

# PERRIS UNION HIGH SCHOOL DISTRICT



## **Pinacate Middle School**

**Comprehensive School Safety Plan**  
Pursuant to Education Code 32280 - 32289

# **2017-18**

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# Safe Schools Plan

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## **Section I** – School & District Philosophy Statements

### **TAB 1.**

#### **Pinacate Mission Statement**

The vision of Pinacate Middle School is to prepare and support all students to be their BEST to become college and career ready and productive, contributing members in a competitive global society.

#### **Pinacate Vision Statement**

Pinacate Middle School will inspire and support college and career readiness and the personal success of every student every day, by providing a safe, positive learning environment, effective instruction, targeted intervention, and active parental involvement.

**Be our BEST! Every Student! Every Day!**

## **School Climate**

At Pinacate, an attitude of enthusiasm and optimism reigns throughout the entire campus. Students come to Pinacate excited to learn because they feel connected in and out of the classroom. Classes such as ASB, AVID, fine arts electives, and after-school sports and clubs foster positive relationships with their peers and teachers. Award assemblies and spirit days are carefully planned and carried out to motivate our students toward improved behavior, to celebrate high academic achievement, and to establish goals leading toward proficiency.

## **Students**

Students meet high academic and behavioral expectations by being RESPECTFUL. They are punctual, carry their supplies, have positive attitudes and are thoughtful to others. They understand that bullying and gossiping are not allowed, and if they are involved in these activities, they are given clear strategies to resolve these problems peacefully by “taking care of business”. In the classroom, students are constantly engaged. They strive each day to accomplish every class assignment, complete all of their homework and always give a sincere effort on formative assessments and benchmarks. Outside of the classroom students are connected and involved in extracurricular clubs and activities to help them have a more positive and edifying middle school experience.

## **Teachers**

Teachers believe wholeheartedly that every student can learn and they differentiate instruction to facilitate each child’s mastery of grade-level standards. Teachers make every effort to provide engaging and effective standard-based instruction. Each week teachers attend professional learning communities allowing them to examine test data, determine successes and challenges, and to collectively decide the next steps necessary to deliver the highest quality instruction possible. Teachers provide explicit bell-to-bell instruction of curriculum-based content skills and academic vocabulary is provided by implementing structured interactive strategies requiring students to develop higher-order thinking skills. Constant checks for understanding are used throughout each period allowing teachers to make adjustments to ensure that instructional objectives are met, and to maintain a sense of urgency towards achieving proficiency.

## **Parents and Community**

Parents are recognized as a vital component to the education of our students. Staff continuously invite parents to volunteer on campus, participate in activities and to observe instructional practice. Our community aide encourages parents to join parent councils and organizations and to be active participants in parenting classes provided by Pinacate. Parents, staff and neighborhood businesses collaborate to provide resources for our school and to help needy families residing in our community.

## **Counselors and Interventions**

The counseling staff of our school diligently works to assist our students with overcoming the burdens that they bear while attending our school. Effective counseling groups and programs help students overcome these challenges, deal effectively with peer pressure, and develop essential social and life skills. Our PBIS (Positive Behavior Intervention Supports) organizes and provides timely, purposeful, and progressive interventions according to student need. Benchmark, strategic and intensive interventions are provided inside and outside of the classroom enabling students to behave successfully and progress academically.

## **Support Staff**

All classified staff members understand the importance of their positions and strive to accomplish their responsibilities to reinforce learning throughout the day. All support staff are treated equally by other

stakeholders and are constantly recognized as vital team members and professionals striving to realize our mission of proficiency.

### **Administrators**

High visibility and accessibility of administration to all stakeholders communicate a strong sense of urgency, responsibility and caring throughout the campus. Administrators strive to be instructional leaders by attending and supporting a quality PLC process, by daily observance of classroom instruction, and by holding themselves accountable for the overall environment and instructional practice throughout the campus. Above all, administrators are focused on student progress towards academic achievement, supporting and motivating the staff, and communicating consistently to all students and parents.

### **District Mission and Vision Statement**

#### BP0200 – Goals for the School District

As part of the Governing Board's responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement and needs of all district students. The district's goals shall be aligned with the district's vision, mission, philosophy, and priorities and shall be limited in number so as to be reasonably achievable within established timelines.

#### BP0100 – Philosophy, Goals, Objectives and Comprehensive Plans

As part of its responsibility to establish a guiding vision for the district, the Governing Board shall develop and regularly review a set of fundamental principles which describe the district's beliefs, values or tenets. The Board and district staff shall incorporate this philosophy in all district programs and activities.

It is the philosophy of the district that:

1. All students can learn and succeed.
2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential.
3. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society.
4. A safe, nurturing environment is necessary for learning.
5. Parents/guardians have a right and an obligation to participate in their child's schooling.
6. The ability of children to learn is affected by social, health and economic conditions and other factors outside the classroom.
7. Early identification of student learning and behavioral difficulties contribute to student success.
8. Students and staff respond positively to high expectations and recognition for their accomplishments.
9. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.
10. The diversity of the student population and staff enriches the learning experience for all students.
11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.

12. A high level of communication, trust, respect and teamwork among Board members and the Superintendent contributes to effective decision making.
13. The community provides an essential resource to the educational program.
14. Effective communication with all stakeholders helps build support for the schools.
15. Accountability for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.

**BP0450 – Philosophy, Goals, Objectives and Comprehensive Plans**

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

Each school shall forward its comprehensive safety plan to the Board for approval. (Education Code 32288)

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year. (Education Code 32286)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

**AR0450 – Philosophy, Goals, Objectives and Comprehensive Plans**

In the Development and Review of the Comprehensive School Safety Plan, the school site council shall consult with local law enforcement in writing and developing the comprehensive school safety plan. When practical, the school site council also shall consult with other school site councils and safety committees.

**Section II** - Assessment of current status of school crime committed on school campus and at school related activities

**TAB 2.**

**Suspensions**

|                 | 2009-10<br>PMS | 2009-10<br>PUHSD | 2010-11<br>PMS | 2010-11<br>PUHSD | 2011-12<br>PMS | 2011-12<br>PUHSD | 2012-13<br>PMS | 2012-13<br>PUHSD |
|-----------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|
| # of students   | 392            | 2119             | 550            | 2448             | 345            | 2287             | 219            | 1096             |
| Enrollment      | 1327           | 10416            | 1258           | 10488            | 1213           | 10433            | 1182           | 10567            |
| Suspension<br>% | 29.5%          | 20.3%            | 43.7%          | 23.3%            | 28.4%          | 21.9%            | 16.7 %         | 9.6%             |

|               | 2013-14<br>PMS | 2013-14<br>PUHSD | 2014-15<br>PMS | 2014-15<br>PUHSD | 2015-16<br>PMS | 2015-16<br>PUHSD | 2016-17<br>PMS | 2016-17<br>PUHSD | 2017-18<br>PMS | 2017-18<br>PUHSD |
|---------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|
| # of students | 154            | 919              | 92             | 848              | 203            | 970              | 222            | 928              |                |                  |
| Enrollment    | 1297           | 10435            | 1185           | 10510            | 1319           | 11544            | 1300           | 11,592           |                |                  |
| Suspension %  | 11.9%          | 8.1%             | 7%             | 7.4%             | 15.4%          | 32.7%            | 17.08%         | 28.8%            |                |                  |

### Expulsions

|             | 2009-10<br>PMS | 2009-10<br>PUHSD | 2010-11<br>PMS | 2010-11<br>PUHSD | 2011-12<br>PMS | 2011-12<br>PUHSD | 2012-13<br>PMS | 2012-13<br>PUHSD |
|-------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|
| Expulsions  | 0              | 26               | 3              | 43               | 0              | 54               | 0              | 0                |
| Enrollment  | 1327           | 10416            | 1258           | 10488            | 1213           | 10433            | 1183           | 10567            |
| Expulsion % | 0%             | .002%            | .002%          | .004%            | 0%             | .005%            | 0              | 0                |

|             | 2013-14<br>PMS | 2013-14<br>PUHSD | 2014-15<br>PMS | 2014-15<br>PUHSD | 2015-16<br>PMS | 2015-16<br>PUHSD | 2016-17<br>PMS | 2016-17<br>PUHSD |
|-------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|
| Expulsions  | 2              | 53               | 0              | 11               | 1              | 1                | 9              | 44               |
| Enrollment  | 1297           | 1185             | 1185           | 10510            | 1319           | 1320             | 1300           | 11592            |
| Expulsion % | .2%            | .5%              | 0              | .1%              | 0              | 0                | .69            | .38              |

### **TAB 3. Law Enforcement Interventions or Law Enforcement Crime Reports**

All personnel are expected to maintain a safe environment for students by confiscating any suspicious material or item that may cause injury or be used as a weapon. The student(s) are then interviewed, including any witnesses, to determine due process for the situation based on District guidelines.

Any incidence of graffiti vandalism is reported to District maintenance personnel for prompt removal.

#### **Employee Photo Identification Badge**

Each Perris Union High School District employee will be issued a photo identification badge, which shall be worn in a readily visible location throughout the workday, except when such a practice presents a legitimate safety risk. Whenever an employee leaves the district, the assigned worksite is responsible for collecting the identification badge from the employee. The site will forward the former employee's badge to the Personnel department. Personnel will remove the former employee's name from the master list.

The district will photograph new employees who are to receive photo identification badges as part of the new employee sign up procedure. Until the employee photo identification badge is issued to the new employee, the employee will wear a temporary badge. Upon receiving the permanent badge, the employee will return the temporary badge to the issuing worksite receptionist or designee.

Photo Identification Badges will be issued to all employees of the Perris Union High School District including the board of trustees.

All employees are required to wear their photo identification badge at all times when they are on duty, including evenings and weekends. Any employee or individual who does not bring his/her photo identification badge to work must report to a receptionist or designee to obtain a "visitor's" badge.

An employee who consistently fails to wear his/her photo identification as defined by this regulation may be subject to disciplinary action. Replacement badges are provided by the worksite and will be obtained at the employee's expense.

#### **Visitor Badges**

Anyone entering the PUHSD main office or any school site who is not wearing a photo identification badge must check with the receptionist or designee for a visitor's badge. District employees participating in staff development activities while at the district office must wear their site photo identification badge or obtain a visitor badge from the receptionist or designee.

Visitors must wear their badge at all times while on PUHSD property. When his/her business is concluded the visitor must return the visitor badge to the receptionist.



The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

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

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon.

### **Possession of Pepper Spray**

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

### **Reporting of Dangerous Objects**

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

The Governing Board desires to keep district schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities.

The Superintendent or designee shall provide in-service training, which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources.

The Board realizes that many students become involved in gangs without understanding the consequences of gang membership. Gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten.

To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct are enforced consistently and that all students have access to counselors and other appropriate resource personnel as needed. If a student exhibits signs of gang affiliation, staff shall so inform the parent/guardian.

In accordance with Governing Board policy, individual schools that have a gang presence may, in their safety plans, include school wide dress codes, which prohibit the presence of gang-related apparel at school or school activities. School wide dress codes shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

### **Prevention and Intervention Measures**

In order to discourage the influence of gangs, school staff shall take the following measures:

1. Any student displaying behavior, gestures, apparel or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.
  - a. The student's parent/guardian shall be contacted and may be asked to meet with school staff.
  - b. The student may be sent home to change clothes if necessary.
  - c. Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations.
2. Any gang graffiti on school premises shall be removed, washed down or painted over as soon as discovered.
  - a. Daily checks for graffiti shall be made throughout the campus.
  - b. Graffiti shall be photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.
3. Classroom and after-school programs at each school shall be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities. These programs may:
  - a. Explain the dangers of gang membership
  - b. Provide counseling for targeted at-risk students
  - c. Include lessons or role-playing workshops in nonviolent conflict resolution and gang avoidance skills
  - d. Assign individual gang members to cooperative learning groups in which they may work toward common goals with students who are not members of their gang
  - e. Provide school-to-career instruction

Gang prevention lessons may be taught jointly by teachers and law enforcement staff.

4. Staff shall actively promote membership in authorized student organizations which can provide students companionship, safety, and a sense of purpose and belonging, including:
  - a. Positive sports and cultural activities and affiliations with the local community
  - b. Structured, goal-oriented community service projects

### **Community Outreach**

Gang prevention classes or counseling offered for parents/guardians shall address the following topics:

1. The dangers of gang membership
2. Warning signs which may indicate that children are at risk of becoming involved with gangs

## **Section III – Identify appropriate strategies and programs that provide or maintain a high level of school safety**

**TAB 4. SEMS/NIMS Compliant Emergency Response Plan – (Education Code Section 35294.2 (a)(2)(B): 35295-35297). School districts and sites must use the Standardized Emergency Management System/National Incident Management System (SEMS/NIMS) or risk losing state assistance for emergency response-related personnel costs following an emergency declared by the state (California Government Code Section 8607 and 3100).**

The District Emergency Response Plan uses a core set of concepts, principles, procedures, processes, standards, and terminology that creates a common operating picture, promotes mutual goals and responsibilities, and ultimately, ensures a more efficient and effective response.

This core is consistent with SEMS/NIMS standards and includes the following management components:

### **1. Command and Management**

- The District has adopted the Incident Command System (ICS) as the organization structure for its Emergency Response Plan (ERP). The use of ICS aligns the District with other responding entities and ensures deployment can be accomplished in a consistent, efficient and effective manner.
- The adoption of ICS includes its fourteen principles and the use of Incident Action Plans, Activity Logs and a standardized Crisis Communication Plan.
- All ICS assignments, along with position descriptions, are maintained on Hour-Zero Online.

Some examples of ICS activities include:

- Using ICS to manage all related activities before, during, and after school and campus events to provide for the safety and well-being of attendees.
- Determining, designating, and documenting in advance key personnel and their roles and responsibilities within ICS, including the chain of command;
- Determining, designating, and documenting back-ups to personnel with leadership positions within ICS;
- Integrating ICS into functional and system-wide emergency operations policies, plans, and procedures;
- Ensuring compatibility of communication devices internally and externally with local responders.

### **2. Preparedness**

- The District has conducted risk and hazard assessments on each of its school sites and administrative buildings. These risk and hazards are documented on Hour-Zero Online and are prioritized according to a hazard index.
- Mitigation strategies have been developed to address these identified hazards and risks. Strategies range in scope from administrative procedures to emergency protocols to facility changes/renovations.
- The District has developed emergency maps, which identify critical infrastructure, along with needed emergency maps for evacuations, lock-downs and shelter-in-place. These maps are updated annually, as needed, and are readily available to first responders through Hour-Zero Online.

### **3. Resource Management**

- The District has an extensive inventory of emergency supplies that has been procured for all its sites. This includes:
  1. Emergency supplies in all classrooms
  2. Incident Command Post Kits
  3. Emergency Response Kits
  4. Medical trauma kits

- Resources are managed by each site, with an inventory list maintained on Hour-Zero Online.

**4. Communications and Information**

- The District has a Crisis Communications Plan, which identifies the processes and procedures for communication before, during and after an emergency.
- The Plan identifies a designated Information Officer, along with two alternates for the position.
- The Plan uses a “Single Source Policy, and assigns the Information Officer as the primary liaison for communicating with all stakeholders during an emergency.

**5. Plan Management**

- The District Plan outlines the roles, responsibilities and operating procedures for the District Emergency Operations Center (EOC).
- The EOC Team, referred to as the Administrative Command Team (ACT) is responsible for providing policy direction and clarification, along with coordinating response activities.
- The team’s role focuses on District-level activities, rather than on-site management.
- In addition, the District has an Emergency Program Coordinator, whose role it is to ensure the day-to-day management of the program is taken care of.

**6. Supporting Technologies**

- The District maintains its Plan through the use of Hour-Zero Online, a web-application that has undergone a NIMS Step evaluation.
- More specifically annual checklists, drills and training, contact information and resources are managed and tracked through the web-application to ensure the Plan remains current.
- First responders and local government authorities are able to access current information and data through the web-application, ensuring they always have the most current information at hand.

**7. Training**

- The District Plan includes an extensive training program that provides for training for all staff in the District.
- Training is provided in a variety of formats – online training, in person workshops, exercises and drills.
- The training includes courses specific to school operations (Lock-Down, Shelter-in-Place, Earthquake, Communications, Hold & Secure, etc.)

**8. Collaboration**

- The District works with local police and government partners to support its emergency preparedness activities, including involving its partners in training and providing them with access to school plans through HZ Online.
- This relationship helps the partners to effectively work together at time of emergency.

**9. Common Terminology**

- ICS principles, The District's Emergency Plan uses standardized and consistent terminology that applies plain English to all protocols and procedures. To this end, the District has conducted communications training activities with its leadership to reinforce this principle

**TAB 5. Record of Drills (fire, earthquake, lockdown)**

| Date      | Drill                 |
|-----------|-----------------------|
| 8/30/2017 | Drop / Cover / Hold   |
| 9/12/2017 | Fire Drill/Evacuation |

|            |   |
|------------|---|
| 10/19/2017 | Earthquake/Evacuation for Fire / Mobilize ICS |
| 11/6/2017  | Lockdown                                      |
| 12/08/2017 | Radio test                                    |
| 1/26/18    | Shelter in place                              |
| 2/13/2018  | Drop / Cover Hold                             |
| 3/07/2018  | Evacuation for Fire                           |
| 4/18/2018  | Drop / Cover /Hold                            |
| 5/10/2018  | Lockdown / Evacuation for Fire                |
| 6/4/18     | Radio Test and drill.                         |

### **Fire Drills**

Pinacate Middle School holds fire drills on a regular basis. As amended by SB 575 (Ch 725, Statutes of 2001) Education Code 32001 requires fire drills not less than twice every school year at the secondary level.

1. The principal shall notify the staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers, and other employees shall be directed to leave the building. (5 CCR 550)
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of Superintendent or designee.

Fires: When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system.
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to a designated assembly area
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers take roll, report missing students, and provide assistance to any injured student.
6. In outside assembly areas, the principal or designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternative location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

(cf. 0450 – School Safety Plan)

(cf. 3516 – Emergency and Disaster Preparedness Plan)

### **Earthquakes**

The Superintendent or designee shall establish an emergency procedure system to be followed in case of earthquakes. This system shall include, but not be limited to the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining safety and care of students and staff.
2. A Drop/Cover/Hold procedure in which students and staff members:
  - a. Drop to their knees
  - b. Take cover under a table or desk
  - c. Protect their head with their arms
  - d. Face away from windows
3. Protective measures to be taken before, during, and after an earthquake
4. A training program to ensure that all students and all certificated and classified staff are aware of, and properly skilled in, the earthquake emergency procedure system.

School disaster plans shall outline roles, responsibilities, and procedures for students and staff.  
(cf. 3516 – Emergency Disaster Preparedness Plan)

## **TAB 6. Crisis Response Handbook**

Pinacate Middle School’s Disaster Response Plan meets the guidelines for the Standardized Emergency Management System (SEMS). A committee consisting of teachers, campus supervisors, and the site administrator were involved in the formulation of the plan. The site administrator acts as the Incident Commander, with the principal’s designee to be appointed in the event that the Incident Commander is unable to perform his duties.

To ensure accountability for emergency response procedures, personnel are assigned specific duties to perform in the event of emergencies. These include turning off water, gas, and electricity. Mock drills are required twice per year. To be more effective during disasters, pre-determined areas will identify the various stations, i.e., student holding, command post, and student release.

Pinacate Middle School is working with the District to update the response plan and incorporate the National Incident Management System (NIMS). All administrators and classified staff were trained in the Federal Emergency Management Agency (FEMA) courses: IS 100 (Incident Command for Schools), IS 700 (NIMS) and IS 200 (Incident Command for Single Resources and Initial Action Incidents). Perris Union High School District Risk Management Officer maintains a current file of trained employees in this area.

To be more effective during disasters, pre-determined areas will identify the various stations, i.e., student holding, command post, and student release. The District has installed three repeaters and distributed hand held radios. Each site now has radios to use for day to day communications as well as a built in emergency communication system. The radios will be incorporated into each school site’s emergency drills.

It is necessary to have qualified and trained campus supervisors to ensure a safe and secure environment for the student population during break and lunch periods.

Pinacate Middle School has assessed the emergency supplies on hand, and is formulating a plan to attempt to create a supply that would be sufficient to serve the needs of this campus in the event of a real disaster.

## **School Emergency Response Team (SERT) Overview**

**School Safety Committee**

William Cloo                      Sofia Barbosa                      Samuel Gomez                      Cyndy Harris  
Kelly Warner                      Trisha Stanier                      Alejandro Marmolejo

**Incident Command Center (ICC) Location:**

Rebecca Brown                      William Cloo                      ChaKwan Jones                      Brett Bourbeau

**Assembly Area**

**Campus Supervisors will be responsible for checking in with teachers in the assembly area.**

CS: Al Winters, Cyndy Harris, Patrick Jenkins, Sergio Mosqueda, Isaias Reyes

**Search and Rescue Teams (Location: Incident Command Center)**

| <b>100</b>    | <b>200</b>    | <b>300</b>    | <b>400</b>                               | <b>600</b>     | <b>700</b>    | <b>PE</b>     | <b>Admin/<br/>Library</b> |
|---------------|---------------|---------------|--|----------------|---------------|---------------|---------------------------|
| <b>Team 1</b> | <b>Team 2</b> | <b>Team 3</b> | <b>Team 4</b>                            | <b>Team 5</b>  | <b>Team 6</b> | <b>Team 7</b> | <b>Team 8</b>             |
| Erik Anderson | David Baker   | Mascio        | Upper-Nishantha Unantenne / Lucia Crouse | Nelson Aguilar | Samuel Gomez  | Anthony Duke  | Samantha Diaz-Hill        |
| Danny Lee     | Brandon Jones | Park          | Lower-Thomas Warner / Trevor Rawlings    | Cynthia Yanez  | Diana Serna   | Kelly Warner  | Hashim Coley              |

**Medical Team**

Cynthia Cabotaje                      Bevy Escobar

**Student Support Team:**

Angelia Newman                      Elsa Serafin                      Antoinette Vallejos                      Simona Webb (coordinator)

**Supply Team:**

Hashim Coley                      Ignacio Ruiz                      Alejandro Marmolejo                      Luis Casillas                      Aries Abrera

**Release Team:**

|                        |                                   |
|------------------------|-----------------------------------|
| Team 1 (Phones/Radios) | Team 2 (Identification/Check-out) |
| Sofia Barbosa          | Irma Marmolejo                    |
| Cynthia Navarro        | Kim Dix                           |
|                        | Laura Estrada                     |
|                        | Simona Webb                       |
|                        | Faten Salem                       |

Note: After roll has been taken at the evacuation site, the teachers performing additional duties will report to the command center.

\*assistant #multiple responsibilities

*All teachers please report to your class location on the field regardless of any other assignment and await further instruction from Incident Command.*

### **TAB 7. Child Abuse Reporting**

As child care custodians, the staff at Pinacate Middle School follows child abuse reporting guidelines set forth in the Child Abuse Reporting Law, which requires a telephoned report of suspected child abuse to a child protective agency as soon as practically possible. In addition, a follow-up written report is required within 36 hours of receiving the information concerning the incident (Penal Code, 11166, subdivision (g)).

The Health Technician at Pinacate Middle School has been trained to handle the disclosure of a child's suspected physical or sexual abuse. These are some of the guidelines used to help a child through this crisis:

If the child discloses the abuse during a lesson, acknowledgement is given and the lesson is continued. Afterwards, a quiet place is found where the teacher can talk with the child alone.

As a mandated reporter, any member of our staff who reasonably suspects that child abuse has occurred must provide his or her name and the following information when making the telephone report to a child protective agency:

- ❖ Name of the child
- ❖ Present location of the child
- ❖ Nature and extent of injury
- ❖ Any other information, including that which led the person to suspect child abuse, requested by the child protective agency. (Penal Code, 11157, subdivision (a).)

The written report is filed on Department of Justice Forms SS 8572 and SS 8583, which are obtained from county welfare and probation departments and local law enforcement agencies. Medical personnel then complete a special, uniform reporting form developed by the Attorney General, entitled "Medical Report – Suspected Child Abuse" (DOJ 900).

Reports are investigated either by the local law enforcement agency and/or by the county child welfare services (child protective services) agency. Cross reporting by these agencies is required to ensure that law enforcement, child welfare agencies, and district attorneys receive all reports they should review, whether initially reporting to them or to another child protective agency. (Penal Code, 11166, subdivision (g).)

The following signs serve as a warning to school personnel that possible abuse has taken place:

#### **Physical**

- ❖ Unexplained fractures, lacerations or bruises
- ❖ Burns (cigarette, rope, scalding water, iron)
- ❖ Extreme fear or withdrawal
- ❖ Destructive and/or self-destructive behavior



## Sexual

- ❖ Precocious knowledge of explicit sexual behavior
- ❖ Fearful, withdrawn, hostile or aggressive behavior
- ❖ Attempts to run away or running away
- ❖ Pseudo-mature (seems mature beyond chronological age)
- ❖ Promiscuous behavior

## Neglect

- ❖ Dirty, unkempt
- ❖ Inappropriate dress for weather
- ❖ Extremely offensive body odor
- ❖ Malnutrition (extremely thin, dry or flaking skin, pale, fainting)
- ❖ Unattended medical conditions (infected minor burns, impetigo)

Pinacate Middle School is aware that it is not our role to investigate suspected child abuse. Instead, it is our responsibility to report the abuse and set in motion the process of getting help for the child.

### **TAB 8. District/School Suspension, Expulsion, and Mandatory Expulsion Guidelines**

Classroom discipline procedures at Pinacate Middle School are the responsibility of the individual teacher. However, serious misbehaviors including, but not limited to, fighting, openly defying adults, possession of weapons or illegal drugs results in the student being sent immediately to the office where the principal or his/her designee will conference with the student.

Depending on the severity and circumstances, further action may be required such as detention, suspension or expulsion. In these instances, parents will be notified either by phone or mail.

Offenses subject to suspension include:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object.
- Possess, used, sold, or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- Offered, arranged or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, then sold, delivered or otherwise furnished to any person another substance and represented that substance as a controlled substance, alcoholic beverage, or intoxicant (i.e., look-alike)
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any product containing tobacco or nicotine products, including clove cigarettes, snuff or betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Possessed, offered, arranged or negotiated to sell any drug paraphernalia.
- Knowingly received stolen school property or private property.
- Possess an imitation firearm.
- Committed or attempted to commit a sexual assault
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witnesses in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.

- Unlawfully offered, arranged to sell, negotiated to sell the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- A pupil who aids or abets the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion.

**CE 48900.2** Committed sexual harassment (grades 4-12 only)

**CE 48900.3** Caused, attempted to cause or participated in an act of hate violence (grades 4-12 only)

**CE 48900.4** Created an intimidating or hostile educational environment by intentionally engaging in harassment, threats or intimidation against a pupil or group of pupils.

**CE 48900.7** Terrorist threats against school officials, school property, or both.

### Due Process

All suspensions are preceded by an informal conference between the student and a school administrator during which the student shall be informed of the reason for the suspension and the evidence that supported the action. It is the policy of the school to telephone parents at the time of the suspension, but in all cases, a notice is mailed within 24 hours. Usually a parent conference is requested to take place as soon as is practicable. Parents or guardians are requested to respond to such conferences.

A suspended student shall not:

1. Be allowed to loiter on or around any school ground;
2. Be allowed to participate in any school activities not open to the public

### **Suspension Authority**

Classroom teacher: 1-2 days (from classroom)

Site Administrator: Up to 20 days

When a suspension of over 20 days is desired, the case goes to the expulsion board and a hearing with parents is scheduled to give and excuse/rebuttal. The expulsion board then votes on the outcome of the hearing.

Students suspended from the classroom for one-two days are sent to OCD for that period and supervised by the OCD instructor.

## **TAB 9. Procedure to Notify Teachers of students who have violated Education Code 48900.**

Pinacate Middle School teachers are well acquainted with where student files are kept, what information can be found in the files, as well as how to use that information. New teachers are educated on this teacher resource through Mentor workshops at the beginning of each school year. CUM files are available to check out and review during regular school hours.

In accordance with PUHSD procedures: The notification of students who have violated Education Code 48900 are now automated and teachers get an electronic message regarding students.

### **Process of Informing Teachers of Students Engaged in Acts Described in EC 48900**

As directed in EC 49079, teachers who have students that have engaged in acts described in EC 48900, need to be informed of such, Perris Union High School District has devised this process.

### **Notification to Teachers: Pupils Who Have Violated or Who Are Reasonably Suspected of Violating a Subsection of Education Code 48900**

Procedures for Teacher Notification:

- 1) First week of each semester the teacher will receive a list, from the school secretary, of students in their classes that are deemed to have violated or been suspected of violating one the 48900 Education Codes.
- 2) The teacher will receive daily emails of students that have had schedule changes that come to their class that are deemed to have violated or been suspected of violating one of the 48900 Education Codes.
- 3) The teacher will receive daily notification by email of students that have violated or who are reasonably suspected of violating Education Code 48900 that day.
- 4) The teacher will have access, through Infinite Campus, to a list of students in their classes that have violated or been suspected of violating Education Code 48900.

## **TAB 10. Sexual Harassment Policy**

Pinacate Middle School adheres to the guidelines on sexual harassment set forth by the Perris Union High School District Board of Education. The Board of Education prohibits sexual harassment in the working environment of District employees or applicants by any person in any form. Sexual harassment of or by any employee is not tolerated. The Board considers sexual harassment to be a major offense, which may result in disciplinary action or dismissal of the offending employee or suspension/expulsion of any offending student.

It is the policy of the Perris Union High School District that sexual harassment is unacceptable conduct in the workplace and is not tolerated. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature made by someone from or in the work or education setting.

Sexual harassment guidelines apply to school personnel, as well as students. Kindergartens through third grade students are not responsible for their behavior according to California State Law. However, students in fourth through fifth grade are subject to all legal actions under the law.

### **Purpose**

The purpose of the policy is to provide the work environment free of sexually harassing conduct or behavior and to provide uniform guidance and procedures on this subject.

## **General Procedures and Definitions**

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

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

### **Examples**

Other examples of sexual harassment, whether committed by a supervisor or any other employee is:

1. Unwelcome leering, sexual flirtations or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Touching an individual's body or clothes in a sexual manner
7. Cornering or blocking of normal movements
8. Displaying sexually suggestive objects in the educational or work environment
9. Any act of retaliation against an individual who reports a violation of the District's sexual harassment policy or who participates in the investigation of a sexual harassment claim
10. The site administrator has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes discussing the District's harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting, degrading or exploitative treatment or any other form of sexual harassment.

### **Complaint Procedures**

Employees at Pinacate Middle School are encouraged to avail themselves of our internal complaint procedure if they are confronted with sexual harassment or any prohibited form of harassment. Such internal complaints are investigated promptly, confidentially and corrective action is taken where allegations are verified.

Any employee or applicant for employment who feels that he/she or another individual in the District is being sexually harassed is encouraged to immediately contact his/her supervisor, principal, other district administrator or the Superintendent or designee in order to obtain procedures for reporting a complaint.

Complaints of harassment are filed in accordance with AR4031, "Complaints Concerning Discrimination in Employment". Any supervisor who receives a harassment complaint notifies the Superintendent or designee, who ensures that the complaint is appropriately investigated.

All employees receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of the District's information sheets that contain, at minimum, components on:

- a. The illegality of sexual harassment
- b. The definition of sexual harassment under applicable state/federal law
- c. A description of sexual harassment, with examples
- d. The District’s complaint process available to the employee
- e. Directions on how to contact the Fair Employment and Housing Department and Commission (Government Code 12950)

In addition, Pinacate Middle School educates its personnel on sexual harassment guidelines at the beginning of each school year. New District employees must sign that they have received a copy of sexual harassment descriptions, guidelines, policies, and procedures for filing a claim. Policy updates are disseminated to the staff throughout the year.

The Perris Union High School District has also contracted with the Keenan Safe School training program. Management staff, as well as all other employees, have access to log in with their employee ID number and take a video course on proper conduct in an effort to avoid sexual harassment. This portal can be accessed at <http://puhsd.ca.safeschools.com/login>.

If further information, interpretation or advice is needed regarding sexual harassment, the Assistant Superintendent or Director of Human Resources for the Perris Union High School District may be contacted.

**TAB 11. School Wide Dress Code Relating to “Gang-Related Apparel” (Education Code Sections 35294.2(a)(2)(F); 35183(a)(2), 48950)**

**Dress Code — Dress for Success!**

The dress code at Pinacate Middle School has been created with input from administration, teachers and students. It is aligned with PUHSD dress code policy. Please remember the dress code has been established for 3 reasons:

1. To create a positive school culture
2. To provide a safer, more secure school environment
3. To promote a strong academic climate by eliminating possible distractions from an educational and professional setting.

Before students leave for school, they need to take a moment to make sure that they are responsibly dressed according to Pinacate Middle School’s dress code. Students must adhere to the following:

**Words, Initials, Symbols**

Any clothing, backpacks, purses, or skin that display words, initials, or symbols that COULD BE interpreted as gang-related (for example, sport team logos), racially insensitive, gambling or drug-related and sexually suggestive (for example, images of women in bikinis or sexually suggestive poses) are NOT allowed on campus.

**Head Apparel**

- Baseball caps that have one or two colors, or that represent universities, or Pinacate Middle School may be worn. Baseball caps are to be worn bill forward at all times. All other baseball caps are not allowed.
- Hats, and hoods may be worn to school. However, they may not be worn inside any room or building on campus. Do-rags, bandanas, hairnets may not be worn or be visible while on campus.

- Students riding bicycles to school must wear bicycle helmets; however, they must be removed while on campus.

### **Shirts and Tops**

- Nothing “see-through” or sexually suggestive
- No cleavage showing
- Must completely cover stomach and lower back when arms are raised
- No tube-tops, spaghetti straps, bra-straps or halter-tops.
- Tank tops for boys are not allowed (Boys must wear shirts with sleeves at all times)
- Tank tops for girls are allowed if:
  - there are no excessively large neck or arm openings
  - straps over shoulders are at least 1½ inch wide

### **Belts and Belt Buckles**

- Belts must be worn around the waist and cannot be hanging around other parts of the body
- Buckles must be less than 2 inches in diameter, show no numbers or letters or have sharp protruding objects.

### **Pants and Shorts**

- Extremely tight or excessively baggy pants and shorts are not allowed
- Holes or tears in the pants that expose underwear are not allowed
- Leggings and tights are allowed in place of pants. The shirt covering the leggings must meet appropriate length requirements as required for skirts and dresses.

### **Skirts and Dresses**

- Extremely tight or excessively baggy skirts or dresses are not allowed.

### **Undergarments**

- Undergarments may not be visible (such as boxers, panties, or bra straps).

### **Footwear**

- No steel-toed boots, beach-style flip-flops, house or bath slippers, backless shoes, open-toe shoes or high heels.

### **Jewelry and other Accessories**

- Piercing-related jewelry must not be sharp or excessively protruding. No safety-pins or spiked jewelry.
- Gloves are not allowed except during extremely cold weather and must be removed while on campus.
- Sunglasses may only be used in bright daylight. They may not be worn indoors (unless under a doctor’s prescription) and they may not be worn as jewelry (i.e., on top of head or around the neck).

### **Other Items**

- No blankets, pillows, or stuffed animals
- No pajamas or sweats

### **PE Uniforms**

- PE uniforms are to be worn ONLY during P.E. class unless otherwise specified by an administrator.

### **School Discretion**

- School officials may determine other inappropriate clothing.
- Any potential or perceived distractions, student endangerment and the behavior of a student or groups of students may be used as criteria for dress code violations.

### **8th Grade Promotion**

- Clothing should be appropriate for casual, dress/party type affairs, in an acceptable manner for general decency. Strapless and mini-dresses and tuxedos are not acceptable
- Spike heels are not allowed for safety reasons.
- All the aforementioned daily school restrictions will apply.

### **Consequences for violating the dress code**

- The school will issue a “dress code violation” shirt to wear if the violation was an inappropriate shirt or top.
- At the end of the day, upon return of the dress code shirt, the inappropriate clothing back will be returned.
- Hats, belt buckles, do-rags, backpacks, purses, jewelry, chains, sunglasses, etc. will be confiscated for the remainder of the week and will be available for return immediately after school every Friday. Parents may retrieve the items sooner by coming to the discipline office.
- For other items that cannot be resolved at school, the student will wait in On Campus Detention until a parent brings the appropriate clothing to change into.

Repeated dress code violations will result in further disciplinary action.

### **TAB 12. Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (Education Code Section 35294.2(a)(2)(H) (BP 3541-*Transportation Routes and Services*) (BP 1250-*Visitors/Outsiders*)**

Egress and Ingress to the campus have been effectively handled at Pinacate Middle School. Both classified and certificated personnel have report times prior to student arrival.

Main gates to the campus are unlocked at 7:30 a.m. at which time students may avail themselves of breakfast. Students arriving on campus are not allowed to leave campus once they arrive. The first bell rings at 7:40 a.m., students report to class A one minute warning bell sounds at 8:19 a.m. and the tardy bell rings at 8:20 a.m. The gates to the campus are locked at this time.

The regular school day at Pinacate Middle School lasts from 8:20 a.m. to 3:10 p.m. Minimum day is on Friday with a release time at 1:30 p.m. The access gates are unlocked approximately at 3:10 p.m. The access gates are locked again at 3:30 p.m. At this time, all ingress and egress to the campus must occur by means of the front door located in the administration building.

All unauthorized persons entering the campus must sign in and identify their purpose and destination. In addition, parents or guardians picking up students prior to the end of the school day must sign in and be authorized according to emergency card information.

In the unlikely event that a student leaves our campus without permission, the parent or guardian is immediately contacted. If the parent or guardian is unavailable, law enforcement is contacted, and appropriate steps are taken to locate the child.

If, for some reason, the office is notified that a student did not arrive home at the expected time, steps are taken to verify the following:

Who last saw the child?

What mode of transportation was used?

What dismissal procedures did his or her classroom teacher follow?

Once these questions are addressed, both parents and office staff follow up on the situation until the child is located, or the need for further intervention is determined.

Absence from school breaks the continuity of learning, which may lead to frustration and acting out. According to state law, our students are required to attend school each day they are physically able. At Pinacate Middle School, valid reasons for an absence from school follow California Education Code guidelines, Section 46010.

**TAB 13. Procedures to ensure a safe and orderly environment – (Education Code Section 35294.2(a)(2)(H))**

In addition to procedures in the event of an emergency, Pinacate Middle School has incorporated many safe school strategies in the daily lives of our students. They include:

- Fencing around the perimeter of the campus
- A “closed campus” sign-in policy for all visitors
- Campus supervisor AM and PM yard duty stations
- Success Presentations every six weeks to all students
- Success Presentations throughout the year in parent meetings
- Referral system for defiant or disruptive behavior
- Lunch Detention available five days per week
- Puma University available Monday-Thursday
- Tutoring Sessions

To create a school culture that promotes self-monitoring behavior, Pinacate Middle School provides its students with an education on a wide range of safety issues. Safety assemblies are held on a regular basis throughout the year. They include, but are not limited to:

- Red Ribbon Week (substance abuse)
- Anti-Bullying Week
- Recognition of positive behavior utilizing “HAT” awards (Homework-Attendance-Tardies)
- PBIS reward system for desired conduct

Safety education is reinforced in the classroom with discussions, and special projects, such as theme posters, and writing prompts.

An orderly environment is an integral part of a safe school atmosphere. Parent/student intake programs, Awards Assemblies, all contribute to a school culture that is both positive and well disciplined. To further cultivate such an atmosphere, Pinacate Middle School has instituted a morning, recess, and lunch bell schedule that minimizes student overlap on the campus. Students who arrive early for school are supervised by designated personnel. There is at least a five-minute interval between classes being safe and orderly.



Students arriving to class late disrupt the learning process and detract from an orderly environment. Campus Supervisors monitor the students during passing period and assign after school detention to students caught being tardy to class. If a student is tardy, teachers will document it in Infinite Campus.

Subsequent Tardiness Student will be considered willfully in defiance of authority. Appropriate action is taken.

Pinacate Middle School Inclement Weather Schedule allows students to remain in classrooms or in other school buildings before school and during lunch. Breaks can be held in the classroom, with a restroom/snack schedule designated by the individual teacher.

In compliance with PBIS (Positive Behavior Interventions and Supports), teachers are required to meet and greet the students at their door welcoming them into class prior to each period. Campus supervisors and site administrators work together to get students to class on time. Students who require school-provided transportation are supervised by assigned staff at the boarding area. Personnel remain on duty until the buses are loaded and pulling out of the parking lot.

#### **TAB 14. Rules and procedures on school discipline – (Education Code Section 35294.2(a)(2)(I);35291; and 35291.5**

##### **Philosophy**

We believe that responsible citizenship begins in the home and is reinforced at school. The primary responsibility for citizenship instruction, therefore, rests with the parents. Freedom and responsibility go hand in hand and students have a responsibility to others in their school relationships. Good citizenship should be rewarded and poor citizenship should be discouraged. We believe all students can behave appropriately and must be held accountable for their actions.

Responsibility for following rules is the student's. Students must know the rules and regulations of the school, be responsible for their part in maintaining these regulations, be aware of the consequences when they are broken and be reinforced positively when they are conforming to the concept of good citizenship. We believe good citizenship and good academic performance are related.

##### **School Wide Expectations**

##### **Pinacate is becoming a PBIS School. (Positive Behavior Intervention & Support)**

##### **What is PBIS?**

PBIS is best described as an organizing structure rather than a program. Explicit social skills and expectations are taught, acknowledged, and corrected by all staff within a safe and welcoming school culture for the purpose of equipping students for behavioral success in school and in life. Using PBIS means that all students are being treated equally and fairly, with emphasis on their learning. We hope to encourage positive behaviors in all students by having them understand clear expectations, and by being rewarded when they follow these expectations correctly and consistently. Evidence-based features of PBIS include: ([www.pbis.org](http://www.pbis.org))

- Commitment to prevention and intervention
- Emphasis on strong collaborative leadership to build effective systems and practices
- Universally defined expectations/skills which are taught,
- Acknowledgment and correction of prosocial behavior
- Provision of fair and consistent consequences
- On-going collection and review of data for decision making purposes
- Continuum of behavioral interventions — multi-tiered supports.

## **Bullying Prevention Policy (also see “Take care of business”)**

Bullying is prevalent in schools today. Bullying is intentional harmful behavior initiated by one or more students and directed toward another student. Bullying exists when a student with more social/and/or physical power deliberately dominates and harasses another who has less power. Failure to act can damage students’ self-esteem and have a negative impact on academic progress. Pinacate Middle School has a responsibility to provide a safe and healthy learning environment where students feel secure. Do not ignore bullying. If you or someone you know is being bullied, please seek help from a parent, teacher, counselor, administrator or any adult staff member on campus.

### **Be RESPECTFUL**

To be RESPECTFUL, students must adhere to the social skills below and remember to be, do or have the following:

- R     **R**esponsible for behavior
- E     **E**nthusiastic Attitude
- S     **S**tudy everyday
- P     **P**repared with all supplies
- E     **E**arly to school and all classes
- C     **C**aring and sensitive toward others
- T     **T**houghtful about future consequences

|  |   |   |
|--|---|---|
| <p style="text-align: center;"><b>GREETING OTHERS</b></p> <ol style="list-style-type: none"> <li>1. Look at the person.</li> <li>2. Use a pleasant voice.</li> <li>3. Say “hi” or “hello.”</li> </ol>  | <p style="text-align: center;"><b>GETTING THE TEACHERS ATTENTION</b></p> <ol style="list-style-type: none"> <li>1. Look at the teacher.</li> <li>2. Raise your hand and stay calm.</li> <li>3. Wait until the teacher says your name.</li> <li>4. Ask your question</li> </ol>  | <p style="text-align: center;"><b>ASKING FOR HELP</b></p> <ol style="list-style-type: none"> <li>1. Look at the teacher.</li> <li>2. Raise your hand and stay calm.</li> <li>3. Wait until the teacher says your name.</li> <li>4. Ask your question.</li> </ol>  |
| <p style="text-align: center;"><b>ACCEPTING DECISIONS OF AUTHORITY</b></p> <ol style="list-style-type: none"> <li>1. Look at the person.</li> <li>2. Remain calm and monitor your feelings and behavior.</li> <li>3. Use pleasant or neutral tone of voice.</li> <li>4. Acknowledge the decisions by saying “Okay” or “Yes, I understand.”</li> <li>5. If you disagree, do so at a later time.</li> <li>6. Refrain from arguing, pouting or becoming angry.</li> </ol> | <p style="text-align: center;"><b>ACCEPTING “NO” FOR AN ANSWER</b></p> <ol style="list-style-type: none"> <li>1. Look at the person.</li> <li>2. Say “okay.”</li> <li>3. Stay calm.</li> <li>4. If you disagree, ask later.</li> </ol>  | <p style="text-align: center;"><b>ACCEPTING CRITICISM/CONSEQUENCE</b></p> <ol style="list-style-type: none"> <li>1. Look at the person.</li> <li>2. Say “okay.”</li> <li>3. Stay calm.</li> </ol>   |
| <p style="text-align: center;"><b>APPROPRIATE VOICE TONE</b></p> <ol style="list-style-type: none"> <li>1. Listen to the level of voices around you.</li> <li>2. Change your voice to match.</li> <li>3. Watch and listen for visual or verbal cues and adjust your voice as needed.</li> </ol>  | <p style="text-align: center;"><b>LISTENING TO OTHERS</b></p> <ol style="list-style-type: none"> <li>1. Turn and face the person who is talking and remain quiet.</li> <li>2. Wait until the person is through talking before you speak.</li> <li>3. Show that you have heard them by being able to repeat back what was said.</li> </ol> | <p style="text-align: center;"><b>DISAGREE APPROPRIATELY</b></p> <ol style="list-style-type: none"> <li>1. Look at the person.</li> <li>2. Use a pleasant voice.</li> <li>3. Tell why you feel differently.</li> <li>4. Give a reason.</li> <li>5. Listen to the person and agree to disagree.</li> </ol> |

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| <p style="text-align: center;"><b>ACCEPTING COMPLIMENTS</b></p> <ol style="list-style-type: none"> <li>1. Look at the person.</li> <li>2. Use a pleasant voice.</li> <li>3. Say , “Thank you”</li> </ol> | <p style="text-align: center;"><b>MAKING AN APOLOGY</b></p> <ol style="list-style-type: none"> <li>1. Look at the person.</li> <li>2. Use a pleasant voice.</li> <li>3. Say “I’m sorry for” or “I apologize for.”</li> <li>4. State what you did wrong, what will you do different next time.</li> <li>5. Say , “Thanks for listening.”</li> </ol> |  |
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## PBIS School Wide

PBIS also exists outside of the classroom, in hallways, the cafeteria, after school, and even on the bus and at athletic events. Every time our students are on campus we want them to carry a strong character and have high behavioral expectations. To be Respectful school wide, students must remember to do the following:

|  |  |  |
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| <p style="text-align: center;"><b>USE QUIET VOICES - SO NOT TO DISRUPT OTHERS</b></p> <ol style="list-style-type: none"> <li>1.Keep the conversation between you and the person you are talking to.</li> <li>2.Go directly to your next location.</li> </ol>   | <p style="text-align: center;"><b>WHEN SPOKEN TO BY AN ADULT</b></p> <ol style="list-style-type: none"> <li>1.Stop, look &amp; listen.</li> <li>2.Be polite.</li> <li>3.Wait your turn to speak.</li> <li>4.Be honest.</li> </ol>    | <p style="text-align: center;"><b>PUT TRASH IN TRASHCANS</b></p> <ol style="list-style-type: none"> <li>1.When you are finished eating or drinking put your trash in the trashcan.</li> <li>2.If you see trash on the ground, pick it up and put it in the trashcan.</li> <li>3.It is everyone’s responsibility to keep the campus clean and free of trash.</li> </ol> |
| <p style="text-align: center;"><b>WHEN WALKING WITH CLASS-ASSEMBLY/ EVACUATIONS</b></p> <ol style="list-style-type: none"> <li>1.Walk quietly in a straight line to and from the activity.</li> <li>2.Sit or stand in your assigned seat, section or in line (during fire and earthquake drills).</li> <li>3.Be respectful and quiet.</li> <li>4.Follow all directions given by your teacher and other staff.</li> </ol> | <p style="text-align: center;"><b>KEEP HALLS CLEAN</b></p> <ol style="list-style-type: none"> <li>1.Finish all food and drinks in the cafeteria.</li> <li>2.This is a Food Free Zone.</li> <li>3.This is a Gum Free Zone.</li> </ol> | <p style="text-align: center;"><b>WALK AT ALL TIMES</b></p> <ol style="list-style-type: none"> <li>1.Running can lead to injury, <b>ALWAYS</b> walk.</li> <li>2.Walk with a purpose, get to next destination.</li> <li>3.Encourage friends to get to class on time.</li> </ol>   |
| <p style="text-align: center;"><b>MOVE WITH THE FLOW OF TRAFFIC</b></p> <ol style="list-style-type: none"> <li>1.When you stop abruptly, others may run into you.</li> <li>2.When you walk too fast, you may run into others.</li> <li>3.Follow the painted paws at all times.</li> </ol>  |  |  |

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**Expect Excellence**

Expecting Excellence means that students think about their futures by creating a vision of what they want to become. Students who have a vision of themselves graduating from high school and moving on to higher education and career development are more likely to do what is necessary to prepare themselves for the demands of the modern workforce. They learn to believe in themselves and to never give up!

|   |  |   |
|---|--|---|
| <p style="text-align: center;"><b>FOLLOWING INSTRUCTION</b></p> <ol style="list-style-type: none"> <li>1. Stop what you are doing.</li> <li>2. Look at the teacher.</li> <li>3. Listen to what the teacher says.</li> <li>3. Do what you have been told right away.</li> <li>4. Ask questions if you don't understand.</li> </ol>   | <p style="text-align: center;"><b>STAYING ON TASK</b></p> <ol style="list-style-type: none"> <li>1. Look at your task or assignment.</li> <li>2. Think about the steps needed to complete it.</li> <li>3. Focus all your attention on the task.</li> <li>4. Stop working only when instructed.</li> <li>5. Ignore distractions and interruptions from others.</li> </ol> | <p style="text-align: center;"><b>WORKING WITH OTHERS</b></p> <ol style="list-style-type: none"> <li>1. Identify the task to be completed.</li> <li>2. Assign tasks or roles to each person.</li> <li>3. Discuss ideas in a calm, quiet voice and let everyone share their ideas.</li> <li>4. Work on tasks to be completed.</li> </ol>   |
| <p style="text-align: center;"><b>COMMUNICATING HONESTLY</b></p> <ol style="list-style-type: none"> <li>1. Look at the person.</li> <li>2. Use a clear voice. Avoid stammering or hesitating.</li> <li>3. Respond to questions factually and completely.</li> <li>4. Do not leave out details or important fact.</li> <li>5. Truthfully take responsibility for any inappropriate behaviors you displayed.</li> </ol> | <p style="text-align: center;"><b>BEING PREPARED FOR CLASS</b></p> <ol style="list-style-type: none"> <li>1. Gather all necessary books, papers, homework and writing implements.</li> <li>2. Be on time for class.</li> <li>3. Present homework and assignments when the teacher asks for them.</li> <li>4. Write down assignments and homework to complete.</li> </ol> | <p style="text-align: center;"><b>CONTRIBUTING TO DISCUSSIONS</b></p> <ol style="list-style-type: none"> <li>1. Look at the people who are talking.</li> <li>2. Wait for a point when no one else is talking.</li> <li>3. Make a short, appropriate comment that relates to the topic being discussed.</li> <li>4. Choose words that will not be offensive or confusing to others.</li> <li>5. Give other people a chance to participate</li> </ol> |

**Take Care of Business (see also Bullying Policy)**

At Pinacate, students are encouraged to show respect towards each other. If confrontations, rumors, gossip or bullying occurs, students are encouraged to get help from an adult immediately. This is called "Taking care of business".

To "take care of business", tell an adult something like this: **"A student is messing with me and I don't want to have any problems with anyone. Can I meet with you and the student so we can work this out?"** A meeting will be arranged with a counselor or an administrator where the students can talk about the situation and work things out.

Things to remember when “taking care of business”:

- You have a right to feel safe and secure on campus.
- Calling names such as “snitch” or “rat” are not allowed on campus and will result in severe consequences, even suspension.
- **Always walk away from a situation** if angered and avoid fighting (**no confrontations**).
- It is your responsibility to empower yourself. If you do these things, then bullies will not bother you. They will realize that you are responsible and not afraid of them and that you are willing to “**take care of business**”.

| <b>M.Y.O.B./ DISENGAGING FROM CONFLICT</b>  | <b>RESISTING PEER PRESSURE</b>   |
|---|--|
| 1. When people are having a conversation that does not involve you, <b>mind your own business</b> .<br>2. Do not involve yourself in arguments between others.<br>3. Walk away. | 1. Look at the person.<br>2. Use a calm voice<br>3. Say clearly you do not want to participate.<br>4. Suggest something positive to do.<br>5. If necessary, continue to say no.<br>6. Leave the situation. |

### Campus Safety Rules

1. There are no closed games.
2. Students stop playing when campus supervisors start to move students to class.
3. Students will run or play in designated areas only.
4. Students are not allowed to push, cut in or run to any line.
5. Students must wait their turn.
6. Snacks may be eaten only in designated areas. No food on the playground.
7. Students may not leave the campus without permission.
8. P.E. equipment must be used properly.
9. Running through or interfering with another person’s game is not allowed.
10. No objects other than balls may be thrown.
11. No physical horseplay is allowed on campus.
12. Running games are played in designated areas only.
13. Students may not hang or climb on baseball backstops, buildings, trees, fences or walls.
14. Students must walk to and from the playground and lunch area.
15. Students may not push, hit or threaten others.
16. No swearing.
16. No horse playing when using any of the playground equipment.
17. Students must report to an adult when a ball goes over a fence.

### School Rules

1. Students are allowed to arrive at school no earlier than 30 minutes before class.
2. Students must be on time to school.
3. Students must be respectful and kind to everyone....adults and students alike.
4. Students must use Mr., Mrs., Miss, or Ms., or correct title for all adults.
5. Gambling, buying, selling or trading personal items on school grounds is illegal.

6. Students must be supervised at all times; students(s) shall not remain in a classroom without a certificated or classified adult present supervising.
7. Exemplary behavior is expected during assemblies, lunch, or whenever students are on the campus. Good manners are to be in effect at all times. Only applause is acceptable; no booing, yelling, screaming, whistling, or unacceptable noises are permitted.
8. Students leave school immediately after dismissal unless previous arrangements have been made between the teacher and parent.
9. Students are to obey all safety rules.
10. Students will not push, hit, or use aggressive behavior (whether serious or in “horseplay” toward other students or use bad language or obscene gestures.
11. No skateboards, roller blades, radios, cameras, recorders/players, pocket knives or weapons of any kind are allowed on campus.

Students who choose not to follow classroom rules, school rules or social skills receive a referral. A low level referral (LLR) is used to address minor offenses and a High Level Referral (HLR) is used for chronic misbehaviors or major infractions.

| Level of Severity | <b>Minor Offenses</b>   | <b>Chronic Misbehaviors</b>   | <b>Major Infractions</b>                                  |
|-------------------|---|---|---|
| Definition        | Failure to demonstrate an <b>expectation</b> or <b>social skill</b> | A failure to respond despite the presence of <b>systematic environmental modifications and intervention</b> | Violation of the <b>Education Code</b> (EC 48900 & 48915) |
| Addressed by      | Witnessing staff  | Collaborative effort: teacher, team, admin  | Collaborative effort: admin, support staff                |

*(Please see PUHSD Behavior Guidelines for Education Code Violation Discipline Matrix page 24)*

### Positive Reinforcement for Appropriate Behavior

Pinacate Middle School believes that when students choose to follow school rules, their positive behavior should be rewarded. An Incentive store is open 3 days a week for students to spend their PUMA points they earn for following school rules and social skills. Pinacate Middle School provides a wide variety of academic and extracurricular activities for students including but not limited to dances, assemblies, field trips, and promotion ceremonies. In an effort to increase academic and personal excellence and a sense of responsibility, students may lose the privilege of attending these events and will not be placed on the *VIP List*. Students can make the list by showing sustained improved behavior that includes adhering to all school social skills and rules. Students may earn extra PUMA POINTS to make the VIP list by wearing Pinacate blue on certain days and doing good deeds etc.

### Classroom/School Wide

Classroom Discipline is progressive and begins with the classroom teacher documenting the minor misbehavior on a low level referral with mandatory means of correction. If the student misbehavior persists, after documentation of three minor misbehaviors, the classroom teacher may fill out a HLR (High Level Referral) in which the student behavior is addressed by the following discipline ladder.

#### Discipline Ladder

Step 1 - **3 LLR and a HLR**

Intervention:

1. Counseling with SSC Teacher
2. Complete Social Skill Lesson/Reflection
3. Teacher/Student Conference
4. Parent Contact (Phone Call)

Consequence:

If a conference is refused by the student, assign after school TASC (copy standards)

After Step 1 the process starts over

Step 2 - 3 LLR and a HLR

Intervention:

1. Complete Behavior Reflection Sheets
  - a. "Thinking About My Choices" sheet
  - b. "Understanding How Feelings Affect My Behavior" sheet
  - c. "Problem Solving Steps" sheet
2. Counseling with Counselor
3. Counseling with Admin
4. Restorative Justice Program
5. Referral to Sigma Group
6. Check and Connect:
  - DPR: 7 or higher:
    - Mid-day Check-in after 4th period.
  - Parent Conf./Home Visit

Consequence:

1. Removal from VIP list
2. DPR- 6 or below Lunch Detention; After school TASC for repeated offenses.

After Step 2 - All referrals are HLR's

Step 3 -

Intervention:

1. YAT Team Referral
2. Admin Home Visit with Student
3. BIP/BSP (Behavior Support Plan) Contract

Consequence:

1. Class suspension
2. All Day OCS
3. At Home Suspension

**TAB 15. Procedures adopted under SDFSCA (Safe and Drug Free Schools and Communities Act)**

Pinacate Middle School has currently implemented the K-9 Drug Dog that randomly visit and conducts searches at the school site.

## TAB 16.

**Hate crimes procedures and policies (Education Code Section 200, 233, and 48900.3) outline the policies and procedures schools must follow in addressing hate violence. California Penal Code sections 422.6, 422.7, 422.75, 422.8, 422.9, 422.95 and 628 (Title 11.6, Civil Rights) define hate-motivated crimes.**

Pinacate Middle School utilizes a variety of staff to reduce and avoid violence on campus. All staff members deal on a daily basis with students who may have minor conflicts on campus. Counselors, principal, and assistant principal are on site to counsel students regarding peer relationships, conflict mediation, anger management, teen dating violence, and crisis intervention. The school utilizes the Riverside County Sheriff Department as needed to deal with violent acts on campus.

The school uses the Positive Behavior Intervention Support and Positive Climate Committee to establish and remind students of behavioral expectations, how to apply conflict resolution, how to deal with bullying and how to handle other issues related to violent behavior. The committee meets twice a month to plan and implement activities to fulfill the school's motto: "Pumas strive to be their BEST". The word BEST incorporates the school's values: Be respectful, Expect excellence, Stay connected and involved and Take care of business. Students are constantly encouraged to "take care of business" by reporting any type of bullying immediately to an adult so that the issue can be resolved with an administrator or a counselor. Three times each semester, behavioral expectation assemblies are held by an administrator during PE to address specific behavioral problems and to encourage positive behavior to deal with these issues.

Pinacate Middle School has implemented PBIS. Teachers and support staff attend training to better assist and provide positive reinforcement to students in and out of the classroom.

Pinacate has also established an Anti-Bullying week to increase awareness of the harmful effects of bullying, to encourage students to follow the conflict resolution procedures by "taking care of business", and to participate in activities that develop more respect and tolerance of differences and greater unity between students.

Pinacate Middle School recognizes that gangs exist locally and that students may have gang affiliations. Gang activity is not allowed on campus. The Governing Board desires to keep district schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Principal or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. School personnel will attempt to track any gang affiliation and report it to the Riverside Sheriff Department as necessary. The school will request that this information then be forwarded to the Gang Task Force.

Clothing that may have gang implications is not allowed. This includes, but is not limited to, belt buckles (13, 14, "P", etc.), sports team designations, hats other than district school issued hats, and tagging on any surface or item.

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations or disruptive activities, and respond appropriately to gang behavior. In order to discourage the influence of gangs, school staff shall take the following measures:

1. Any student displaying behavior, gestures, apparel, or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.
  - a. The student's parent/guardian shall be contacted and may be asked to meet with school staff.



- b. The student may be sent home to change clothes if necessary. (cf. 5132 – Dress and Grooming)
3. Staff members shall be provided with the names of known gang members.
4. Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations. (cf. 1020 – Youth Services)
5. Any gang graffiti on school premises shall be removed, washed down, or painted over as soon as discovered.
  - a. Daily checks for graffiti shall be made throughout the campus
  - b. Graffiti shall be photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used for future disciplinary or criminal action against the offenders.

(cf 3515 – Campus Security)

(cf. 5131.5 – Vandalism, Theft, and Graffiti)

### **Riverside County Kids With Guns Protocol**

In recent years, the nation has been stunned by violent incidents involving students on school campuses. Research indicates that these potentially violent youth do not just snap; rather, they exhibit important warning signs prior to acting out. The Secret Service found that in more than 75% of the incidents they studied, other youth knew about the attack before it occurred, and an adult had expressed concerns about the student. In more than half of the cases, more than one person had expressed concern. Over half of the attackers developed the idea to harm the target at least two weeks prior to the incident. Noting the devastation and wishing to avoid the tragic experiences of other communities which have suffered senseless violence on school campuses, a Multi-Agency Team (MAT), consisting of the Superior Court, Riverside County law enforcement agencies, in conjunction with Probation, the District Attorney, County Office of Education, local school districts, Mental Health, Department of Public Social Services and community based organizations established this Protocol.

This Protocol is to be used within Riverside County in school related incidents for prevention, threat assessment, intervention and services to youth at-risk of violence. Members of the MAT have also agreed to the uniform implementation, enforcement and reporting of incidents involving youth and guns/explosive devices.

**Note:** Based upon law enforcement’s assessment of the situation, the Protocol may also be used for other weapon offenses.

The members of the Multi-Agency Team (MAT) have also agreed in principle that:

1. Law Enforcement will investigate and report the circumstances of the offense and will expand the investigation by contacting the parent(s) and/or legal guardian(s) and by making a home visit to conduct an evaluation.
2. Probation will detain the minor pursuant to a law violation and will administer the Problem Behavior Inventory instrument and coordinate the efforts of the MAT by making appropriate referrals to the various agencies. Information and assessment from the combined members of the team will be employed in determining future intervention strategies.

3. Riverside County Office of Education will respond rapidly to make available information concerning the minor to the appropriate agencies, and serve as a liaison between MAT and local school districts.
4. A Mental Health clinician will interpret the results of the Problem Behavior Inventory given to the minor by Probation. When indicated by the results of the PBI, Mental Health will complete an assessment on cases to determine the danger of the minor to himself/herself and others. Information from other cooperating agencies will be considered while completing the assessment, which will be shared with other members of the team where appropriate.
5. The District Attorney's Office will review all reports for legal sufficiency and strictly enforce the law by prosecuting any minor found in possession of a gun, explosive device or other dangerous weapon on a school campus. Violations against the parent or legal guardian will be strictly enforced when a juvenile is found in possession of a gun, explosive device or other dangerous weapon. The District Attorney's Office will coordinate with the task force to ensure the interests of public safety and the youth.
6. Child Protective Services (CPS) will respond upon request from law enforcement to conduct family and child welfare assessment to help assess the overall well-being and functioning of other children in the home. CPS will also research its database to determine whether there is an open file or CPS history on the youth or his/her family and share the information with MAT.
7. Riverside County Office of Education, in conjunction with local school districts and Social Services Agencies, will develop an adjunct protocol to deal with threats or acts of violence, excluding acts where firearms are involved. The primary assessment tool will be the personality assessment profile developed by the Mental Health Department.
8. The Juvenile Court judge will hear and make an order on Kids with Guns cases whenever a juvenile Court petition has been filed.
9. This Protocol will be reviewed and updated annually. Within one year a database will be established by the Probation Department. Kids with Guns pamphlets will be released within 90 days.

A COMMUNITY RESPONSE PLAN

**KIDS WITH GUNS PROTOCOL**

ANY MINOR  
WHO  
POSSESSES A  
GUN,

EXPLOSIVE DEVICE OR OTHER DANGEROUS  
WEAPON ON OR ABOUT A SCHOOL  
CAMPUS IN RIVERSIDE COUNTY



**REPORTED**

**LAW ENFORCEMENT**  
CHARGE OFFENSE  
Application for Juvenile Court  
Petition (J132)



**PROBATION/JUVENILE  
HALL**  
DETAIN 24-48 HOURS

**EVALUATE**  
PARENT  
SCHOOL  
MENTAL HEALTH  
DPSS  
FRIENDS  
ROOM  
AFFECT  
OTHER

**DECISION**  
“High Risk” Offender  
Process per Protocol;  
Detain;  
Petition Filed;  
Court Hearing;  
Informal Prob./654.2 PC  
Deferred Entry of  
Judgment 790 PC  
Formal Prob./725a WIC  
Decl./Cont. Ward-home,  
Placement, Out of County  
transfer, DJJ.



**DECISION**  
“Low Risk” Offender  
Process per Protocol;  
Release;  
Referral for Mental  
Health Services;  
Referral to Community  
Based organization;  
Referral for Diversion

## **TAB 18. Other Conflict Resolutions Programs**

Pinacate Middle School utilizes multiple staff members to counsel students to avoid conflict between students. The counselors, teachers, campus supervisors, other classified personnel, and administration are all involved to some degree working to resolve low level student peer conflicts through counseling techniques.

- Club LIVE UNITY Forms
- Anger Management Program
- Bullying prevention program

### **Bullying Prevention Policy**

Bullying is prevalent in schools today. Bullying is intentional harmful behavior initiated by one or more students and directed toward another student. Bullying exists when a student with more social/and/or physical power deliberately dominates and harasses another who has less power. Failure to act can damage students' self-esteem and have a negative impact on academic progress. Pinacate Middle School has a responsibility to provide a safe and healthy learning environment where students feel secure. Do not ignore bullying. If you or someone you know is being bullied, please seek help from a parent, teacher, counselor, administrator or any adult staff member on campus.

### **Take Care of Business (see also Bullying Policy)**

At Pinacate, students are encouraged to show respect towards each other. If confrontations, rumors, gossip or bullying occurs, students are encouraged to get help from an adult immediately. This is called "Taking care of business".

To "take care of business", tell an adult something like this: "**A student is messing with me and I don't want to have any problems with anyone. Can I meet with you and the student so we can work this out?**" A meeting will be arranged with a counselor or an administrator where the students can talk about the situation and work things out.

Pinacate Middle School utilizes multiple staff members to counsel students to avoid conflict between students. The counselors, teachers, campus supervisors, other classified personnel, and administration are all involved to some degree working to resolve low level student peer conflicts through counseling techniques.

For more serious conflicts, the principal, assistant principal and counselors are involved in in-depth counseling. They utilize behavior and peer contracts when appropriate.

## **TAB 19. Integrated Pest Management Plan**

**Healthy Schools Act of 2000** - In September 2000, Governor Davis signed into law the Healthy Schools Act of 2000 (Assembly Bill 2260). This law requires schools to notify parents, guardians and school employees about pesticides used in their schools, and require the Department of Pesticide Regulation to promote the voluntary adoption of integrated pest management (IPM) practices in California schools. Most provisions of the law took effect January 1, 2001.

### **School District Requirements of the Law:**

- Notification of all pesticide products the school District expects to use on school grounds must be sent annually to parents or guardians of all students. The notifications must list the active ingredients in each pesticide product and the Internet address for the Department of Pesticide Regulation (DPR) to access additional information.

- Each school will establish a list of parents or guardians who want to be notified before individual pesticide applications are made.
- Each school district will ensure that warning notices are posted in areas where pesticides will be applied. These signs will be posted 24 hours in advance and 72 hours after application of pesticides and will contain information as specified in the law.
- Each school will maintain records of all pesticide use at the school for four years and the records will be available to the public upon request.

**Important Guidelines** - These guidelines should be followed by all staff to assist in effectively managing the use of pesticides on our sites:

- Site staff should notify their site administrator when pest control is needed.
- Administrative staff should notify Maintenance and Operations via a work order when pest control is needed.
- Staff must not use any type of pest control chemicals at any school site.
- Staff should eliminate food stuffs in their work areas that might attract pests i.e. cakes, cookies, candies, sack lunches, sugary beverages, etc.

## **TAB 20. Injury and Illness Prevention Plan (IIPP) with Reporting Form for Unsafe Conditions**

The Perris Union High School District is committed to providing a safe and healthful workplace for all of its employees and to providing a safe and healthful facility for all students and site visitors. To fulfill its obligation, the District has incorporated an Injury and Illness Prevention Program. The intent of this Program is to prevent or minimize the probability of injuries and illnesses to workers, students and visitors, and to comply with applicable State, Federal and local health and safety codes, standards and regulations.

The Injury and Illness Prevention Program is intended to standardize various safety programs and procedures into one effective, uniform program and to ensure compliance with State and Federal safety regulations.

The Program identifies the District's responsibilities and also defines responsibilities of the Program Coordinator, administrators, managers, supervisors and all other employees.

The components described in the District's IIPP are:

- Communication
- Identification & Evaluation of Workplace Hazards
- Corrections of Unsafe or Unhealthful Conditions
- Investigations of Occupational Injury, Illness or Exposure to Hazardous Substances
- Employee Training
- Record Keeping
- Plan Review

The District, its' Board and its' management pledges support of this Program to ensure that it remains a viable method of protecting all employees and all other site occupants.

## **TAB 21. Site Safety Inspections (Risk Management - Inspection)**

Pinacate Middle School participates in regular safety inspections conducted by campus staff. The purpose of safety inspections is to help identify and evaluate unsafe conditions.

Safety inspections are part of the District's written Injury and Illness Prevention Program.

Some areas on the checklist include but are not limited to athletic facilities, grounds & fields, multi-use rooms, gymnasiums & theaters.

Pinacate Middle School participates in District-wide Hazardous Materials Inspections.

The District's Third Party Administrator conducts an annual Hazardous Materials Inventory and Inspection throughout the Perris Union High School District.

The purpose of the inspection is to assist our District in obtaining a current, detailed inventory of hazardous material supplies on school sites and throughout the District and to meet the regulatory requirements under Hazard Communication: Right-to-Understand (GHS), Hazardous Materials Disclosure Laws, and as required by Cal/OSHA – CCR, Title 8, Section 5194.

The inventory not only provides information to management, it is also a valuable tool to be used to monitor and control chemicals in the workplace.

The inspection also provides the District with a hazardous materials survey that addresses and identifies specific conditions regarding storage, labeling, compatibility, fire extinguishers, eyewash stations, etc., which were present at the time of the inventory.

Using the chemical inventories, District staff put together binders that contain Safety Data Sheets (SDS) for each item listed. These binders can be found in the staff workrooms or lounges, in the science chemical storerooms, and in the custodial closets. In addition, electronic SDS folders have been created and are located at <http://puhsd.ca.schoolsmsds.com>.

BP3514.1 – Hazardous Substances

AR3514.1 – Hazardous Substances

## **Section IV – Recommendations for Improvement Instructions**

**TAB 22.** **Action Plan for Component 1- “People and Programs”** - Create a *caring and connected* school climate. Part 2 of the “safe and orderly environment” requirement of SB 187 (Education Code Section 35294).

**ACTION PLAN FOR COMPONENT #1-** *(Look at your site data, Infinite Campus, Healthy Kids Survey or any other surveys taken to see if current programs are working. Where do they need to be improved?)*

### **22.1 ACTION PLAN FOR COMPONENT #1**

Component #1. “People and Programs” – Create a “caring and connected” school climate. (Part 2 of the “safe and orderly environment” requirement of SB 187 (Education Code Section 35294).

Goal(s): (What area related to people and programs will we focus on in the near future to accomplish our mission and vision?)

1. Get students to be proactive in freely communicating their needs to all Pinacate staff. Especially in regards to “Take Care of Business” to conflict resolution, or other physical or emotional safety issues.

Objective #1: (What measurable results will show us that we are meeting our goal? When will we see them? How much change do we want to see? Who is responsible?)

- Students will continue to come in to report bullying behaviors or other behaviors that can cause verbal or physical confrontation. Teachers and Campus Supervisors will send students with conflict to the discipline office. Administrators and Counselors will track the number of students who talk to them about “taking care of business” issues during the month by notifying the discipline office for the secretaries to document. These numbers will be tallied by administration and presented to the Positive Behavior Intervention Support Committee monthly to ensure that students are reporting incidents of physical or emotional safety.
- The Committee will also review suspension and referral data regarding physical harm, bullying or sexual harassment.
- The number of 48900 (a)(1) Ed Code Violations incidents should decrease by 10%

Resources needed:  
None

Person(s) responsible for implementation:  
Positive Behavior Intervention Support Team

Timeline for implementation:

- Review data at PBIS Committee meeting held 3rd Wednesday of the month
- Share responsibilities of the staff at the next monthly staff meeting

**TAB 22.** **Action Plan for Component 2- “Physical Environment”** – Create a *physical environment that communicates respect* for learning and for individuals. Part 2 of the “safe and orderly environment” requirement of SB 187 (Education Code Section 35294)

**ACTION PLAN FOR COMPONENT #2 – *Have you evaluated site safety issues having to do with your buildings and grounds? What changes need to be made here?***

## 22.2 ACTION PLAN FOR COMPONENT #2

Component #2. Place—Create a physical environment that communicates respect for learning and for individuals. Part 2 of the “safe and orderly environment” requirement of SB 187 (Education Code Sections 35294).

Goal(s): (What area related to our site’s physical environment will we focus on in the near future to accomplish our mission and vision?)

Maintain a safe, orderly campus and eliminate places where students and others can enter or exit if it is not intended for those purposes.

Objective #2-1: (What measurable results will show us that we are meeting our goal? When will we see them? How much change do we want to see? Who is responsible?)

The school plant will be well maintained and attractive, free of physical hazards, and designed to prevent accidental harm or criminal activities.

Resources needed:

Maintenance and Operations to block of unwanted entrances.

Person(s) responsible for implementation:

Assistant Principal in charge of facilities

Timeline for implementation:

Ongoing