entitled to a "Good Week" status. An accumulation of "Good Weeks" during any one of the four designated time periods will allow students the opportunity to participate in special "fun" activities.

1st Time Period:	September 10 to November 6 (7 "Good Weeks" needed)
2nd Time Period:	November 9 to January 29 (8 "Good Weeks" needed)
3rd Time Period:	February 1 to April 9 (8 "Good Weeks" needed)
4th Time Period:	April 19 to June 11 (6 "Good Weeks" needed)

SCHOOL GUIDELINES AND REGULATIONS

1. AREAS OF RESPONSIBILITY IN DISCIPLINE

The School Principal: The school principal shall be responsible for the conduct of the school. The principal shall have the responsibility and the authority to formulate school rules and regulations to enforce the district policies relating to standards of student behavior.

Teachers: Teachers shall be DIRECTLY responsible for the adequate control of students under the supervision of the school. This responsibility shall extend to the enforcement of general school rules and appropriate classroom and campus behavior.

Students: Each student shall be obligated to achieve and maintain a satisfactory standard of conduct and self-control, be diligent in study, and adhere to the rules and regulations of the school.

Parents or Guardians: Parents or guardians are expected to cooperate with school authorities for seeing that their children are diligent in study and attendance. Parents or guardians are encouraged to participate in conferences regarding the behavior of their children. Parents or guardians shall be held responsible for willful misbehavior of their children and damage to school property as provided in the Education and Administrative Codes of the State of California.

2. DETENTIONS

Detention may be assigned for unacceptable behavior at school. Detentions will be served during the school day. (NO STUDENT WILL BE DETAINED BEYOND DISMISSAL TIME.)

DISCIPLIN.5-6

PLEASE DETACH AND RETURN THIS TEAR-OFF TO YOUR CHILD'S TEACHER

I HAVE READ AND UNDERSTOOD THE CASTLE VIEW SCHOOL DISCIPLINE
PLAN AND GUIDELINES AND REGULATIONS. I HAVE DISCUSSED THEM WITH
MY CHILD.

SIGNATURE OF PARENT OR GUARDIAN_____

DATE_____

SIGNATURE OF STUDENT_____

RM #_____DATE_____

LUNCH COURT RULES

1. Obey all general school rules (playground rules, school-wide discipline plan, etc.)
2. Sit at assigned tables.
3. Raise hand and wait to be excused to the playground (primary, K-3).
4. No playing with food or throwing food.
5. No trading or sharing food.
6. Students may not leave area to return to class or go to the office without written permission.
7. All teacher assigned monitors must finish cleaning up by 12:25.

September 1992

CASTLE VIEW ELEMENTARY SCHOOL
VIOLATION SLIP

Student _____ Teacher/Room # _____

Date _____ Time _____ Violation # _____

The above student has been asked not to display the following inappropriate behaviors at school. Today, this student chose to demonstrate the behavior(s), indicated below (/). I am issuing this Violation Slip to be included as part of this student's CLASSROOM DISCIPLINE FOLDER.

_____ Displaying disrespectful behavior to school personnel.
_____ Throwing rocks, dirt clods, etc.
_____ Using vulgar language.
_____ Bullying other students.
_____ Being in an unsupervised area.

_____ Willfully defying school personnel.
_____ Refusing to follow lunch court rules.
_____ Refusing to follow playground rules.
_____ Continually refusing to follow posted classroom rules.

Description of Incident: _____

OBSERVER'S SIGNATURE _____

I agree to take this home, discuss it with my parents, and return it to my teacher.

STUDENT'S SIGNATURE _____

PARENT'S SIGNATURE _____

white copy - Teacher
pink copy - Parent

RIVERSIDE UNIFIED SCHOOL DISTRICT
OPERATIONS DIVISION

TO: Principals
Assistant Principals

FROM: Charles L. Beaty, Deputy Superintendent - Operations

DATE: January 25, 1993

SUBJECT: SRO's WORK SCHEDULE

As many of you are aware, our SRO's began 4/10 work schedules (four ten hour days per week) last Monday, January 18, 1993. This schedule reduces the available SRO's by 50%, or two officers on Monday and Friday.

On Wednesday, January 20, 1993 I met with Sgt. Al Brown and expressed my concern that on two of our more difficult days (especially Friday), we could experience real trouble without adequate SRO back-up. While he does not particularly favor the 4/10 work schedule, the City has adopted it for at least one year.

Since it will be reviewed by the new Chief next year, I suggest you all maintain a record of any difficulties experienced as a result of this schedule.

In case you don't have the schedule:

Friday's

Rowe (Williams) - Off - Contact Greenstein
Waters - Off - Contact Leach

Monday's

Greenstein - Off - Contact Rowe (Williams)
Leach - Off - Contact Waters

CLB/a

cc: Marj McCall
Dell Roberts
Sgt. Al Brown

RIVERSIDE UNIFIED SCHOOL DISTRICT
PUPIL SERVICES AND COUNSELING DEPARTMENT
Child Welfare and Attendance
October 1, 1990

TO: Principals

FROM: Irma Mortimer, Coordinator
Child Welfare and Attendance

RE: Working Relationships with School Resource Officers and
Other Law Officers

This year there are five School Resource Officers (SRO's) assigned to the schools in Riverside Unified School District. Sergeant Compton, Riverside Police Department, is the officer in charge of the SRO program.

The SRO is a liaison between the Police Department and the schools. The Officer is available to make classroom presentations as well as presentations to the staffs at the schools. In addition, the SRO will investigate crimes committed at the school and take reports on incidents as needed.

Schools need to work closely with their SRO's and keep them informed of suspected gang, drug or any illegal activity at the school.

The SRO can be reached by:

1. Calling the resident high school, if not there,
2. Calling the middle school, if not there,
3. Call Sgt. Compton's office (782-5237).

A list of specific assignments and phone numbers is attached. If the response time of an SRO becomes a concern, contact Sgt. Compton.

In case of an emergency, call a patrol car (911).

If a student is involved in an incident that is investigated by the school and the SRO, the school should contact the parents, however, the SRO may also need to talk to the parents if the incident was a criminal act. If the SRO removes the student from the campus, it is the responsibility of the school to notify parents of this fact even though the officer has agreed to do so.

Not all of the officers who come to your campus will be SROs.

School personnel have a responsibility to cooperate with an officer who comes to the campus in the performance of his duty. (State Attorney General's Opinion 1971)

The following guidelines are for your reference in determining appropriate school procedures for working with law officers, including School Resource Officers.

When an officer comes to the school requesting to talk to a student:

1. Require proper identification from the police officer if not known to you.
2. Seek from the officer some general background data regarding the case, such as, is the student a suspect in a criminal action or is the student being questioned as a witness to an event?
3. Ask the officer if there are any objections to the presence of a parent or building administrator during the interview.
4. If there are no objections, the parents should be notified of the circumstances and given the opportunity to come to the school and be present during the interview session, or give their approval to have the building administrator sit in on the interview in the place of the parent.
5. If the parent objects to the holding of the interview at the school site, the building administrator will summarize the regulations under which we must operate (State Attorney General's Opinion - 1971) and attempt to reach an understanding by the parent in this regard. If such an understanding is not reached, the building administrator will attempt to put the parent and officer in telephone contact and follow the agreements resulting from the conference.
6. In the event the building administrator is unable to contact the parents in order to advise them of the interrogation, the interview will be held at the school site with the administrator in attendance or not, depending upon the demands of the officer. Continuing and persistent steps will be taken to inform the parent of the events as they have transpired.
7. The building administrator will see that the student is aware of his constitutional rights prior to the interview.
8. If the officer does not want the parent notified prior to the interview or insists on interviewing the student in private, this fact will be conveyed to the parent by the school administrator following the interview.
9. If the officer selects the option of taking the pupil into custody, the Administrator will immediately proceed as outlined in Education Code Section 48906 and State Attorney General's Opinion - 1971.

The following references are provided for your information:

State Attorney General's Opinion (1971): "Peace Officers have the right to interview suspects or witnesses who are students, while those students are attendance at school. While the constitutional rights of the students may not be infringed by police officers, schools officers are not required to, nor should they, attempt to prevent such interviews. If the school officials act with the proper standard of care releasing a pupil to police officers for an interview or

other legitimate law enforcement purposes which require taking the pupil from the school grounds, then no liability will result. The standard of care a person of ordinary prudence, charged with his duties, would exercise under the same circumstances. Ordinary care would consist of ascertaining the identity of the official capacity of the police officer, the authority under which he acts, and in the case of a release of the child, the reason for such action."

Title 5, Section 303: "A pupil may not leave the school premises at recess, or any other time before the regular hour for school closing, except in cases of emergency or with the approval of the principal of the school."

Education Code Section 48906: "When a principal or other school official releases a minor pupil of such school to a police officer for the purpose of removing the minor from the school premises, such school officials shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to such officer, and regarding the place to which the minor is reportedly being taken."

IM/gs

Attachment

cc: Dr. Charles Beaty

Marj McCall

Sharon Tucker

Joan Shrtliff

Child Welfare and Attendance Managers

Sgt. Compton

SRO ASSIGNMENTS

WILLIAMS, Gary	North High School	788-7331 or 7319
	University Middle	7388
	Bryant Elementary	7453
	Fremont	7466
	Grant	7374
	Highland	7292
	Hyatt	7308
	Longfellow	7335
	Taft	7180
MACALA, Dennis	Poly High School	788-7203
	Gage Middle	7350
	Emerson Elementary	7462
	Castle View	7460
	Victoria	7441
	Washington	7305
	Pachappa	7355
	California School for Deaf	8140
	Alcott Elementary	7451
Franklin	7526	
CARPENTER, John	Ramona High School	788-7400
	Sierra Middle	7501
	Mt. View Elementary	7433
	Jefferson	7337
	Madison	7303
	Jackson	7456
	Adams	7331
	Magnolia	7274
MYERCHIN, Kathy	Arlington High School	788-7240
	Chemawa Middle	7360
	Monroe Elementary	7236
	Harrison	7445
	Hawthorne	7377
	Liberty	7366
	Sunshine	7300
	Sherman Indian High	354-2314
BARRONS, David	Lincoln Continuation	788-7371
	Central Middle	7282
	Adult, Alternative and Continuing Educational Services (AACES)	7187

**RIVERSIDE UNIFIED SCHOOL DISTRICT
PUPIL SERVICES AND COUNSELING DEPARTMENT**

November 4, 1992

**TO: Principals
Vice Principals**

**FROM: Marjorie C. McCall, Director
Pupil Services**

SUBJECT: Weapons on Campus Cases

At a recent board meeting, there was a comment about expulsion cases involving students who bring weapons to protect themselves out of fear.

I suggest that you emphasize to your students that they need to bring their fear to the attention of a school staff member to get help and that bringing a weapon is not an acceptable response. I believe you are probably doing this in your discipline presentations in most cases. I suggest that you include the fact that this information is provided to students in your cases.

**cc: Dr. Beaty
Dr. Perez
Administrative Hearing Panel Members**

MCM/gs

INTERFERENCE WITH SCHOOL - VIOLENCE AND VANDALISM

P.C. 626.10

Dirk, Dagger, Knife

(a) Any person except a duly appointed peace officer as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2, a full-time paid peace officer of another state or the federal government who is carrying out official duties while in this state, a person summoned by any officer to assist in making arrests or preserving the peace while the person is actually engaged in assisting any such officer, or a member of the military forces of this state or the United States who is engaged in the performance of his or her duties, who brings or possesses any dirk, dagger, knife having a blade longer than 3-1/2 inches, folding knife with a blade that locks into place, a razor with an unguarded blade, a taser, or a stun gun, as defined in subdivision (a) of Section 244.5, upon the grounds of, or within, any public school providing instruction in kindergarten or any of grades 1 through 12, inclusive, is guilty of a public offense punishable by imprisonment in the county jail not exceeding one year or by imprisonment in the state prison.

(b) Any person, except a duly appointed peace officer as defined in Chapter 4.5 (commencing with Section 830) of title 3 of Part 2, a full-time paid peace officer of another state or the federal government who is carrying out official duties while in this state, a person summoned by any officer to assist in making arrests or preserving the peace while the person is actually engaged in assisting any officer, or a member of the military forces of this state or the United States who is engaged in the performance of his or her duties, who brings or possesses any dirk, dagger, or knife having a fixed blade longer than 3-1/2 inches upon the grounds of, or within, any university, the University of California, the California State University, or the California community colleges is guilty of a public offense punishable by imprisonment in the county jail not exceeding one year or by imprisonment in the state prison.

(c) Subdivisions (a) and (b) shall not apply to any person who brings or possesses a knife having a blade longer than 3-1/2 inches or razor with an unguarded blade upon the grounds of, or within, a public school providing instruction in kindergarten or any of grades 1 through 12 or any university, state university, or community college at the direction of a faculty member of the university or state university, or a certificated or classified employee of the school for use in a university, state university, or a school-sponsored activity or class.

(d) Subdivisions (a) and (b) do not apply to any person who brings or possesses a knife having a blade longer than 3-1/2 inches or razor with an unguarded blade upon the grounds of, or within, a public school providing instruction in kindergarten or any of grades 1 through 12, inclusive, or any university, state university, or community college for a lawful purpose within the scope of the person's employment.

(e) Subdivision (b) shall not apply to any person who brings or possesses a knife having a fixed blade longer than 3-1/2 inches upon the grounds of, or within, any university, state university, or community college, for lawful use in or around a residence or residential facility located upon those grounds or for lawful use in food preparation or consumption.

(f) Any certificated or classified employee or school peace officer of a public school providing instruction in kindergarten or any of grades 1 through 12, inclusive, may seize any of the weapons described in subdivision (a), and any certificated or classified employee or school peace officer of any university, state university, or community college may seize any of the weapons described in subdivision (b) from the possession of any person upon the grounds of, or within, the school if he knows or has reasonable cause to know the person is prohibited from bringing or possessing the weapon upon the grounds of, or within, the school (Amend. Stats. 1988, Ch. 113)

P.C. 12001

Definitions

(a) As used in this chapter, "pistol," "revolver," and "firearm capable of being concealed upon the person" shall apply to and include any device, designed to be used as a weapon, from which is expelled a projectile by the force of any explosion, or other form of combustion, and which has a barrel less than 16 inches in length. These terms also include any device which has a barrel 16 inches or more in length which is designed to be interchanged with a barrel less than 16 inches in length.

(b) As used in this title, "firearm" means any device designed to be used as a weapon, from which is expelled through a barrel a projectile by the force of any explosion or other form of combustion.

PROGRAM ADVISORY
California State Department of Education
721 Capital Mall
Sacramento, CA 95814

TO: All County and District Superintendents

FROM: James R. Smith
Deputy Superintendent
Curriculum and Instructional Leadership Branch

SUBJECT: CORPORAL PUNISHMENT

PURPOSE

The purpose of this communication is to provide information to school district and county personnel to clarify the implementation of the provisions of Education Code Sections 49000 and 49001, which prohibit corporal punishment in California public schools. Following are sections which present the legislation, background information, an opinion from the state Attorney General's office, examples of physical activities permitted and prohibited, guidelines for county and district superintendents, and names of contact persons in the Department of Education (SDE).

The intent of this bulletin is to help district administrators make decisions in the best interest of students, parents, teachers, and school principals.

Legislation Prohibiting Corporal Punishment

Most school and district personnel are aware that, since January 1, 1987, the infliction of corporal punishment upon any pupil is now prohibited, and that every local rule or regulation permitting corporal punishment is now void. These provisions appear in Sections 49000 and 49001 of the Education Code, as follows:

49000. The Legislature finds and declares that the protection against corporal punishment, which extends to other citizens in other walks of life, should include children while they are under the control of the public schools. Children of school age are at the most vulnerable and impressionable period of their lives and it is wholly reasonable that the safeguards to the integrity and sanctity of their bodies should be, at this tender age, at least equal to that afforded to other citizens.
49001. (a) For the purposes of the section "corporal punishment" means the willful infliction of, or willfully causing the infliction of, physical pain on a pupil. An amount of force that is reasonable and necessary for a person employed by or engaged in a public

school to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment within the meaning and intent of this section. Physical pain or discomfort caused by athletic competition or other such recreational activity, voluntarily engaged in by the pupil, is not and shall not be construed to be corporal punishment within the meaning and intent of this section.

- (b) No person employed by or engaged in a public school shall inflict, or cause to be inflicted corporal punishment upon a pupil. Every resolution, bylaw, rule, ordinance, or other act or authority permitting or authorizing the infliction of corporal punishment upon a pupil attending a public school is void and unenforceable.

Background Information

Recent complaints to the State Department of Education indicate that, while most school personnel know that paddling has been banned, they may not know the kinds of behavior the Education Code permits or prohibits.

Letters to the state Superintendent, telephone calls from parents, inquiries from attorneys, and correspondence with Parents Teachers Against Violence in Education--an international children's rights advocacy organization--allege that some school districts still permit a variety of abuses against pupils to occur. These include: making students perform push-ups for discipline, not allowing them to urinate when they need to, restraining them from movement, taping their mouths shut, locking them in "time-out" cubicles, allowing them to be bullied, forcefully grabbing them, strip-searching them, and using various forms of hitting, slapping, pinching, ear-pulling, and kicking.

Opinion of the State Attorney General's Office

In a letter to Jordan Riak, President of Parents and Teachers Against Violence in Education, Deputy Attorney General Harlan Van Wye concluded that the prohibition against corporal punishment extends to any and all forms of willful pain infliction, and that it is "the causing of pain which is prohibited--not the particular method or methods by which it is caused." (A copy of the Deputy Attorney General's letter is enclosed for your information.)

Examples of Physical Activities Permitted and Prohibited

Any kind of act that causes any kind of physical pain or discomfort in a pupil is prohibited, except for the specific situations cited in Education Code Section 49001(a). For clarification purposes, the following examples are offered for direction and guidance of school personnel:

1. Examples of PERMITTED Actions (NOT corporal punishment):

- 0 Stopping a student from fighting with another student
- 0 Preventing a pupil from committing an act of vandalism

- 0 Defending yourself from physical injury or assault by a student
- 0 Forcing a pupil to give up a weapon or dangerous object
- 0 Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills
- 0 Engaging in group calisthenics, team drills, military maneuvers, or other physical education or voluntary recreational activities.

2. Examples of PROHIBITED Actions (corporal punishment):

- 0 Hitting, shoving, pushing or physically restraining a student as a means of control (except actions allowed by Education Code Section 49001(a), stated above)
- 0 Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort.
- 0 Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

When in doubt, the following course of action is recommended by Deputy Attorney General Van Wye (quoted from the letter dated January 8, 1988): "Obviously, should there be any doubt concerning whether or not a particular action by a school district employee has the effect of causing physical pain on a pupil, the course of action most consistent with the legislative intent would be to forgo such action."

Guidelines for County and District Superintendents

1. District administrators and governing boards are urged to revise their discipline policies in accord with these provisions and to make sure that local school rules and procedures related to school discipline are consistent with board policies and with this statute.
2. Administrators and governing boards of school districts should be aware that if local school employees continue to administer corporal punishment to pupils under any circumstances they may be liable for civil lawsuits as well as prosecution for child abuse.
3. Administrators should notify all school employees that it is the duty of each of them to enforce local rules and procedures on school discipline.

Contact Persons in the Department of Education

For further information or answers to questions on corporal punishment, contact:

Milton Wilson, Consultant
Pupil Personnel Services
School Climate and Student
Support Services Unit
(916) 323-0567

Joyce Eckrem
Staff Counsel
Legal Office
(916) 445-4694

RIVERSIDE UNIFIED SCHOOL DISTRICT
PUPIL SERVICES
AUGUST 15, 1992

TO: Principals, Vice Principals

FROM: Marj McCall, Director
Pupil Services

SUBJECT: Discipline/Suspension, and some potential points to consider.

A number of issues have come up through the year that are potential "sticky" issues. I have compiled information on these points for you. In addition, I will provide a workshop in October to discuss suspension and expulsion procedures with you.

As you will note, some of this material revisits old ground, however, there are often new aspects of an issue which bear examination. I hope you find this information of use as you prepare for a new school year.

INFORMAL CONFERENCE:

For guidance in what constitutes an informal conference the following was gleaned from dictionary and thesaurus.

INFORMAL CONFERENCE:

Not according to prescribed regulations or form; not formal or ceremonious, in the style of a conversation.

EC 48911 (b) states that suspension..."shall be preceded by an informal conference conducted by the principal/designee and if possible the school employee who referred the pupil. The pupil must be:

1. informed of the reason for suspension (or other discipline action)
2. the evidence against him/her

The pupil must then be given the opportunity to present his version and evidence in his defense.

If the evidence warrants suspension under school rules and district regulations and if other means of correction have repeatedly failed to bring about proper conduct or if the pupil's presence causes a danger to persons or property or threatens to disrupt the educational process the pupil may be suspended. Please keep in mind that if this suspension is for a first time for other than 48900 a-e you must determine, based upon factual evidence that the pupil's presence causes a danger to persons, property or threatens to disrupt the educational process. I recommend that you include a declaration concerning your determination in addition to the narrative of the incident.(EC4890.5) Of course, you are well aware that you may suspend for violations of EC48900 a-e upon a first offense.

SUSPENSION DAYS:

Since suspension means removal from ongoing instruction unless the student was reassigned to an educational program or to receive guidance services, the days of suspension should include the time the student was out of his classes you completed the due process proceeding.

SCHOOL WORK:

District Regulations require that teachers provide work for the student during suspension. Teachers should specify when the work must be turned in for credit.

INVESTIGATION:

Remember that the U.S. legal system is built upon a presumption of innocence until proven guilty, therefore your investigation should proceed accordingly. If you only look for guilt you may be ignoring valid evidence that points to the innocence of the student. This will surely cause you problems with the parent and in any further disciplinary action.

ADMINISTRATIVE DISCRETION:

According to state law and district policy suspension is to be used as a last resort or when other disciplinary measures are seen as inappropriate because of danger. You, in your capacity as an administrator, have full discretion to utilize other disciplinary measures except with respect to drug evidences. The RUSD Board of Education has reserved to the board discretion in drug (including alcohol) cases. I recommend that you avoid the use of "I have no choice but to suspend you for X days" or "It is the policy to suspend you for X days". You have individual discretion for decisions on each disciplinary matter and should exercise that discretion as appropriate, given the specific circumstances involved. "Cookbook discipline": is not an effective approach to dealing with young people. There is a tendency for school staffs to push for that type of discipline. I strongly recommend that you avoid that type of agreement with staff and instead maintain full discretion to deal with problems as appropriate.

REPORTS TO POLICE:

In addition to disciplinary procedures, you have the obligation to report to police any attack, threat, or menace of a school employee. It is a misdemeanor for you and the employee to fail to report the incident promptly. Police reports may be filed for attacks on any person on school grounds. I recommend that you work with your SRO on all cases involving group attacks on students, unprovoked attacks on students and/or any fight involving injury to a student. You must report under EC 48902 every attack involving a weapon upon any other person.

ARREST OF PUPIL:

If the student is arrested or removed under custody from the campus by a police officer except as a victim of child abuse you must notify the parent/guardian immediately. In the case of child abuse, you must provide the name and address of the parent/guardian to the officer.

cc: Irma Mortimer, Coordinator, CWA
Managers, CWA

MM/lb

RIVERSIDE UNIFIED SCHOOL DISTRICT

PUPIL SERVICES

TO: Principals
Assistant Principals

FROM: Marjorie C. McCall
Pupil Services Director

DATE: December 18, 1992

SUBJECT: Witness Statement Forms

Attached are two witness statement forms suggested for your use in collecting witness statements in school disciplinary cases. The forms incorporate ideas suggested by the district's legal council.

The confidential witness statement form is designed for use in cases when witnesses are truly fearful of being identified because they might be harmed. during a hearing you would present this witness statement unedited to the Administrative Hearing Panel for examination. The panel would be responsible for determining, based upon the merits of the student's statement and your sworn testimony, whether or not the student's statement is credible and whether to consider the statement beyond the level of hearsay. The panel must include that determination in the findings of fact. (You would edit the statement for discipline packets.)

The other witness declaration form is designed to be utilized for your ordinary witness statements. It includes the necessary elements which should be included, i.e. declaration of facts known personally to the maker, voluntarily, and under penalty of perjury.

Please copy and use the forms as needed. Call me if you have questions at 7173.

MCM:sh

cc: Dr. Charles Beaty
Dr. Philip Perez
C.W.A. Managers
Adminstrative Hearing Panel Members

DECLARATION OF WITNESS TO INCIDENT

Incident _____

Date of Incident _____

I, _____ declare that I have personal knowledge of the incident described above. I am giving this statement voluntarily. If necessary, I can testify to these facts:

(State what happened that you personally know about.)

[illegible]

I declare under penalty of perjury that the forgoing statement is true and correct.

Executed this _____ day of _____ 199__ at Riverside, California.

Signature_____

Print Name _____

Witnessed by _____

Title _____

MCM:sh
12/92

RIVERSIDE UNIFIED SCHOOL DISTRICT
PUPIL SERVICES AND COUNSELING DEPARTMENT

October 29, 1992

TO: Principals
Vice Principals
Administrative Hearing Panel Members

FROM: Marjorie C. McCall, Director
Pupil Services

SUBJECT: WITNESSES AT STUDENT HEARINGS

I believe we need to revisit the Adame VS San Bernardino City Schools California Supreme Court decision regarding Student Expulsion Hearing requirements. The attached is a review of the findings in that case. I call your attention to the ruling that school districts are obligated to present witnesses at the expulsion hearing to provide testimony relevant to the grounds for the expulsion recommendation.

The reasons the school needs to present witnesses at expulsion hearings include:

1. The accused student has a fundamental right to cross examine witnesses in the hearing process.
2. The hearing panel is responsible for determining the credibility of witnesses.
3. The hearing panel may not act on written statements alone unless, these statements are beyond the level of hearsay ie; a written confession or sworn statements from students who do not testify because of a significant and specific risk of harm. The administrative hearing panel must include in the findings of fact the significant and specific risk of harm identified during the hearing.

NOTE: Confessions challenged as non voluntary may not be admissible.

4. The requirement to have witnesses testify holds even when the family does not assert their rights.

The significance here is twofold:

- I. Schools need to bring witnesses to testify concerning the incident. If a potential witness refuses to testify out of fear the school needs to document their circumstances that cause this fear and any evidence of reason to fear.

The school needs to request the student to make a written statement under penalty of perjury regarding the incident. The school should edit this statement in such a way as to conceal the identity of the maker of the statement and include the edited statement in the information provided to

the accused student. The school needs to bring the original signed statements given under penalty of perjury to the hearing. Those original statements must be provided to the panel for their inspection during the hearing.

If the school is presenting an uncontested case where the student confessed it is critical to establish the voluntariness of the students' statement.

- II. If the school fails to provide evidence beyond the level of hearsay the panel must throw out the case based upon lack of substantial evidence.

MCM/gs

RIVERSIDE UNIFIED SCHOOL DISTRICT
PUPIL SERVICES AND COUNSELING DEPARTMENT
CHILD WELFARE AND ATTENDANCE

Jeopardy Procedure
Suspected Child Abuse

REPORTING PROCEDURE

The Department of Child Welfare and Attendance provides assistance to schools in reporting all cases of suspected child abuse to the proper authorities and in the manner prescribed by law. Managers give emergency priority to the reporting process in order that child safety and the mandated reporting responsibility of staff members is ensured.

Internal reporting procedures are legal under California law. Our process was reviewed by the Riverside County District Attorney's Office and was found to meet legal requirements. Procedures are established in order that reports of suspected child abuse may go forward with minimum disruption to the school program. Support and concern are shown to children as managers and nurses work to gather information and work with child protective agencies. The following steps are outlined in order to ensure appropriate procedures are followed:

1. Any teacher or other school employee having a reasonable suspicion of child abuse must report the suspicion as soon as possible. It is suggested that employees utilize the district reporting procedure which is started by notifying the principal/designee or by contacting their Child Welfare and Attendance manager.
2. The principal/designee then requests the Child Welfare and Attendance manager and school nurse to come to the school. If the manager has been contacted directly the Child Welfare and Attendance manager will contact the nurse.
3. The Child Welfare and Attendance manager and nurse report immediately

to the school (If the Child Welfare and Attendance manager and assigned nurse are unavailable, contact the office of Pupil Services for assistance).

4. Upon reporting to the school, it is the responsibility of the Child Welfare and Attendance manager to contact the principal/designee and the school employee, who suspects child abuse, to obtain information. If the manager was contacted directly, the manager should first contact the reporting party.
5. The Child Welfare and Attendance manager and the nurse interview the child to determine what the child has to say concerning the matter.
6. The nurse conducts a physical examination of the child's injuries and completes report HSD/71 appropriate. The nurse makes a notation of findings on the pupil's health record.
7. The Child Welfare and Attendance manager, the nurse, and school employee review the information. If it is agreed there is reason to believe non-accidental injuries have been inflicted on the child or if the child verbally reports abuse, a report shall be made to a child protective agency.

If it is determined that the injuries are the result of accident or disease, a report should be sent "For Information Only" to Child Protective Services, with notice to the principal/designee and other school employee from the Coordinator, Child Welfare and Attendance.

8. If there is not general agreement that the facts support a reasonable suspicion of child abuse, the matter must be resolved by the Child Welfare and Attendance manager filing a report of suspected child abuse.
9. If there is reason to suspect child abuse, the Child Welfare and Attendance manager must immediately contact Emergency Response at the Department of Public Social Services, the police department, or sheriff's office by telephone, to report suspected child abuse. Such reports are confidential.
10. The school principal/designee should be kept informed by the Child Welfare and Attendance manager concerning the disposition of the case during the investigation and reporting of suspected child abuse.
11. The Child Welfare and Attendance manager is responsible for informing the school employee of the verbal report.
12. The Child Welfare and Attendance manager will continue to follow up the case as deemed appropriate in conjunction with the Emergency Response worker and/or law enforcement officer involved in the investigation. If the Child Protective Services worker determines the verbal report does not constitute child abuse, a 11166PC report will be filed "For Information Only", to Child Protective Services with a notification to the principal/designee and other school employee from the Coordinator of Child Welfare and Attendance.

13. Whenever a representative of a child protective agency deems it necessary, a suspected victim of child abuse may be interviewed during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. A representative of the child protective agency shall inform the child of that right prior to the interview. The purpose of the staff person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible; however, the member of the staff so elected shall not participate in the interview. The member of the staff so present shall not discuss the facts or circumstances of the case with the child. The member of the staff so present, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the school shall inform a member of the staff so selected by a child of the requirements of this section prior to the interview. A staff member selected by a child may decline the request to be present at the interview. If the staff person selected agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding. P.C. 11174.3
14. Giving due consideration to the welfare of the child, and maintaining the confidentiality of the school employee who reported the suspected child abuse case, the Child Welfare and Attendance manager will contact the parent/guardian to inform the parent/guardian of the investigation:
 - a. If it has been determined that the report is unfounded by the Emergency Response worker/law enforcement officer.
 - b. If the investigation has determined the child is to be taken into protective custody by law enforcement officers. (Notification of the parent/guardian is required by law if the child is removed from the school by a law enforcement officer, unless the school is specifically requested not to inform the parent/guardian by a law enforcement officer).
15. The district procedure was developed with the intent of ensuring that school employees are assisted in completing their duty as child care custodians to report suspected child abuse. The name of the reporting employee is confidential. Parents shall not be told the name of the reporting employee in any school conference unless the employee agrees to disclose the information.

State law governing reports of suspected child abuse prescribes that the name of the reporting party is confidential (unless criminal proceedings are brought against an abuser). Reference Section #5, Article XXIV, Reporting Suspected Child Abuse Agreement for Certificated Bargaining Unit.

16. The Child Welfare and Attendance manager files, within 36 hours, a Ill66PC Report of Suspected Child Abuse with the Children's Protective Services.
17. A copy of the Ill66PC Report of Suspected Child Abuse is retained by the office of Child Welfare and Attendance. This report is confidential.
18. Written notice of the completion of filing the Report of Suspected Child Abuse is sent to the principal/designee of the school with a copy to the school employee originally reporting suspected child abuse by the Coordinator, Child Welfare and Attendance, in order to assure involved school personnel that all legal requirements for reporting have been completed.

NOTE: This procedure is intended to ensure that in all cases when a school employee suspects child abuse their mandated responsibility to report the suspicion is carried out in a timely manner. If, in any instance, an employee notified the principal/designee of his/her suspicion and the reporting process did not go forward, the school employee is still responsible for reporting and may contact the Coordinator of Child Welfare and Attendance department directly to obtain assistance in making the necessary report. The Coordinator's telephone number is 7163.

Irma Mortimer, Coordinator
Child Welfare and Attendance

IM/gs

cc: Marj McCall

**RIVERSIDE UNIFIED SCHOOL DISTRICT
PUPIL SERVICES AND COUNSELING DEPARTMENT
Child Welfare and Attendance
CHILD ABUSE - FLOW CHART**

School personnel suspects
possible child abuse

Alerts the principal/designee. Takes student to the office.

Contacts Child Welfare and Attendance manager directly with report.

Principal/designee calls the Child Welfare and Attendance manager and nurse assigned to the school.

Child Welfare and Attendance manager contacts nurse assigned to the school.

Child Welfare and Attendance manager and nurse interview the student and reporting employee.

Not considered child abuse - notify principal/designee and school employee.*

Child Welfare and Attendance manager contacts Protective Services to give a verbal report and requests a worker.

Parent contacted by child Welfare and Attendance manager.

Protective Services Worker, Child Welfare and Attendance manager, and nurse agree that student needs transporting or shelter care, etc.

Child Welfare and Attendance manager sends report "For Information Only" to Protective Services - include a nurse's report. Notice is sent to principal/school employee by Child Welfare and Attendance Coordinator.

If not considered child abuse, the Protective Services worker contacts home and returns child to parents. A report "For Information Only" is filed by the Child Welfare and Attendance manager with Protective Services. Notice of report is sent to principal/school employee by Child Welfare and Attendance Coordinator.

Juvenile Bureau is contacted to request a law officer by Protective Services/Child Welfare and Attendance manager.

Child Welfare and Attendance manager notified principal/school employee of report to Protective Services.

Law Officer and Protective Services worker handle case.

Child Welfare and Attendance manager notified parent unless specifically requested not to by law officer and worker.

A report is written within 36 hours by the Child Welfare and Attendance manager with a report from the nurse attached and submitted to Protective Services. A notice is sent by the Child Welfare and Attendance Coordinator to the principal and reporting employee informing them of the written report being filed.

*In all cases when an employee holds the belief there is reason to suspect child abuse, a report is made to Child Protective Services by the Child Welfare and Attendance manager.

Revised 10/90

RIVERSIDE UNIFIED SCHOOL DISTRICT

RIVERSIDE, CALIFORNIA

PUPIL SERVICES

Child Welfare and Attendance

CHILD ABUSE RECOGNITION GUIDE

Some indicators of abuse that you may encounter are listed below. Take special note of any indicators that occur on a repetitive basis. These characteristics can be caused by other things, but they are indications that the child is in need of help. DON'T IGNORE BEHAVIOR THAT IS ABNORMAL.

PHYSICAL ABUSE

Bruises
Abrasions
Black eyes
Split lips
Swelling
Burns
Scratches
Welts
Imprint of hand or other
object on the skin
Recurrent vomiting
Inconsistent statements
about injuries

EMOTIONAL ABUSE

Underdeveloped physically
Underdeveloped emotionally
Underdeveloped intellectually
Obesity
Underweight
Enuresis (Involuntary
discharge or urine)
Hyperactivity
Hypoactivity
Nervous skin disorders

PHYSICAL NEGLECT

Consistent hunger
Underweight for age
Soiled, unkept, or inappropriate clothing
Constant fatigue or listlessness
Unattended physical or medical needs
Constant tardiness or absence
Odor of alcohol
Left at home unsupervised
Inadequate shelter
Lack of normal strength and endurance

SEXUAL ABUSE

Difficulty in walking or sitting
Lacerations, bruises, or injuries
to genitals
Unwillingness to participate in
physical activity
Pregnancy or venereal disease
Sexual activities inappropriate for
age
Words or sexual talk
Excessive fondling or masturbation

SOME BEHAVIORAL INDICATORS OF ABUSE THAT YOU MAY ENCOUNTER

Aggressive
Destructive
Depressed
Anxious
Uncommunicative
Infantile behavior
Apprehensive
Frightened by
adult contact
Hungry for affection
Consistently alert for
danger
Learning problems
cannot be diagnosed

Disruptive
Withdrawn
Shy
Passive
Truancy
Delinquency
Low self-esteem
Arrives at school
early - stays late
Impaired ability
for enjoyment
Minimizing abusive acts

Constantly daydreaming
Cries easily and often
Temper tantrums
Drug problems
Academic failure
Runaway
Precocious behavior
Socially inappropriate behavior
Frequent and severe mood changes
Minimizing abusive acts
Deep guilt feelings
Retraction of story

RIVERSIDE UNIFIED SCHOOL DISTRICT
PUPIL SERVICES AND COUNSELING DEPARTMENT
Child Welfare and Attendance

September 22, 1988

TO: Principals

FROM: Virginia Brawner, Coordinator
Child Welfare and Attendance

RE: Standard School Crime Reporting Form Procedure

Action Requested: For Information and Implementation

Deadline: Ongoing

Enclosed are copies of the NCR forms to be used at the end of each month to report crimes which have been committed on your campus during that month.

The following procedures should be followed in carrying out the Standard Crime Reporting Form procedure in your school.

1. One person should be designated to carry out the responsibility for correcting and recording school data.
2. Make a copy of the NCR form to use during the month to tally any criminal acts which occur on your campus.
3. Become familiar with the Crime Reporting Guidelines Manual distributed to principals.
4. As incidents occur, tally each incident according to the categories required.
5. At the end of the month, count each category and record the number of incidents in the correct space on the official NCR form.
6. The contact person who compiled the record should sign the NCR report.
7. The principal should also sign the report.
8. The school should keep the NCR copy with the tally sheet and any other supporting information at the school and forward the original to Child Welfare and Attendance.
9. The report is due in Child Welfare and Attendance five (5) working days after the end of the calendar month.

Please note that vandalism is being reported to Jim Kimble through maintenance; see Section 93 on the report. Incidents of vandalism should not be reported on the Standard School Crime Reporting Form if the incidents have been called in to Mr. Kimble's office. If you have any questions about reporting crimes against school property and whether maintenance has reported the information, call Jim Kimble at 7516.

Any other questions please call me at 7163. If you need assistance, please call me at any time.

VB/jh
Enclosures

ACCESS TO RECORDS

State and federal laws permit access to records according to the following listings. Those granted access are prohibited from releasing information to another person or agency without written permission from the parent or legal guardian. (If the pupil is age 18 or older the right of consent belongs to the pupil.) A log of persons or organizations requesting or receiving information from the record and the reason therefore must be maintained. Legitimate requests by school district personnel do not need to be recorded, nor do requests from parents or students nor those disclosures authorized in writing by a parent or eligible student. The log is sealed and is available for review only by the custodian of the records and the parent or eligible student.

MANDATORY ACCESS - The following persons or agencies shall have access to pupil records:

- a) Natural parents, adoptive parents or legal guardian of pupil younger than age 18 (within 5 days of request)
- b) School officials and employees for legitimate educational purposes
- c) School Attendance and Review Board members
- d) Other public schools (California) where pupil has enrolled or intends to enroll
- e) Federal, state, and county officials for program audit or compliance
- f) Agencies specified by law (child abuse, attacks)
- g) Natural parent or adoptive parent of dependent pupil age 18 or older (within 5 days of request)
- h) Pupil age 16 or completed tenth grade
- i) Those so authorized in compliance with court order
- j) Private schools or out-of-state schools of anticipated or new enrollment.

PERMITTED ACCESS - The following persons or agencies may have access:

- a) Appropriate persons in an emergency
- b) Agencies or organizations in connection with students applying for financial aid
- c) Accrediting association
- d) Organizations conducting studies on behalf of the district
- e) Those persons or agencies so authorized by parent or guardian with custody (or pupil if age 18 or older).

PROHIBITED ACCESS - If an agency or person is not included, the above access can only be granted through written permission. Such permission must:

- a) Specify the nature of the information to be released; and
- b) Specify the purpose for which the information is released. In addition, the recipient must be informed of -- but need not acknowledge in writing -- restrictions upon further release to another agency or person without specific written authorization.

RIVERSIDE UNIFIED SCHOOL DISTRICT
PUPIL SERVICES DEPARTMENT

RECORDS

Log Of Access And Requests For Access To Student's Records

NOTE: This is to be completed and placed in a student's file whenever a request is made for specific information (other than directory information) about a pupil. Legitimate requests by school district personnel need not be recorded, nor do requests from parents or students, nor those disclosures authorized in writing by a parent or eligible student.

All other requests, including those authorized by law which do not require permission for access, shall be recorded. Subsequent requests would be added to this log.

Student _____

School _____

CONFIDENTIAL: THIS LOG IS AVAILABLE FOR REVIEW ONLY BY THE CUSTODIAN OF THE RECORDS (OR DESIGNEE) AND THE PARENT OR ELIGIBLE STUDENT. IT IS TO BE FORWARDED (SEALED) TO THE CALIFORNIA PUBLIC SCHOOL OF NEW ATTENDANCE. IT MAY BE FORWARDED TO OTHER SCHOOLS.

Requests for Information from a Student's Record

Person/Agency	Information Requested	Reason	Date of Request	Date of Compliance (Note if not Provided)	Person Providing Information
---------------	-----------------------	--------	-----------------	--	------------------------------

fold here

and seal

RIVERSIDE UNIFIED SCHOOL DISTRICT
Riverside, California

PUPIL SERVICES AND COUNSELING

January 28, 1987

TO: Principals

FROM: Marj McCall, Director
Pupil Services and Counseling

RE: Procedure for Notification of School Personnel Concerning Juvenile
Court Notices

Action Requested: For Ongoing Implementation

Deadline: Immediate

Pursuant to Section 827 of the Welfare and Institutions Code, the juvenile court is required to send written notice to the Superintendent of Schools of pupils K-12 found to have used, sold, or possessed narcotics, or a controlled substance, or to have committed one of the following crimes:

1. Intimidating witness
2. False crime report
3. Murder
4. Kidnapping
 - for ransom
 - for purpose of robbery
 - with bodily harm
5. Robbery while armed
6. Assault
 - with firearm
 - by any means of force likely to produce great bodily injury.
7. Discharge of a firearm into an inhabited or occupied building.
8. Rape with force
9. Sodomy by force
10. Lewd or lascivious act
11. Oral copulation by force
12. Foreign object in genitals
13. Assault with intent to murder
14. Arson of an inhabited building
15. Any felony offense in which the minor used a weapon
16. Felony or attempted felony with use of firearm

The superintendent/designee is required to consult with the principal at the school of attendance and to transmit the information concerning the minor involved: information that will be needed in working with the minor in an appropriate fashion to avoid needless vulnerability. The information received is confidential. The following steps are required in order to carry out this procedure:

1. The department of Child Welfare and Attendance will send a copy of the notice to the principal of the school with a notice to inform the pupil's teacher(s), counselor, and vice principal in charge of discipline concerning the findings of the juvenile court.
2. The principal shall file the notice in the pupil's cumulative record.
3. The principal shall maintain a record of all juvenile court records including the dates for destruction of each court notice and shall remove the notice and destroy it on that date. The destruction shall be noted on the school record of court notices.
4. The notice from the courts must be destroyed 12 months from the date of receipt or 12 months after the minor returns to school, whichever occurs last. Data lists will be provided on a quarterly basis from Child Welfare and Attendance to assist schools in meeting destruction timelines.
5. After the specified period of time when the notice should have been destroyed, the parent or guardian has the right to make written request for the destruction of the notice.
6. The principal shall respond to the written request within 30 days to confirm that the record has been destroyed or specify the date when it will be destroyed.
7. A copy of the Record of Juvenile Court Notices shall be sent to the department of Child Welfare and Attendance before June 30 of each school year by the principal.
8. The department of Child Welfare and Attendance shall prepare a report for the business office of the number of court notices processed during each school year in order to claim reimbursement to the district for the costs of this state mandated local program.

Please note that Riverside County Juvenile Court has recently begun to send these notices to the district.

MM/ja

Attachment

cc: Sharon Tucker
Joan Shurtliff
Consultants

RECORD OF JUVENILE COURT NOTICES

Year

School

[illegible]

SEND TO PUPIL SERVICES BY JUNE 30, 19____

SIGNATURE OF PRINCIPAL

DATE _____

RIVERSIDE UNIFIED SCHOOL DISTRICT
PUPIL SERVICES AND COUNSELING DEPARTMENT
Child Welfare and Attendance

SCHOOL ATTENDANCE REVIEW BOARD #12

The schools are in a key position to identify children with both behavior and attendance problems. As identification of children with problems will be made chiefly by the alert, concerned classroom teacher, it is very important the teachers be informed of the symptoms which indicate problems and the resource available in the school district and the community.

Preventive work begins in kindergarten and intensive case work should be done on irregular attendance and noticeable behavior problems. A list of symptoms indicating problems include:

1. ABSENCE FROM SCHOOL

- a. Excessive absence.
- b. Pattern of absence:
 - (1) Absence mostly on Monday and Friday or any other particular day.
 - (2) Absent when exams are scheduled.
 - (3) Absent from same class frequently.
 - (4) Absent the period before or after lunch.
 - (5) Absent for a variety of minor health complaints.

2. BEHAVIOR

- a. Has difficulty learning and fails to achieve.
- b. Resents authority and is overly sensitive to criticism.
- c. Displays shy, withdrawn behavior or inappropriate aggressive behavior.
- d. Is often restless.
- e. Has frequent emotional outbursts and is often obstinate.
- f. Has speech problems.
- g. Has poor peer relationships.
- h. Bites nails.
- i. Cries easily.
- j. Has undue fears.
- k. Is immature for age level.
- l. Exhibits anxiety or fear of being separated from parents.
- m. Is frequently tense.
- n. Has frequent temper tantrums.
- o. Exhibits excessive dependence upon adults.
- p. Displays unhappy or depressed emotions.
- q. Frequently disrupts class discipline.
- r. Is often impulsive.
- s. Has short attention span.

SARB Process

Schools frequently identify a student who causes concern because of continuing poor attendance or poor behavior. As school options are exhausted in an effort to solve these problems, the utilization of a referral to the School Attendance Review Board (SARB) should be considered.

The local SARB is a team. It is composed of representatives from many community resources working to assist a troubled student and his family. The team meets regularly to screen and review cases; the purpose being to identify and recommend action plans for each student referred.

The intent of the legislature in mandating SARB was to divert truant students away from the juvenile justice system by providing intensive counseling services. The efforts of youth service agencies were to be enlisted and utilized in assisting at-risk youths through the make up of the board and through the remedial efforts applied to individual cases of truant and misbehaving students.

The following is intended as a guide to be utilized in cases in which students are referred into the SARB process.

I. SCHOOL EFFORTS TO RESOLVE THE PROBLEM

- A. In cases when the school identifies a student because of either an attendance or behavior problem the following should be implemented:
1. Confer with all staff members regarding the student (teacher, principal, vice principal, nurse, counselor, Child Welfare and Attendance consultant, psychologist, etc.)
 2. Review the student's cumulative record and follow-up on recommendations.
 3. Utilize all district resources according to district procedure (Child Welfare and Attendance, Psychological Services, Notification of Truancy, etc.)
 4. Confer with the parent and student to try interventions to alleviate the problem. Possible interventions to try at the school level include but are not limited to:

K-12 Options

Transfer
Special Education
Pupil Reassignment
Independent Study
Other

Behavior Contract
Assignment to Remedial Program
Psychological Assessment
Review of Student's Program
Health/Medical Assessment by
School Nurse

Alternative Programs For Students Over 16

Continuation Education, Regional Occupational Program, Work Program

5. Meet appropriate legal notice requirements in cases of truant students: (keep a record of all mailings or obtain a return receipt.)

- a. Send a letter (A-1) notifying the parent/guardian of the student's truancy and the responsibility of the parent/guardian to compel the student to attend school, together with information about possible alternative programs and a request to meet with school personnel pursuant to 48260.5, with the first notification of truancy.
- b. Send a First Notice of Truancy (A-2) to the parent/guardian with a copy to Child Welfare and Attendance when a student has been absent on his/her fourth occasion without valid excuse or tardy in excess of 30 minutes.
- c. Send a Second Notice of Truancy (A-2) on the next incident of absence from school without a valid excuse or tardy in excess of 30 minutes.
- d. Send a Report of Habitual Truancy (A-2) upon the student's subsequent absence from school without a valid excuse or tardy in excess of 30 minutes.

B. The school may seek appropriate assistance from community resources for the student and/or family prior to a SARB referral. Refer to the special section of your Riverside County School Attendance Review Board's Handbook labeled, "Community Resources/Government Agency Resources." The Child Welfare and Attendance consultant or the school psychologist may also suggest appropriate referrals in the following areas:

1. Health
2. Psychological Resources
3. Family Counseling Agencies
4. Youth Organizations

C. If school efforts fail to obtain the regular attendance of the student, the school then refers the student's case to the School Attendance Review Board (SARB).

II. INITIAL CLUSTER SARB REFERRAL

A. The school must inform the parent/guardian and student in writing that a referral is being made to SARB. Also include a copy of the SARB brochure. (A-4) The letter (A-3) must comply with district guidelines for parent information regarding SARB referrals including:

1. Notification of referral.
2. Explanation of what SARB is and general information about agencies represented on SARB.
3. Notification that information from the student's record is being released to SARB.

B. The school should call the Child Welfare and Attendance secretary to schedule a Cluster SARB appointment. A minimum of 10 school days are needed in order to notify the parents regarding the appointment. The secretary will schedule the first available time slot, beginning with 1 p.m. and will then send the Notification of

Appointment of Conference (A-6) to the parent with a copy to the school.

- C. The school should complete the SARB Referral Form and Checklist (A-5) and duplicate 10 copies and submit them to the SARB chairperson at the SARB meeting or before. A copy of legal notices to parents should be included with the referral, if the referral is for truancy. (See I. A-5)
- D. If for some reason a school finds it necessary to reschedule or cancel a SARB case the school should contact the parent by telephone and notify them of the cancellation. A follow-up letter should be sent to the parent with a copy to the Cluster SARB chairperson.
- E. The school representative should attend the initial meeting, bring the student's official records along with 10 copies of the case, and present the case. An updated list of days of absence with reason for absence is suggested in addition to an attendance calendar. (CW-7)

III. CLUSTER SARB PANEL

- A. Meet with the parent/guardian, student, and school personnel.
- B. Review the case at agreed intervals or as needed.
- C. Cooperatively develop a contract (A-7) with the parent/guardian and student to help remedy the student's problem.
- D. If contract interventions fail to alleviate the student's truancy or behavior, consider whether there should be a recommendation for referral of the case to the District Attorney, Probation Department, or Child Protective Services.

IV. CLUSTER SARB CHAIRPERSON

- A. Schedule SARB cases and notify parent/guardian and school personnel of SARB meeting. Contents of the letter (A-6) should include:
 - 1. Notification that a referral has been made to SARB and why.
 - 2. Notification of the date, time, and place of the SARB meeting.
 - 3. Notification that the participation and cooperation of the parent/guardian in this meeting is required.
 - 4. Notification that failure to cooperate in alleviating the student's truancy or behavior may result in a referral to the District Attorney for mediation or prosecution.
- B. Send a letter (A-8) to parent/guardian upon their failure to appear at the SARB meeting. Include a copy of SARB case (A-5 with attachments), SARB contract (A-7) and compulsory education laws. (A-9)
- C. Notify parent/guardian in writing of date, time and place of any subsequent meetings. (A-6) Send a copy to the school.

CASTLE VIEW ELEMENTARY SCHOOL
Riverside, California

Dear Parent/Guardian of:

Your child has been absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in the school year. Because of this, your child has been classified as a TRUANT within the provisions of Section 49260 of the California Education Code.

California law requires you to compel the attendance of your child at school. If you do not meet this obligation you may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27 of the California Education Code.

Alternative programs which may be considered for students K-12 vary according to the age of the student. Among alternatives which may be considered for your child are those items which are checked:

K-12 Options

Behavior Contract	_____	Transfer	_____
Assignment to Remedial Program	_____	Special Education	_____
Psychological Assessment	_____	Pupil Reassignment	_____
Review of Student's Program	_____	Independent Study	_____
Health/Medical Assessment by	_____	Other	_____
School Nurse	_____		

Alternative Programs For Students 16 and Over

Continuation Education	_____	Work Program	_____
Regional Occupational Program	_____		

I have scheduled a parent conference in order to meet with you to discuss alternative programs and possible solutions to your child's truancy.

Date: _____ Time: _____

Place: _____

If you are unable to meet at this time, please call me at 788-_____ to arrange a more convenient time.

Sincerely,

Principal/Designee

Enclosures: Notice of Truancy (A-2) School
Legal References (A-9)

RIVERSIDE UNIFIED SCHOOL DISTRICT
PUPIL SERVICES AND COUNSELING DEPARTMENT
Child Welfare and Attendance

NOTICE OF TRUANCY

Date _____
School _____
Grade _____

To the Parent/Guardian of: _____

FIRST NOTICE OF TRUANCY

The above student has been absent or tardy on the following dates without a valid excuse and thereby comes within the provision of Section 48260 of the Education Code and is therefore reported as a TRUANT.

Dates absent or tardy	Reason
-----------------------	--------

Education Code 48260

Any pupil subject to compulsory full-time education who is absent from school without valid excuse more than three days or is tardy in excess of 30 minutes on each of more than three days in one school year is truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

In order to discuss the legal implications involved in TRUANCY, a parent conference is scheduled as follows:

Date: _____

Time: _____

Place: _____

If you cannot attend at that time, please call _____ to arrange a more convenient time.

Dates absent or tardy	Reason
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Education Code 48261

Any pupil who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be reported as a truant to the attendance supervisor or the superintendent of the school district.

REPORT OF HABITUAL TRUANCY

On _____, the above student was reported as a TRUANT and since that date has been absent or tardy without valid excuse one or more times and is therefore reported as a HABITUAL TRUANT.

Education Code 48262

Any pupil is deemed an habitual truant who has been reported as a truant three or more times in one school year.

Valid reasons for absence from school (Education Code, Sec. 46010) are:

- (a) An illness or an injury to the child
- (b) A quarantine of the home by a county or city health official.
- (c) A medical, dental, optometrical, or chiropractic appointment.
- (d) Attendance at funeral services for a member of the immediate family.
- (e) Other absences deemed justifiable personal reasons as defined in Board Policy 5110.3.0 (example: religious holidays).

If you are having a problem, perhaps we may be able to help. Both the home and the school need to work together so that your child is able to continue learning.

Signed _____
Principal/Designee

White: Parent/Guardian
Yellow: CWA
Pink: School File

**(School Heading)
Date

Dear Parent/Guardian:

Your son/daughter _____ is being referred to the School Attendance Review Board due to attendance or behavior problems.

The School Attendance Review Board was created by the State Legislature to determine that all available guidance and community services have been provided to meet the special needs of students with school attendance or school behavior problems before a referral is made to the juvenile justice system. (Educational Code Section 48320-48324).

When a referral is made, the SARB members review the situation, meet with the student and his parents, and make recommendations to the parent and the school which they feel will help correct the problem. You will have an opportunity to enter into the discussions regarding ways to help resolve the problem. The parents, student, and school are asked to cooperate with these recommendations. When a problem is recognized by the school district, SARB will make every effort to find positive solutions by suggesting either public or private agency help. SARB is not an agency designed for punishment.

The SARB members include personnel from agencies such as Probation, DPSS, law enforcement, non-profit counseling agencies, psychologists, school counselors and nurses, PTA and persons from the community, as well as Child Welfare and Attendance consultants and school guidance personnel. All the members are concerned with helping children attend school regularly and overcome their school behavior problems so that they may complete their education.

If your child's truancy and/or behavior problems have not shown improvement within a reasonable time after the meeting, SARB may direct the school district to prepare a petition to be filed with the District Attorney's Office, Probation Department or the Department of Public Social Services. It is our sincerest desire that positive solutions be found for each referral to SARB without a request for legal action or further disciplinary action by the school.

The school will be forwarding all pertinent records to the SARB panel for their use in reviewing your child's case. We are hoping to work together with you to improve your child's attendance/behavior.

Sincerely,

Principal/Designee

SARB
SCHOOL ATTENDANCE
REVIEW BOARD
NOTIFICATION OF APPOINTMENT OF CONFERENCE

DATE _____

TO: _____
Parent/Guardian

Address

RE: _____
Student

Referring School

The _____ Cluster SARB has a referral in behalf
of the above named student regarding:

☐ Habitual Truancy ☐ Behavior Problems ☐ Irregular Attendance ☐ Review

You and your son/daughter are scheduled and expected to meet with the School
Attendance Review Board to consider a proper disposition of the problem.
Your appointment is for:

Date

Time

Location

If you are unable to attend please
call _____.

We will appreciate your cooperation in being prompt in keeping this appointment. The law
states (Education Code section 48293) that if the parents of a student fail to cooperate or
exercise their responsibility, a complaint against the parent may be filed through the schools
to the District Attorney. If SARB finds that the student fails to cooperate or follow the
recommendations made, then a request for petition may be filed on behalf of the pupil
through the Riverside County Office of Education (Welfare and Institutions Code 601.2 or
300).

Signature: _____
Chairman/Designee

Print or type name of Chairman/Designee Parent

SARB
RIVERSIDE UNIFIED SCHOOL DISTRICT
PUPIL SERVICES AND COUNSELING DEPARTMENT
Child Welfare and Attendance
SCHOOL ATTENDANCE REVIEW BOARD #12

REFERRAL FORM AND SARB CHECKLIST

Reason For Referral: _____

Date: _____

I. Identifying Information:

Attendance _____ Behavior _____

Student Name _____ Date of Birth _____ Sex _____

Address _____ Telephone _____

School _____ Grade _____ Age _____ Teacher/Counselor _____

Special Education _____ Yes _____ No _____ Date of Enrollment _____

Student lives with: Both Natural Parents _____ Mother Only _____ Father Only _____ Step-Parent _____

Foster Parent(s) _____ Other _____

Father's Name _____ Mother's Name _____

Address _____ Address _____

Business Phone _____ Business Phone _____

Complete only if student does not reside with parent:

Name of person with whom residing _____

Address _____ Phone _____

Please indicate any medical condition that may affect student's attendance: _____

Is the student currently receiving medication? Yes _____ No _____ Type _____

Siblings:

Name _____ Age _____ School Attending _____

II. REFERRAL(S) PURSUANT TO:

() Sec. 48200-Educ. Code (Parental Responsibility to send child to full-time day school) Ref: EC48291

() Sec. 48450-Educ. Code (Parental Responsibility to send minor to continuation class) Ref: EC48400,

() Sec. 601(b) and 601.1 Welfare and Institution Code.

Dates of Unexcused Absences (Attach additional sheet if necessary)

Dates	Reasons	Total
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DATES OF EXCUSED ABSENCES (Attach additional sheet if necessary)

Dates	Reasons	Total
-------	---------	-------

Tardies Over 30 Minutes (Attach additional sheet if necessary)

Dates	Reasons	Total
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Counselor/teacher summary statement: _____

Attach copies of truancy notices and letter to parent pursuant to 48260

SARB CHECKLIST/INFORMATION FORM

RESOURCES Identified/Used by School & SARB

What school interventions have been used?

Comments

Student Conference.....Date	
Parent Conference.....Date	
Staff (Case) Conference.....Date	
Alter Scheduled Day.....Date	
Change Periods or Instructor.....Date	
Intra or Inter-District Transfer.....Date	
Refer for Health Assessment.....Date	
Refer for Psychological AssessmentDate	
Transfer to Alternative Program.....Date	
Special Class (Specify).....Date	
Behavior Contract.....Date	
CWA Personnel Notified.....Date	
Detention; OCS; Suspension, Sat. School..Date	

What community interventions have been recommended to the family?

ROP/Job Corp/Vocational Rehab.....Date	
Riverside County Health Department.....Date	
Mental Health Clinic.....Date	
Family Counselig Service.....Date	
Youth Diversion Team.....Date	
Local Physician.....Date	
Youth Organization.....Date	
Local Physician.....Date	
Youth Organization.....Date	
Youth Service Center & Boy's Club.....Date	
Church Referral/Counseling/Soc. Service.....Date	
DPSS Social Worker Notified.....Date	

Principal/Designee	Date
SARB MEETINGS:	
Date	Name of Parent Attending
	SARB Directive and Result

SARB Evaluation of Minor: _____

SARB REFERRALS to Community Services and Result of Referral		
Date	Agency	Result

SARB Disposition of Case: _____

SARB
Riverside Unified School District
SCHOOL ATTENDANCE
REVIEW BOARD

******, 1987

Riverside, California 9250******

Dear ******:

On ******, ******, 1987, at ****** p.m., the ****** Cluster School Attendance Review Board met to discuss ******'s (irregular attendance, truancies, or behavior). You should have received notification of this appointment by mail.

Enclosed you find copies of the case and the contract recommendations (A-5) from the School Attendance Review Board #12. You are expected to follow those recommendations which are marked. ******'s case is scheduled for review on ******, 1987, at ****** p.m. Please plan to attend this meeting with ******.

Also enclosed is a sheet citing the Education Code sections regarding compulsory attendance law in our state.

If I can be of further assistance or answer any questions regarding this situation, please don't hesitate to give me a call at 788-7161.

Sincerely,

******, Consultant,
Child Welfare and Attendance

******/jh

Enclosures: A-5
 A-7
 A-9

cc: school

SARB
RIVERSIDE UNIFIED SCHOOL DISTRICT
SCHOOL ATTENDANCE
REVIEW BOARD
Summary of Conference and Contract

On _____, the members of the SARB #12 _____ Cluster

met and evaluated a referral for _____, _____
_____ student _____ grade
_____. Those in attendance were: _____ student; _____ mother;
_____ school
_____ father; _____ guardian; _____ school; _____ school representative.

The following terms are recommended by the SARB in an effort to resolve the problem in order to avoid a referral for legal action.

- _____ 1. Attend all classes for the full time everyday.
- _____ 2. Obey all school rules and regulations; maintain appropriate behavior while at school.
- _____ 3. Contact _____ if problems occur at school.
- _____ 4. Obtain and have signed a progress report and present to _____.
- _____ 5. Cooperate in professional guidance programs for student/family.
_____ YDT _____ YSC _____ BACK IN CONTROL _____ TOUGH LOVE _____ OTHER
- _____ 6. Contact Riverside County Probation Department if problems continue.
- _____ 7. Parent is advised to obtain a medical evaluation statement.
- _____ 8. Parent is advised to obtain a psychological evaluation.
- _____ 9. Enroll in alternative school program _____
_____ specify
- _____ 10. Have all absences verified as per C.A.C., Title 5, Section 421.
- _____ 11. Consider appropriate disciplinary procedures for continued defiance of SARB and school officials.
- _____ 12. Consider expulsion if there is continued defiance of SARB directives and/or the school officials.
- _____ 13. Other _____

As parent/guardian of _____, I agree to cooperate with and supervise my son's/daughter's participation in meeting the above terms.

Signed _____
_____ father/guardian _____ date

_____ mother/guardian _____ date

I have received a copy of this contract. I understand the terms and agree to comply with the conditions.

Signed _____ Student _____ Date _____

A review evaluation will be held on _____.

Cluster SARB

Parent

School

cc: Vice Principal, Discipline
Counselor

_____ Chairperson _____ Date

RIVERSIDE UNIFIED SCHOOL DISTRICT
PUPIL SERVICES AND COUNSELING DEPARTMENT
CHILD WELFARE AND ATTENDANCE
Compulsory Education Laws

California has succeeded in providing educational programs appropriate to the needs of nearly every child. California has had compulsory attendance since 1874. In 1967, the Legislature lowered the compulsory attendance age for the pupils to "drop out" of school before 18 years of age unless the pupil has graduated from high school or obtained alternate legal ways of being relieved of school attendance requirements.

Education Code 48200 - Compulsory Education

Each person between the ages of 6 and 16 years not exempted under the provisions of this chapter is subject to compulsory full-time education. Each person subject to compulsory full-time education and each person subject to compulsory continuation education not exempted under the provisions of Chapter 3 (commencing at Section 48400) shall attend the public full-time day school or continuation school or classes for the full time designated as the length of the schoolday by the governing board of the school district in which the residence of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of such pupil shall send the pupil to public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

Education Code 48293 (Penalties against parents)

- (a) Any parent, guardian, or other person having control or charge of any pupil who fails to comply with the provision of this chapter, unless excused or exempted therefrom, is guilty of an infraction, and shall be punished as follows:
 - (1) Upon a first conviction, by a fine of not more than one hundred dollars (\$100).
 - (2) Upon a second or subsequent conviction, by a fine of not more than two hundred fifty dollars (\$250).
 - (3) In lieu of imposing the fines prescribed in paragraphs (1) and (2), the court may order such person to be placed in a parent education and counseling program.
- (b) A judgement that a person convicted of an infraction be punished as prescribed in subdivision (a) may also provide for the payment of the fine within a specified time or in specified installments, or for participation in the program. A judgement granting a defendant time to pay the fine or prescribing the days of attendance in a program shall order that if the defendant fails to pay the fine, or any installment thereof, on the date that it is due, or fails to attend a program on a prescribed date, he or she shall appear in court on that date for further proceedings. Willful violation of the order is punishable as contempt.

Education Code 48400

All persons 16 years of age or older and under 18 years of age, not otherwise exempted by this chapter, shall attend upon special continuation education classes maintained by the governing board of the high school district in which they reside, or by the governing board of a neighboring high school district, for not less than four 60-minute hours per week for the regularly established annual school term. Such minimum attendance requirement for four 60-minute hours per week may be satisfied by any combination of attendance upon special continuation education classes and regional occupational centers or programs.

RUSD Regulations for School Behaviors, 1986 edition
Attendance Regulations, pgs. 5, 10, 11.

SARB

Riverside Unified School District
SCHOOL ATTENDANCE
REVIEW BOARD

SARB - The School Attendance Review was created by the State legislature as an alternative to the juvenile justice system in resolving school truancy and behavior problems of students.

FUNCTION:

SARB is a team. It is representatives of many community agencies working to assist a troubled student and his/her family. The team meets regularly to screen and review cases; the purpose being to identify and recommend action plans for each student referred.

REFERRAL:

A referral to a cluster SARB may be made when it has been determined that other means of help have been utilized without success to remedy an attendance or behavior problem.

The referral to SARB then allows another look at, 1) what HAS been done, 2) what has NOT been done, 3) what further steps can be taken? As a result, this screening and in-depth look may culminate in a joint conference between student-parent-school and the members of SARB.

PURPOSE:

- * To bring parents and school together to solve student attendance or behavior problems.
- * To coordinate community services to meet the special needs of students with behavior or attendance problems.

CONFERENCE:

The SARB conference is a meeting, NOT a hearing! The intent of the legislation which mandated SARB was never intended to be punitive. It is, instead, a cooperative meeting of interested people, meeting with a student and the parent(s), all participating to find a solution to THE problem averting a referral to the District Attorney Mediation process. It may very well be the method that will uncover and identify a positive way the student and the parent can benefit:

- * support of a program offered by a community agency
- * a "contract approach" with student and parent
- * a cooperative working relationship with the school

It is not unusual for such a review to reveal a learning disability, health problem or problems at home.

Therefore, such cases will be referred to the appropriate agencies for assistance.

LIMITATIONS:

Although SARB has the active support and participation of community organizations its success is, 1) limited to the availability of local community and school resources, and 2) adequate referrals to agencies indicating a need for new programs, or the expansion of existing programs.

*To accept for review referrals of students under the age of 18 years who refuse to obey and are beyond the control of school authorities, or who are in danger of becoming habitually truant, irregular in attendance, insubordinate, or disorderly, and who have exhausted the school's resources.

* To request the county superintendent of schools to ask that a petition be filed on behalf of a student in the county juvenile court if:

-SARB determines that available public and private services are insufficient or inappropriate to correct the insubordination or habitual truancy of a student, or

-The student does not follow SARB's directives or use the services provided; and

-The action of the juvenile court will result in the student's improved attendance or behavior.

In situations where students and/or parents refuse to cooperate, making resolution difficult, if not impossible the Cluster SARB will have no recourse but to, 1) direct that an application for Juvenile Court Petition be submitted on behalf of the student to the County Probation Department or to the Department of Public Social Services, 2) refer to the District Attorney for possible filing of a criminal complaint against the parent. Additionally, the school may consider further disciplinary action.

The goal of the School Attendance Review Board is to avoid proceedings in a manner dictated by any of the Review Board is to make possible the "bringing together" of community agencies in a cooperative unification to assist students and their parents.

SARB MEETINGS:

Each board meets twice monthly from October through June.

IF YOU HAVE NEED FOR ADDITIONAL INFORMATION PLEASE CONTACT:

Pupil Services and Counseling
Department Office of Child Welfare
and Attendance, 788-7160.

RIVERSIDE UNIFIED SCHOOL DISTRICT
PUPIL SERVICES AND COUNSELING DEPARTMENT

JANUARY 18, 1991

TO: School Principals
Vice Principals

FROM: Marjorie McCall, Director
Pupil Services

SUBJECT: Press Access to School Campus

Recently some members of the Press have made themselves less than welcome on a school campus because they have insisted on coming on to the campus and interviewing students, taking pictures of students and generally ignoring notices posted on our campuses regarding access to school grounds. Should you have an individual or team of news personnel who come on the campus and proceed to disrupt the campus, violate students' rights by interviewing them or photographing them without parent permission, or who invite students into a dangerous situation on the public street or sidewalk so they can pursue their interest in gathering "news:", those individuals or teams should clearly be requested to leave. If they refuse the request of the principal or the principals' designee to leave, you may present them with a copy of Education Code 32211, which is attached, and inform them that under this section their failure to leave the campus is a misdemeanor and is punishable under Penal Code Section 626.8. The Riverside Police Department will assist us in enforcement.

Randy Compton has contacted Deputy District Attorney Inskeep to request advice regarding the enforceability of this section.

The Press is a recent situation attempted to cite a section of the Evidence Code that excludes them from groups not permitted access to certain public situations so you need to be prepared for an argument from them. They have apparently not been acquainted with E.C. 32211.

cc: Sharon Tucker
Joan Shurtliff

(a) Any person who is not a student of the public school, a parent or guardian of a student of the public school, or an officer or employee of the school district maintaining the public school, or who is not required by his employment to be in a public school building or on the grounds of the public school, and who has entered any public school building or the grounds of any public school, during school hours, and who is requested either by the principal of the public school or by the designee of the principal to leave a public school building or public school grounds, shall promptly depart therefrom and shall not return thereto for at least 48 hours. A request that a person depart from a public school building or public school grounds shall be made by the principal or his designee exclusively on the basis that it appears reasonable to the principal or his designee to conclude that the continued presence of the person requested to depart would be disruptive of, or would interfere with, classes or other activities of the public school program.

(b) Any person who fails to leave a public school building or public school grounds promptly upon request of the principal of the public school or the designee of the principal made pursuant to subdivision (a) or who, after leaving a public school building or public school grounds pursuant to a request of the principal of the public school or the designee of the principal made pursuant to subdivision (a), returns thereto, except pursuant to subdivision (d), within 48 hours, is guilty of a misdemeanor and shall be punished pursuant to Section 626.8 of the Penal Code.

(c) Any person who is requested pursuant to subdivision (a) to leave a public school building or school grounds may appeal to the superintendent of the school district in which the public school is located. Such an appeal shall be made not later than the second succeeding schoolday after the person has departed from the public school building or public grounds. The superintendent shall, after reviewing the matter with the principal or his designee and the person seeking ingress to the public school during school hours, render his decision within 24 hours after the appeal is made, and such decision shall be binding upon both parties. A decision of the superintendent may be appealed by the person seeking ingress to the public school during school hours, to the governing board of the school district in which the public school is located. Such an appeal shall be made not later than the second succeeding schoolday after the superintendent has rendered his decision. The governing board of the school district shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting, and the decision of the governing board shall be final.

(d) Where the office of the superintendent of the school district or the office of the governing board of the school district is situated in the public school building or on the grounds of the public school from which a person has been requested, pursuant to subdivision (a), to depart, the person may enter the public school building or the grounds of the public school solely for the purpose of, and only to the extent necessary for, personally making at the office of the superintendent or the office of the governing board an appeal pursuant to subdivision (c).

(e) The governing board of every school district shall cause to have posted at every entrance to each school and grounds of the district a notice which shall set forth "school hours," which are hereby defined for the purposes of this section as the period commencing one hour before classes begin and one hour after classes end at any school, or as otherwise defined by the governing board of the school district.

(f) For the purposes of subdivision (a), a representative of a school employee organization engaged in activities related to representation, as defined by Section 7104, shall be deemed to be a person required by his employment to be in a school building or on the grounds of a school.

(g) Nothing in this section shall be construed as preempting any ordinance of any city, county, or city and county. (Amended Stats.1981, Ch. 470)

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