

PERRIS UNION HIGH SCHOOL DISTRICT



Pinacate Middle School

Comprehensive School Safety Plan
Pursuant to Education Code 32280 - 32289

2016-17

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Safe Schools Plan

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Section I – School & District Philosophy Statements

TAB 1.

1. Pinacate Mission 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.

1. Pinacate Vision 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.

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, Renaissance, 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 liaison 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.

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

| | 2013-14 PMS | 2013-14 PUHSD | 2014-15 PMS | 2014-15 PUHSD |
|--------------|----------------|------------------|----------------|------------------|
| Incidents | 154 | 919 | 92 | 848 |
| Enrollment | 1297 | 10435 | 1185 | 10510 |
| Suspension % | 11.9% | 8.1% | 7% | 7.4% |

Expulsions

| | 2009-10 PMS | 2009-10 PUHSD | 2010-11 PMS | 2010-11 PUHSD | 2011-12 PMS | 2011-12 PUHSD | 2012-13 PMS | 2012-13 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 PMS | 2013-14 PUHSD | 2014-15 PMS | 2014-15 PUHSD |
|-------------|----------------|------------------|----------------|------------------|
| Incidents | 2 | 53 | 0 | 11 |
| Enrollment | 1297 | 1185 | 1185 | 10510 |
| Expulsion % | .2% | .5% | 0 | .1% |

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.

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 shall, in their safety plans, include school wide dress codes, which prohibit the presence of gang-related apparel at school or school activities.

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each school year 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 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 |
|-------|
| 8/29 |
| 9/14 |
| 10/15 |
| 10/18 |
| 11/17 |
| 12/15 |
| 01/26 |
| 02/16 |
| 03/23 |
| 04/20 |
| 05/03 |

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

Definition of Crisis: Any event that causes emotional reactions in the student body to such an extent that a normal school day is disrupted. Examples: Catastrophic Illnesses, Earthquakes, Suicides, Murder, Kidnapping, Accidents, etc.

Duties: The crisis team will be at the site to manage a crisis situation. Administration will activate the district crisis team.

Crisis Teams:

Team A - August 1 - Nov 30

Team B - December 1 to March 31

Team C - April 1 to July 31

Crisis Team Responsibilities:

- Administration needs to call the crisis to action.
- The team lead will meet with administration to evaluate the situation and assign responsibilities to each member.
- Identify different groups that are in need of intervention.
- If administration is not available, provide the lead counselor rights/responsibilities; as in, being allowed to designate a room for the crisis team.
- Set up different locations per site for the specific groups that need to be targeted.
- When necessary, two crisis counselors will visit classrooms to follow the student(s) schedule and state only the facts, dispel rumors, sharing the grieving process and assess students who need to receive additional interventions.
- Counsel students in small and large groups.
- Document interventions.
- Document referrals.
- Provide referral to students that need it (one on one) and follow up information.
- Debrief at the end of the day. Note any students that will need follow up and refer to the ERMHS counselor or outside resources. The team needs to discuss how the crisis management was handled and document any changes for the future.

Administration responsibilities:

- Needs to call the crisis team to action.
- Direct the crisis team.
- Alert other sites of possible impact. Because students/staff of other campuses might know the victim.
- Hold all-staff meeting lead by site administration at the beginning and/or at the end of the school day.
- Keep open lines of communication, send out an email to students to calm the situation. Admin should also use social media to mitigate rumors.
- Informational emails/social media/phone dialers to parents, teachers, students, and district officials.
- Follow up with crisis team throughout the day.
- Attendance corrects victims information.
- Notify ERMHS Therapist, site nurse, and school psychologist for additional support.
- Provide coffee, snacks and lunch for the crisis team.
- Work with local churches - possible need for clergymen
- If necessary, establish a command center and/or media room.
 - Cooperate, but set parameters
 - Work with law enforcement agencies
 - Set parameters for time, place, and length of interviews and briefings.
 - Have a prepared statement

TAB 7. Child Abuse Reporting

Certificated employees and classified employees must report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six (36) hours. The reporting duties are individual and cannot be delegated to another individual. Contact a site administrator for assistance in reporting.

"Child Abuse", as defined by law, includes the following:

1. Physical abuse resulting in a non-accidental physical injury;
2. Physical neglect, including both severe and general neglect resulting in negligent treatment or maltreatment of a child;
3. Sexual abuse including both sexual assault and sexual exploitation;
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment;
5. Severe corporal punishment.

"Mandated Reporters" are those people defined by law as "child care custodians", "medical practitioners", and "non-medical practitioners" and include virtually all school employees. The following school personnel are required to report:

1. Teachers
2. Administrators
3. Supervisors of child welfare and attendance
4. Certificated pupil personnel employees
5. School psychologists
6. Licensed nurses
7. Counselors
8. Those instructional aides or other classified employees trained in child abuse reporting

Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars (\$1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.

AB 2238, Chapter 136, which became effective January 1, 1979, amended Penal Code Section 11161.6 and provides immunity for those required to report child abuse from civil or criminal liability as a result of taking or causing to be taken, photographs of suspected victims of child abuse and the dissemination of such photographs with the required reports.

AB 2303 (Cromer), requires that the identity of reporting school persons be recorded by the Department of Justice whether the report be written or oral. The identity of the reporter is confidential under these new rules.

TAB 8. District's/School's 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

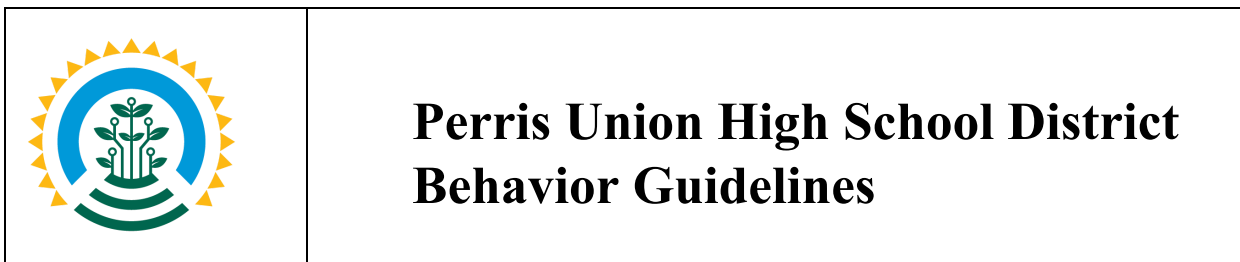
Suspension Authority

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.



| EC=Education Code | PC=Penal Code | HSC=Health and Safety Code |
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| ISSUES | VIOLATIONS | CONSEQUENCES |
| 1.Physical Injury & Violence MUTUAL COMBAT/FIGHTING THREATS/ASSAULT EC§48900(a1) EC§48900(s) | (a1)Caused, attempted to cause, or threatened to cause physical injury to another person; fighting/mutual combat. Threats(telephone written, electronic): Bomb Threats, verbal threats (not terroristic threats-see below); Assault: Verbal attack, attempt to cause injury, place person in fear. (s) Aiding or abetting infliction of physical injury. | → Suspension EC§ 48900 (a1) or (s) → Referral to Counseling → Sheriff/Police Citation - fighting on school grounds: PC 415, 242 → Expulsion Recommendation - Mandatory consideration for assault on school official Ed 48915(a5). |
| 2.BATTERY EC § 48900(a2) | (a2) Willfully used force or violence upon another person except in self-defense; striking, shoving, kicking. Not mutual combat. Battery against student, battery against staff member. Battery: Unlawful injury, beating, hitting of another person--does not fight back. | → Suspension EC§48900 (a2) → Referral to Counseling. → Sheriff/Police Intervention PC242, 243.2 → Expulsion Recommendation - Mandatory consideration for assault on school official EC§48915(a5). |

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| <p>3. WEAPONS/DANGEROUS OBJECTS EXPLOSIVES/REPLICA WEAPONS</p> <p>EC§48900(b)(m) US Code, Section 921, Title 18</p> | <p>(a2) Assault with deadly weapon. (b) Possessed, sold, or otherwise furnished any firearm (handgun, rifle, shotgun, pistol) knife (dirk, dagger, fixed, sharpened blade for stabbing, screwdriver), explosive, or other dangerous object (aims or points a laser pointer at another), possession, use of fireworks, firecrackers, snappers, poppers, lighter, matches, razor blades, shocking pens. EC§48915(c5) Explosives: M80, bottle rocket, dynamite, bomb, grenade, nitroglycerin, blasting caps. (m) Possessed an imitation (replica) firearm: BB gun, Pellet gun, paint gun.</p> | <p>→ Suspension EC§748900(b)(m). → Sheriff/Police Intervention PC 626.9, 244.5 417,653(g) → Fire Department Intervention (Explosives) PC 148.1, HSC 12000, 12301(a). → Expulsion Recommendation - EC§48915 [Mandatory for brandished knife (c2), possession of a firearm (c1), explosives (c5)] → Expulsion Recommendation - locking blade or similar knife or other dangerous object regardless of size. → Other weapons: to include, but not to be inclusive of: switchblade, stiletto, box cutter, billy club, sandbag, nunchuck, ninja star, mace, pepper spray, slingshot, sword, stun gun, brass knuckles.</p> |
| <p>4. CONTROLLED SUBSTANCES</p> <p>DRUGS & ALCOHOL</p> <p>EC§48900(c)(d) EC§48900(p) HSC 11366-11375</p> | <p>(c) Possessed, used, sold, furnished, or been under the influence of, any controlled substance, alcoholic beverage, or intoxicant of any kind. (d) Offered, arranged, or negotiated to sell any controlled substance, and then sold, delivered, or furnished to any person another liquid, substance, or material and represented it as a controlled substance, alcoholic beverage, or intoxicant (p) Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.</p> <p>EC§48915(a3) Possession of any controlled substance. Cannot recommend expulsion for first time marijuana possession offense of less than one ounce. Controlled substances: Marijuana, Cocaine, Heroin, Methamphetamine, etc.</p> | <p>→ Suspension EC§48900(c)(d). → Sheriff/Police Intervention PC308(b), 380, 381, 647(f), HSC 11053. → Referral to Counseling → Expulsion Recommendation - EC§48915 [Mandatory for sales of controlled substances (c3)].</p> |
| <p>5. ROBBERY, BURGLARY, OR EXTORTION</p> <p>EC§48900 (e)</p> | <p>(e) Committed or attempted to commit robbery (take personal property by means of force or fear) or extortion (obtaining of property from another, with his/her consent induced by a wrongful use of force or fear). Burglary: Entry with intent to commit a theft. Possession of stolen goods.</p> | <p>→ Suspension EC§48900(e). → Restitution to Victim/Community Service → Sheriff/Police Intervention - Burglary: PC 459; Robbery/Extortion: PC211, 212, 518, 519. → Expulsion Recommendation.</p> |
| <p>6. PROPERTY DAMAGE/VANDALISM GRAFFITI/ARSON</p> <p>EC§48900(F)</p> | <p>(f) Caused or attempted to cause damage to school property or private property.</p> <p>Possession of graffiti implements (markers, scribes, liquid or aerosol paint).</p> | <p>→ In-House Suspension or Suspension EC§48900(f). → Restitution to Victim/Community Service. → Sheriff/Police Citation - Graffiti: PC 594 (a1), 594.1, 640.5; Vandalism: PC 594; Arson: PC 451, 452. → Fire Department Intervention PC 451, 452. → Expulsion Recommendation</p> |
| <p>7. THEFT</p> <p>EC§48900(g) (l)</p> | <p>(g) Caused or attempted to steal school property or private property. (l) Knowingly received stolen school property or private property (Possession of stolen goods.)</p> | <p>→ In-House suspension or Suspension EC§48900(g). → Restitution to Victim/Community Service. → Sheriff/Police Intervention PC 484, 487, 488. → Expulsion Recommendation</p> |
| <p>8. TOBACCO</p> <p>EC§48900(h) EC§48901</p> | <p>(h) Possessed or used tobacco or nicotine products; Cigarettes, cigars, mini cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel.</p> | <p>→ Sheriff/Police Citation PC 308 (b) → Referral to Smoking Cessation Program. → Suspension EC§48900(h). → Referral to Counseling.</p> |
| <p>9. PROFANITY & VULGARITY OBSCENITY</p> <p>EC§48900(i)</p> | <p>(i) Committed an obscene act or engaged in habitual profanity or vulgarity: Indecent exposure (may/maynot be sexual harassment), mooning, pantsing, urinating in public, possession of pornographic</p> | <p>→ Teacher warning; Teacher suspension; Detention or In-House Suspension. → Administrative Conference. → Suspension Automatic if profanity is directed toward a school official EC§48900(i)</p> |

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| | literature or use of pornographic literature or use of pornographic Internet websites, lewd or obscene gestures | → Sheriff/Police Intervention |
| 10. PARAPHERNALIA EC§48900(j) HSC 11364 | (j) Possessed, offered, arranged, or negotiated to sell any drug paraphernalia: Pipes, smoking or injecting devices, syringes, Zig Zags (rolling papers), roach clips, bowls, bongs. | → Suspension EC§48900(j). → Referral to Counseling → Sheriff/Police Intervention. → Expulsion Recommendation |
| 11. DISRUPTION & DEFIANCE EC§48900(k) | (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. Unlawful assembly, inciting riot. Cheating, bus misconduct, classroom disruption, not complying with assigned discipline consequence, forgery, gambling, littering, throwing objects, setting-off fire alarm. | → Teacher warning; removal from class/activity; Teacher suspension. → Detention or In-House suspension → Administrative meeting and counseling. → Suspension EC§48900(k). Expulsion recommendation for repeated violation. → Sheriff/police Intervention. |
| 12. SEXUAL ASSAULT OR BATTERY EC§48900(N) | (n) Committed or attempted to commit a sexual assault, or committed a sexual battery: Rape, sodomy, child molestation, statutory rape. Refer to PC 243.4, 261-269, 286, 288. | → Suspension EC§48900(n). → Sheriff/Police Intervention PC 243.4, 261-269, 286, 288. → Expulsion Recommendation |
| 13. ELECTRONIC SIGNALING & OTHER DEVICES EC§48901.5 EC§48900(k) May possess on school campus during the day, not activated ELECTRONIC MUSIC EQUIPMENT OR GAMES EC§48900(K) | Activated, used, or lent to another any electronic signaling device (i.e. cell phone, pager, walkie talkies, PDAs, etc) on campus during the school day, while attending school-sponsored activities, or while under the supervision and control of a school district employee. Possession, use of electronic games, portable music equipment: Radios, Walkman, Discman, MP3, watch radio, headsets, earphones | → 1st Offense: Confiscation of device. Parent/Guardian contacted to pick up device. → 2nd Offense: Confiscation of device. Parent/Guardian contacted to pick up device. → 3rd Offense: Confiscation of device. Parent/Guardian contacted to pick up device. → Suspension for defiance EC§48901.5, 48900(k). |
| 14. SEXUAL HARASSMENT EC§48900.2 PC 212.5 Grades 4 to 12 | Committed acts of sexual harassment: Unwanted sexual advances; sexual favors; sexual gestures, objects, or pictures; touching, assault; derogatory comments, slurs, or jokes. | → Suspension EC§48900.2 → Sheriff/Police Intervention PC 212.5. → Expulsion Recommendation |
| 15. HATE VIOLENCE EC§48900.3 Grades 4 to 12 | Caused, attempted to cause, threatened to cause, or participated in any act of hate violence (expression of hostility due to race, gender, religion, disability, nationality, sexual orientation): Racial slurs over time, e-mail, insults, taunts, posting or distributing posters or leaflets, jokes, physical assault, vandalism, telephone calls, cross burning, destroying religious symbols. | → Suspension EC§48900.3 → Sheriff/Police Intervention PC 422.6-422.76, 628.1. → Expulsion Recommendation |
| 16. HARASSMENT/BULLYING EC§48900.4 Grades 4 to 12 HARASSED A COMPLAINING WITNESS EC§48900(o) | Intentionally engaged in harassment, threats, or intimidation, directed against a student or group of students or school employees: Stalking, kidnapping. (o) Harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary procedure (expulsion hearing). | → Suspension EC §48900.4 → Referral to Counseling → Sheriff/Police Intervention - Kidnapping: PC 135. → Expulsion Recommendation. |

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| 17. TERRORISTIC THREATS EC§48900.7 | Made terroristic threats against school officials, students, staff, or school property, or both written or oral that could result in death, great bodily injury, or property damage in excess of \$1,000, even if not carried out. Person is in sustained fear of his or her own safety or family's safety. | → Suspension EC§48900.7. → Sheriff/Police Intervention PC 422. → Expulsion Recommendation |
| 18. DRESS CODE EC§48900(k) | Wore any inappropriate dress such as clothing, attire, apparel, accessories, head coverings (hats, bandanas, knit caps, doo rags, skull caps, etc.), or gang attire, except "for outdoor use (P.E.), articles of sun-protective clothing, including, but not limited to, hats (wide brim with neck covering only), and sunscreen. | → Dress Changed/Accessory seized/Detention/In-house Suspension. → Loaner T-shirt or school uniform provided. → Parent/Guardian notified. → Suspension EC§48900(k) |
| 19. HAZING EC§48900(q) EC§32050 | (q) Engaged in or attempted to engage in hazing as defined in EC§32050. Hazing: Initiation into school/student body clubs or organizations in a manner that causes or is likely to cause bodily damage, harm, degradation, disgrace, or physical or mental harm to a student. | → Suspension EC§48900(q). → Sheriff/Police Intervention PC 242, 212.5. → Expulsion Recommendation. |
| 20. ATTENDANCE EC§48260, EC§48262, EC§48264.5 (a) RESTRICTED AREA EC§48900 (k) | Left campus during school day without obtaining permission through the attendance office first, no hall pass, left <u>class without permission</u> . Truant from school or contributed to the <u>truancy of other students</u> . Excessive tardiness to school or class. In unauthorized/restricted areas on-campus. | → Detention/In-House Suspension → Truancy Letters/SART → Sheriff/Police Citation EC§48264.5(a) - ages 13 and above. → Referred to SARB EC§48320. → Referred to District Attorney → Mediation/Juvenile Court. |
| 21. VISITORS/ TRESPASSING/ADULT CAMPUS DISRUPTION/THREATS, ASSAULTS TO SCHOOL OFFICIALS EC§32211, 44811, 44014 | Invited visitors to school for any reason during the school day, loitering/unauthorized presence on campus; threats to school officials by parents or adults; students visiting campus during suspension or expulsion period or during off-track vacation period without permission. | → Visitor escorted off campus. → Persona non grata declaration/Restraining Order → Sheriff/Police Intervention/Citation - Trespassing PC 626.7-626.9; Threats to school officials: PC 71; Terroristic Threats PC 422. |

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.

If further information, interpretation or advice is needed regarding sexual harassment, the 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.

The regular school day at Pinacate Middle School lasts from 7:45 a.m. to 3:10 p.m. Minimum days are on Wednesday and Friday with a release time at 1:35 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 three days per week
- After School Detention available three days per week
- 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)
- “Hero” reward system for desired conduct
- Renaissance Action Team “RAT” award assemblies

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. If a student is tardy, teachers will document it in Infinite Campus. Parents are then informed by phone each evening of their child’s tardiness to class.

Our tardy policies are rigorously followed, with the following consequences:

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| 1st Tardy | Warning and Alert Now contact |
| 2nd Tardy | Lunch detention and Alert Now contact |
| 3rd Tardy | After school detention and Alert Now contact |

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

Pincate 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)

- 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

| GREETING OTHERS | GETTING THE TEACHERS ATTENTION | ASKING FOR HELP |
|---|---|--|
| 1. Look at the person. 2. Use a pleasant voice. 3. Say “hi” or “hello.” | 1.Look at the teacher. 2.Raise your hand and stay calm. 3.Wait until the teacher says your name. 4.Ask your question | 1.Look at the teacher. 2.Raise your hand and stay calm. 3.Wait until the teacher says your name. 4.Ask your question. |

| | | |
|--|--|--|
| <p>ACCEPTING DECISIONS OF AUTHORITY</p> <ol style="list-style-type: none"> 1.Look at the person. 2.Remain calm and monitor your feelings and behavior. 3.Use pleasant or neutral tone of voice. 4.Acknowledge the decisions by saying “Okay” or “Yes, I understand.” 5.If you disagree, do so at a later time. 6.Refrain from arguing, pouting or becoming angry. | <p>ACCEPTING “NO” FOR AN ANSWER</p> <ol style="list-style-type: none"> 1.Look at the person. 2.Say “okay.” 3.Stay calm. 4.If you disagree, ask later. | <p>ACCEPTING CRITICISM/CONSEQUENCE</p> <ol style="list-style-type: none"> 1.Look at the person. 2.Say “okay.” 3.Stay calm. |
| <p>APPROPRIATE VOICE TONE</p> <ol style="list-style-type: none"> 1.Listen to the level of voices around you. 2.Change your voice to match. 3.Watch and listen for visual or verbal cues and adjust your voice as needed. | <p>LISTENING TO OTHERS</p> <ol style="list-style-type: none"> 1. Turn and face the person who is talking and remain quiet. 2. Wait until the person is through talking before you speak. 3. Show that you have heard them by being able to repeat back what was said. | <p>DISAGREE APPROPRIATELY</p> <ol style="list-style-type: none"> 1.Look at the person. 2.Use a pleasant voice. 3.Tell why you feel differently. 4.Give a reason. 5.Listen to the person and agree to disagree. |
| <p>ACCEPTING COMPLIMENTS</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Use a pleasant voice. 3. Say , “Thank you” | <p>MAKING AN APOLOGY</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Use a pleasant voice. 3. Say “I’m sorry for” or “I apologize for.” 4. State what you did wrong, what will you do different next time. 5. Say , “Thanks for listening.” | |

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:

| | | |
|--|---|--|
| <p>USE QUIET VOICES - SO NOT TO DISRUPT OTHERS</p> <ol style="list-style-type: none"> 1.Keep the conversation between you and the person you are talking to. 2.Go directly to your next location. | <p>WHEN SPOKEN TO BY AN ADULT</p> <ol style="list-style-type: none"> 1.Stop, look & listen. 2.Be polite. 3.Wait your turn to speak. 4.Be honest. | <p>PUT TRASH IN TRASHCANS</p> <ol style="list-style-type: none"> 1.When you are finished eating or drinking put your trash in the trashcan. 2.If you see trash on the ground, pick it up and put it in the trashcan. 3.It is everyone’s responsibility to keep the campus clean and free of trash. |
| <p>WHEN WALKING WITH CLASS-ASSEMBLY/ EVACUATIONS</p> <ol style="list-style-type: none"> 1.Walk quietly in a straight line to and from | <p>KEEP HALLS CLEAN</p> <ol style="list-style-type: none"> 1.Finish all food and drinks in the cafeteria. 2.This is a Food Free Zone. | <p>WALK AT ALL TIMES</p> <ol style="list-style-type: none"> 1.Running can lead to injury, ALWAYS walk. 2.Walk with a purpose, get to next destination. |

| | | |
|---|-----------------------------------|---|
| <p>the activity.</p> <p>2.Sit or stand in your assigned seat, section or in line (during fire and earthquake drills).</p> <p>3.Be respectful and quiet.</p> <p>4.Follow all directions given by your teacher and other staff.</p> | <p>3.This is a Gum Free Zone.</p> | <p>3.Encourage friends to get to class on time.</p> |
| <p>MOVE WITH THE FLOW OF TRAFFIC</p> <p>1.When you stop abruptly, others may run into you.</p> <p>2.When you walk too fast, you may run into others.</p> <p>3.Follow the painted paws at all times.</p> | | |

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>FOLLOWING INSTRUCTION</p> <p>1. Stop what you are doing.</p> <p>2. Look at the teacher.</p> <p>3. Listen to what the teacher says.</p> <p>3. Do what you have been told right away.</p> <p>4. Ask questions if you dont understand.</p> | <p>STAYING ON TASK</p> <p>1.Look at your task or assignment.</p> <p>2.Think about the steps needed to complete it.</p> <p>3.Focus all your attention on the task.</p> <p>4.Stop working only when instructed.</p> <p>5.Ignore distractions and interruptions from others.</p> | <p>WORKING WITH OTHERS</p> <p>1. Identify the task to be completed.</p> <p>2. Assign tasks or roles to each person.</p> <p>3. Discuss ideas in a calm, quiet voice and let everyone share their ideas.</p> <p>4. Work on tasks to be completed.</p> |
| <p>COMMUNICATING HONESTLY</p> <p>1.Look at the person.</p> <p>2.Use a clear voice. Avoid stammering or hesitating.</p> <p>3.Respond to questions factually and completely.</p> <p>4.Do not leave out details or important fact.</p> <p>5.Truthfully take responsibility for any inappropriate behaviors you displayed.</p> | <p>BEING PREPARED FOR CLASS</p> <p>1.Gather all necessary books, papers, homework and writing implements.</p> <p>2.Be on time for class.</p> <p>3.Present homework and assignments when the teacher asks for them.</p> <p>4.Write down assignments and homework to complete.</p> | <p>CONTRIBUTING TO DISCUSSIONS</p> <p>1.Look at the people who are talking.</p> <p>2.Wait for a point when no one else is talking.</p> <p>3.Make a short, appropriate comment that relates to the topic being discussed.</p> <p>4.Choose words that will not be offensive or confusing to others.</p> <p>5.Give other people a chance to participate</p> |

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”**.

| M.Y.O.B./ DISENGAGING FROM CONFLICT | RESISTING PEER PRESSURE |
|---|--|
| 1. When people are having a conversation that does not involve you, mind your own business . 2. Do not involve yourself in arguments between others. 3. Walk away. | 1. Look at the person. 2. Use a calm voice 3. Say clearly you do not want to participate. 4. Suggest something positive to do. 5. If necessary, continue to say no. 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 | Minor Offenses | Chronic Misbehaviors | Major Infractions |
|--------------------------|---|---|---|
| Definition | Failure to demonstrate an expectation or social skill | A failure to respond despite the presence of systematic environmental modifications and intervention | Violation of the Education Code (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)

- Positive Action
- Project Alert
- Data Review Process
- Input from Stakeholders (CPM)

Other: _____

Tobacco Use Prevention Education Program (TUPE) provides funding through an application process for tobacco specific student instruction, reinforcement activities, and special events. As a prerequisite for receiving funds, the Perris Union High School District has a tobacco free District board policy and is eligible for funding. The Academy's focus for TUPE is on education and intervention to reduce and prevent the use of tobacco among school-age youth. Programs at the Academy are funded through a District entitlement process.

The Perris Union High School District Title IV Program expands authority to sites to encompass issues addressed in Goal Seven of the National Educational Goals in order to create learning environments that are free of violence and drugs.

Our students are encouraged to take responsibility for life-long health, promote and respect the health and safety of others. TUPE and S&DFSC targets all students attending The Academy. The programs are based upon the state and District's standards. Students are provided with an integrated and coordinated program based on student needs and educationally sound and legally acceptable educational practices. All students have equitable access and an opportunity to participate in and benefit from high-quality curricular and extracurricular activities. The American Heart Association, American Medical Association, and American Cancer Association are an integral part of the program, which provides support and supplemental materials.

The Academy Health and Safety Programs offer a combination of health knowledge, skills, and motivation. The program challenges students to achieve their personal health potential in a manner that is meaningful to them. This approach has the added advantage of fostering self-concept, personal responsibility, critical thinking, conflict resolution, and many other critical life skills.

The health curriculum includes personal/mental health, nutrition and fitness, alcohol, tobacco, and other drugs, stress management/suicide prevention, human growth and sexuality, family life, disease prevention/HIV/AIDS, safety and injury prevention, violence prevention, and community and consumer health. A curriculum connection is also provided to facilitate the integration of health activities into other educational topics, such as language arts, social studies, math, and science. A parent component is also provided. The goals of the component are to keep parents informed of the health topics being discussed, to provide an avenue of communication about important health issues, and for promoting the health of all students and their families.

Teachers, administration, classified staff members, parents, and members of the community have the opportunity to assist in and support these programs. A site coordinator, in collaboration with the administration, and Director of Special Education will direct our TUPE/S&DFSC program.

The ACDS offers Anger Management and Substance Abuse Prevention and intervention counseling. These counseling services were offered through Victor Community Support Services, Riverside Community Programs and Perris Valley Recovery Programs. In 2014-2015, the ACDS included Alliance Mental Health to the counseling program, which is a community based organization offering intensive therapy to our most at-risk students. In 2015-2016, the ACDS increased the counseling services options to include Cognitive Behavioral Intervention for Trauma in Schools (CBITS), a counseling program for students dealing with traumatic life situations. Additional services include an (ERMS) Educationally Related Mental Health Medical Services Therapist and Catholic Charities.

The staff worked collaboratively to develop the expected school wide expectations. The following was agreed upon by the staff as a whole; Stay connected to activities and school, Overcome obstacles, have a positive Attitude, and Respect for self and others (SOAR). These norms were posted in common areas (classrooms, library, hallways, lunch area, and the Intervention Room) as a reminder of the expected behavior.

Furthermore, the ACDS faculty collaborated their efforts to come up with a comprehensive Classroom Discipline Plan that is addressed at the start of every new six-week grading period. The policies are also posted in the classrooms including the Intervention Room. The ACDS conducted Social Behavior Training in a period of three consecutive days in an effort to meet the needs of the student base.

Students are referred to the Intervention Room after receiving a referral from class. Once the student enters the Intervention Room, they complete a Reflection Sheet regarding their behavior. The Intervention Counselor offers alternatives to improve behavior upon the student's' return to class.

To be more effective during disasters, pre-determined areas will identify the various stations, i.e., student holding, command post, and student release. Purchase of appropriate types and amounts of disaster supplies/equipment and storage units(s) are necessary in order to be prepared and effectively service the school population.

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.

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)

TAB 17. SRO – School Resource Officer Contact information and site assignments

| | |
|-------------|----------------------|
| School Site | Officer |
| PMS | Deputy Edward Robles |

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

| School Site | Nurse |
|---------------------------|--------------|
| The Academy | Bevy Escobar |
| CMI | Bevy Escobar |
| Heritage High School | Bevy Escobar |
| Paloma Valley High School | Gwen Jones |
| Perris High School | Bevy Escobar |
| Perris Lake High School | Gwen Jones |
| Pinacate Middle School | Gwen Jones |

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. These products include over-the-counter pesticides available at retail outlets but do not include certain products exempted under the law. 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.

Perris Union High School District's Integrated Pest Management Plan – We have implemented a database application and other related systems to ensure that our District is in compliance with the law. In addition we have developed an “Integrated Pest Management Plan” that utilizes regular monitoring and record keeping determining if and when treatments are needed, and employs a combination of strategies and tactics to keep pest numbers low enough to prevent unacceptable damage or annoyance.

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