

PERRIS UNION HIGH SCHOOL DISTRICT



The Academy Community Day 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) The Academy Mission Statement

The Academy is a respectful and safe school, restoring social and academic skills, and empowering students to rejoin a comprehensive school setting.

2) The Academy Vision Statement

The Academy will be the leading Community Day School in Riverside County with 90% of its students successfully completing the terms of their contract and returning to the comprehensive high school within the designated time frame, equipped with a renewed sense of hope.

3) District Mission Statement

The Perris Union High School District will inspire and support the academic and personal success of every student every day.

4) District Vision Statement

The vision of the Perris Union High School District is to prepare all students to become productive and contributing members in a competitive global society.

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 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 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 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

	2011-12 ACAD	2011-12 PUHSD	2012-13 ACAD	2012-13 PUHSD	2013-14 ACAD	2013-14 PUHSD	2014-15 ACAD	2014-15 PUHSD
Incidents	311	2287	86	312	101	919	80	848
Enrollment	110	10433	186	181	181	11319	152	11485
Suspension %	283%	21.9%	46.2%	1.72%	55.8%	8.1%	52.6%	7.4%

Expulsions

	2011-12 ACAD	2011-12 PUHSD	2012-13 ACAD	2012-13 PUHSD	2013-14 ACAD	2013-14 PUHSD	2014-15 ACAD	2014-15 PUHSD
Expulsions	24	54	14	26	22	53	6	11
Enrollment	110	10433	186	10567	181	11319	152	11485
Expulsion %	21.8%	.005%	7.5%	.002%	12.2%%	.5%	3.9%	.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 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 shall wear their site identification badge or obtain a visitor badge from the receptionist or designee.

Visitors shall wear their badge at all times while on PUHSD property. When his/her business is concluded the visitor shall 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).

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 standardize 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 identifies hazards and risks. Strategies range in scope from administrative procedures to emergency protocols to facility changes/renovations.
- The District has developed emergency maps, which identify critical infrastructure, along with needed emergency maps for evacuations, lock-downs and shelter-in-place. These maps are updated annually, as needed, and are readily available to first responders through Hour-Zero Online.

3. Resource Management

- The District has an extensive inventory of emergency supplies that has been procured for all its sites. This includes:
 1. Emergency supplies in all classrooms
 2. Incident Command Post Kits
 3. Emergency Response Kits
 4. Medical trauma kits
- Resources are managed by each site, with an inventory list maintained on Hour-Zero Online.

4. Communications and Information

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

5. Plan Management

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

6. Supporting Technologies

- The District maintains a plan through the use of Hour-Zero Online, a web-application that has undergone a NIMStep 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 are able to effectively work together at time of emergency.

9. Common Terminology

- ICS principles and The District's Emergency Plan use 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
9-9
10-14
11-10
12-14
1-23
2-28
3-29
4-28
5-30

Fire Drills

The Academy 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 the 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 – (Education Code Section 35294.2(a)(2)(A) and Penal Code Section 11165.7(a): 1165.14; 11166)

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 The Academy 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:

- A. Caused, attempted to cause, or threatened to cause physical injury to another person.
- B. Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object.
- C. Possess, used, sold, or otherwise 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, 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)
- E. Committed or attempted to commit robbery or extortion.
- F. Caused or attempted to cause damage to school property or private property.
- G. Stolen or attempted to steal school property or private property.
- H. Possessed or used tobacco, or any product containing tobacco or nicotine products, including clove cigarettes, snuff or betel.
- I. Committed an obscene act or engaged in habitual profanity or vulgarity.
- J. Possessed, offered, arranged or negotiated to sell any drug paraphernalia.
- K. Disrupted school activities or willfully defied the authority of school personnel.
- L. Knowingly received stolen school property or private property.
- M. Possess an imitation firearm.
- N. Committed or attempted to commit a sexual assault
- O. 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.
- P. Unlawfully offered, arranged to sell, negotiated to sell the prescription drug Soma.
- Q. Engaged in, or attempted to engage in, hazing.

- R. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- S. 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 hearing with parents is scheduled to give an 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.

AB 420: Assembly Bill 420, which took effect on January 1, 2015, eliminates the authority of school districts to issue both in-school and out-of-school suspensions to students in

kindergarten through third grade for disruption or willful defiance. In addition, no student can be expelled for disruption or willful defiance.

AB 1719: Assembly Bill 1719, Supplemental instructional materials: English language development: mathematics.

AB 1729: Education Code Section 48900.5 (AB 1729) provides that suspension shall be imposed only when other means of correction have failed to bring about proper conduct. Students may only be suspended on a first offense in the following circumstances: (1) if the principal determines that they violated 48900(a), (b), (c), (d), or (e), or 48915(c)(mandatory suspension and expulsion); OR (2) the principal determines that the pupil's presence causes a danger to persons.

Otherwise, prior to issuing a suspension, the school will attempt other means of correction to address and correct the student's behavior. The school will document the other means of correction attempted prior to a suspension under Education Code 48900 (f) through 48900 (t), 48900.2, 48900.3, 48900.4, 48900.7.



Perris Union High School District Behavior Guidelines

EC=Education Code

PC=Penal Code

HSC=Health and Safety Code

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 EC § 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 PC 242, 243.2. ✓ Expulsion Recommendation – Mandatory consideration for assault on school official EC § 48915 (a5).
3. WEAPONS/DANGEROUS OBJECTS EXPLOSIVES/REPLICA WEAPONS EC § 48900 (b) (m) US Code, Section 921, Title 18	(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.	✓ Suspension EC § 48900 (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 be inclusive of: switchblade, stiletto, box cutter, billy club, sandbag, ninchuk, ninja star, mace, pepper spray, sling shot, sword, stun gun, brass knuckles.
4. CONTROLLED SUBSTANCES DRUGS & ALCOHOL EC § 48900 (c) (d) EC § 48900 (p) HSC 11366-11375	(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. 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.	✓ Suspension EC § 48900 (c) (d). ✓ Sheriff/Police Intervention PC 308(b), 380, 381, 647 (f), HSC 11053. ✓ Referral to Counseling. ✓ Expulsion Recommendation – EC § 48915 [Mandatory for sales of controlled substances (c3)].

<p>5. ROBBERY, BURGLARY, OR EXTORTION 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>	<ul style="list-style-type: none"> ✓ Suspension EC § 48900 (e). ✓ Restitution to Victim/Community Service ✓ Sheriff/Police Intervention - Burglary: PC 459; Robbery/Extortion: PC 211, 212, 518, 519. ✓ Expulsion Recommendation.
<p>6. PROPERTY DAMAGE/ VANDALISM GRAFFITI/ARSON EC § 48900 (f)</p>	<p>(f) Caused or attempted to cause damage to school property or private property. Possession or graffiti implements (markers, scribes, liquid or aerosol paint).</p>	<ul style="list-style-type: none"> ✓ Parent conference, Referral to Counseling, 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>7. THEFT 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>	<ul style="list-style-type: none"> ✓ Parent conference, Referral to Counseling, In-House Suspension or Suspension EC § 48900 (g). ✓ Restitution to Victim/Community Service. ✓ Sheriff/Police Intervention PC 484, 487, 488. ✓ Expulsion Recommendation.
<p>8. TOBACCO 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>	<ul style="list-style-type: none"> ✓ Parent conference, Referral to Counseling, In-House Suspension, or Sheriff/Police Citation PC 308 (b). ✓ Referral to Smoking Cessation Program. ✓ Suspension EC § 48900 (h). ✓ Referral to Counseling.
<p>9. PROFANITY & VULGARITY OBSCENITY EC § 48900 (i)</p>	<p>(i) Committed an obscene act or engaged in habitual profanity or vulgarity: Indecent exposure (may/may not be sexual harassment), mooning, pantsing, urinating in public, possession of pornographic literature or use of pornographic Internet websites, lewd or obscene gestures</p>	<ul style="list-style-type: none"> ✓ Teacher warning; Teacher suspension; Detention or In-House Suspension. ✓ Parent and Administrative Conference. ✓ Suspension Automatic if profanity is directed toward a school official EC § 48900 (i). ✓ Sheriff/Police Intervention.
<p>10. PARAPHERNALIA EC § 48900 (j) HSC 11364</p>	<p>(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.</p>	<ul style="list-style-type: none"> ✓ Parent Conference, Referral to Counseling, In-House Suspension, or Suspension EC § 48900 (j). ✓ Referral to Counseling. ✓ Sheriff/Police Intervention. ✓ Expulsion Recommendation.
<p>11. DISRUPTION & DEFIANCE EC § 48900 (k)</p>	<p>(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.</p>	<ul style="list-style-type: none"> ✓ 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.
<p>12. SEXUAL ASSAULT OR BATTERY EC § 48900 (n)</p>	<p>(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.</p>	<ul style="list-style-type: none"> ✓ Suspension EC § 48900 (n). ✓ Sheriff/Police Intervention PC 243.4, 261 - 269, 286, 288. ✓ Expulsion Recommendation.
<p>13. ELECTRONIC SIGNALING & OTHER DEVICES EC § 48901.5 EC § 48900 (k).</p>	<p>Activated, used, or lent to another any electronic signaling devise (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.</p>	<ul style="list-style-type: none"> ✓ 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.

May possess on school campus during the day, not activated. ELECTRONIC MUSIC EQUIPMENT OR GAMES EC § 48900 (k).	Possession, use of electronic games, portable music equipment: Radios, Walkman, Discman, MP3, watch radio, headsets, earphones.	✓ Suspension for defiance EC § 48901.5, 48900 (k).
14. SEXUAL HARASSMENT EC § 48900.2 PC 212.5 <i>Grades 4 to 12</i>	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 <i>Grades 4 to 12</i>	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 <i>Grades 4 to 12</i> 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.
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 class without permission. Truant from school or contributed to the truancy of other students. Excessive tardiness to school or class. In unauthorized /restricted areas on-campus.	✓ Parent Conference, Referral to Counseling, and/ or 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.
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TAB 9. Procedure to Notify Teachers of students who have violated Education Code 48900.

The Academy 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 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

The Academy 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. Kindergarten 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

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 The Academy 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, The Academy 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)

The Academy adheres to the Perris Union High School District dress code, which has established standards for student dress and grooming. The Board of Education expects students to represent themselves in a manner that is conducive to educational policies and standards. Each site administrator establishes, publishes, and enforces the appropriately specific dress code for their students based on the following guidelines:

1. Each student must be groomed in a clean, neat manner that does not:
 - a. Create a safety hazard for himself/herself or for other students;
 - b. Constitute a serious or unnecessary distraction to the learning process, nor;
 - c. Disrupt the campus order
2. Clothing depicting gangs or that is worn or altered in such a way as to identify students with gangs is not allowed, including jackets, shirts, sweatshirts, shoes, hats and accessories.
3. Attire identifying students with other District elementary, middle, or high schools, professional sports or college sports is not allowed.
4. Academy issued shirts shall be permitted to be worn on campus. Hats, caps, hairnets, or head coverings are not allowed. Students can wear plain black knit caps without number, letters, symbols, or tags.
5. Attire that advocates or advertises any type of alcohol, drugs, or acts that are illegal, obscene, or hazardous to one's health and safety, including crude and vulgar printing or pictures, or degrades any particular group is not allowed.

6. Attire which is extremely brief and/or which does not cover undergarments is not allowed, including strapless or off-the-shoulder tops, bare midriffs, tank tops or muscle shirts, fish-net tops, perforated, ripped, or cut-off garments that sag below waist level. Fashion holes, rips, or tears are not allowed. If wearing shorts, the allowable length is measured by the student placing his or her hands at their sides; the seam of the shorts must be at or below the longest finger.
7. Proper undergarments should be worn and undershirts are to only be white or light gray in color. Undergarments should never be visible due to sagging of pants, or altering of the Academy issued shirts.
8. Shoes must be worn at all times. Thongs, socks or sock-like footwear, and slippers are not safe or appropriate for school and are not allowed unless there is a special occasion, or the student has a medical waiver. Fur type boots are not allowed; other boots must have a hard sole.
9. Parents/Guardians and students have the primary responsibility to see that students are properly attired for school. School personnel have the responsibility for maintaining proper and appropriate conditions conducive to learning. Site administration may authorize special activity event days where exceptions to the student dress code may be allowed.
10. Students who violate any part of the dress code will be given an opportunity to change to “loaner” school-provided alternative shirt. Students who fail to arrive at school in appropriate pants or shorts will have to have proper clothes brought to them, or have parents/guardians transport them to get appropriate clothing.

Additional disciplinary action may be imposed as deemed necessary by school authorities.

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 The Academy School. Both classified and certificated personnel have report times prior to student arrival.

The regular school day at The Academy lasts from 7:45 a.m. to 2:20 p.m. on Monday through Friday. The access gates are unlocked approximately at 2:20 p.m. The access gates are locked again at 3:30 p.m. At this time, all ingress and egress to the campus must occur by means of the front door located in the administration building.

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

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

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

Who last saw the child?

What mode of transportation was used?

What dismissal procedures did his or her classroom teacher follow?

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

Absence from school breaks the continuity of learning, which may lead to frustration and acting out. According to state law, our students are required to attend school each day they are physically able. At The Academy, 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, The Academy 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

Campus safety rules are signed by both students and parents during mandatory student orientation.

Implementation of PBIS interventions school wide; S.O.A.R (stay connected to school and activities, Overcome obstacles, Have a positive attitude, and Respect self and others)

Proactive supervision

Social Skills Training with students

Referral system for rude or unsafe conduct

Lunch school detention available five days per week

To create a school culture that promotes self-monitoring behavior, The Academy 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 Speakers
- Recognition of positive behavior utilizing multiple short-term incentive opportunities..

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, attendance incentives, and student clubs all contribute to a school culture that is both positive and well disciplined. To further cultivate such an atmosphere, The Academy School has instituted a morning, recess, and lunch bell schedule that minimizes student overlap on the campus. Designated personnel supervise students who arrive early for school. There is at least a five-minute interval between classes being safe and orderly passing period where students are allowed to play handball or basketball, as well as enforce freeze bell procedures. Teachers are required to pick up students in a timely manner, and return students to classrooms in an orderly fashion.

Students arriving to class late disrupt the learning process and detract from an orderly environment. Therefore, our tardy policies are rigorously followed, with the following consequences:

1st Tardy	Teacher warning
2nd Tardy	Teacher discipline and parent contact by teacher.
3rd Tardy	Teacher notifies Principal, who contacts parents.
4th Tardy	Student loses privileges. Attendance contract established.
Subsequent Tardiness	Student will be considered willfully in defiance of authority. Appropriate action is taken.

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

Teachers are required to line up their class outside their door 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.

Classroom Rules:

Each classroom teacher establishes rules for their room and the consequences should the student choose to break those rules. These are established within the first few days of school and are usually reviewed with the parent at Back to School Night. Consequences of breaking class rules may include (but are not limited to): time out in another classroom, loss of privileges, detention, loss of special activity (such as assemblies or field trips), etc.

School Rules:

- a. Students are allowed to arrive at school not earlier than 45 minutes before class.
- b. Students must be on time to school.
- c. Students must be respectful and kind to everyone...adults and students alike. Use Mr., Mrs., Miss, or Ms., or correct title for all adults.
- d. Gambling, buying, selling, trading, personal items on school grounds is illegal.
- e. Students must be supervised at all times; student(s) shall not remain in a classroom without a certificated or classified adult present supervising.
- f. 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,
- g. Yelling, screaming, whistling, or unacceptable noises are not permitted.
- h. Students leave school immediately after dismissal unless previous arrangements have been made between the teacher and parent.
- i. Arrangements for after school activities are to be made prior to coming to school that day.
- j. Students are to obey all safety rules.
- k. Students will not push, hit, or use aggressive behavior (whether serious or in "horseplay" toward other students or use bad language or obscene gestures.

- l. 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 or school rules receive a referral for their misbehavior. Discipline is progressive and begins with the classroom teacher. This depends upon the individual classroom teacher's discipline plan. If the student is sent to the discipline office, progressive discipline is utilized. The student may be counseled, sent to the Intervention Room, given lunch detention, assigned a Reflection Sheet, assigned after school detention, all day in the Intervention Room, or suspension. The appropriate discipline will depend on the gravity of the misbehavior and prior record. Students may also receive citations from the School Resource Officer (SRO) for excessive misbehavior. This includes, but is not limited to profanity, fighting, and destruction of public property.

Campus Safety Rules

- a. There are no closed games.
 - b. Students stop playing when the bell rings.
 - c. Students will run or play in designated areas only.
 - d. Student are not allowed to push, cut in or run to any line.
 - e. Students must wait their turn.
 - f. Snacks may be eaten only in designated areas. No food in the classroom.
 - g. Students may not leave the campus without permission.
 - h. P.E. equipment must be used properly.
 - i. Running through or interfering with another person's game is not allowed.
 - j. No objects other than balls may be thrown.
 - k. No physical horseplay is allowed on campus.
 - l. Running games are played in designated areas only.
- Students may not hang or climb on buildings, trees, fences or walls.
 - Students must walk to and from the playground and lunch lines and lunch areas.
 - Students may not push, hit or threaten others. No swearing.
 - Common sense is expected when using all sports equipment.
 - Students must report to an adult when a ball goes over a fence.

Positive Consequences for Appropriate Behavior

The Academy School believes that when students choose to follow school rules, their positive behavior should be rewarded. As opportunities arise, special events or activities are used to reward students for positive behavior. Students who choose to follow the rules will have the following positive consequences:

a. Classroom:

Individual teachers determine their own procedures in collaboration with the school wide PBIS system.

b. School Wide:

Attendance/behavior incentives are in the form of certificates, gift cards, and/or other incentives.

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 outlines 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.

The Academy 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 that 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 school SRO. The school will request that this information then be forwarded to the Gang Task Force.

Clothing that may have gang implications are 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:

- Any student displaying behavior, gestures, apparel, or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.
- The student's parent/guardian shall be contacted and may be asked to meet with school staff.
- The student may be sent home to change clothes if necessary. (cf. 5132 – Dress and Grooming)
- Staff members shall be provided with the names of known gang members.
- Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations. (cf. 1020 – Youth Services)
- Any gang graffiti on school premises shall be removed, washed down, or painted over as soon as discovered.
- Daily checks for graffiti shall be made throughout the campus

- 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
ACA/PHS/PMS	Deputy 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.

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

(Check and include information on only those programs implemented at this site)

CPI Nonviolent Crisis Intervention for staff (Obtain list of currently trained staff from Risk Management)

- Capturing Kid’s Hearts
- Peer Mediation
- After School Activity Program
- Anger Management Program
- Bullying prevention program (Describe)
- Tolerance, diversity and multicultural education (Student Forum/P.LU.S. Forums)
- Community/parent partnerships (Describe)
- Other: School-Wide PBIS, Restorative Justice Practices

1. CPI Non Violent Crisis Intervention: This program is offered annually to staff for crisis prevention and intervention training. This training covers reducing the risk of injury, complying with legislative mandates, meet regulatory/accreditation standards, improve staff retention, minimize exposure to liability, and promote the philosophy of *Care, Welfare, Safety, and Security*.

2. Planning ahead: Staff were oriented in crisis response to parents and community through Hour-Zero training, we have drilled this in English and Spanish on site on completed by

3. Peer counselor/Peer mediation: This is provided on campus two days per week by Victor Community Support Services, supervised by Eyedie Barlow and Alliance.
4. Anger Management Programs: This program is provided two days per week through Victor Community Support Services, supervised by Eyedie Barlow.
5. Bullying Prevention Program: This is provided on campus two days per week by Victor Community Support Services, supervised by Eyedie Barlow.

TAB 19. Integrated Pest Management Plan
Healthy Schools Act of 2000:

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

School District requirements of the Law:

- Notification of all pesticide products the school District expects to use on school grounds must be sent annually to parents or guardians of all students. The notifications must list the active ingredients in each pesticide product and the Internet address for the Department of Pesticide Regulation (DPR) to access additional information.
- Each school will establish a list of parents or guardians who want to be notified before individual pesticide applications are made.
- Each school district will ensure that warning notices are posted in areas where pesticides will be applied. These signs will be posted 24 hours in advance and 72 hours after application of pesticides, and will contain information as specified in the law.
- Each school will maintain records of all pesticide use at the school for four years and the records will be available to the public upon request.

Important Guidelines:

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

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

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

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

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

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

The components described in the District's IIPP are:

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

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

TAB 21. Site Safety Inspection Checklists & Safety Data Sheets (SDS)

The Academy participates in quarterly safety inspections conducted by campus staff. The purpose of quarterly site inspections is to help identify and evaluate unsafe conditions.

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

The safety inspections are documented. The safety inspection checklists are documentation of inspections and include lists of areas inspected, the date of the inspection, name of inspector, signature of site administrator, and action taken to abate hazard.

Safety Inspections are completed, signed, and sent to the District office quarterly for documentation.

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

The Academy participates in District-wide Hazardous Materials Inspections.

Keenan & Associates, the District's Third Party Administrator for Property and Liability coverage, 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 Worker Right-to-Know, 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

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, SASI, Healthy Kids Survey or any other surveys taken to see if current programs are working. Where do they need to be improved?)*

A program needs to be devised to address behavioral issues as well as academic issues with our students. The at-Risk Counselor is working with students with behavior issue in an effort to incorporate behavior modification strategies that will assist our students. Students also need to have their reading levels continually assessed in order to monitor progress and provide them with concrete results of their progress. In doing this the students can experience success and a sense of accomplishment as they prepare themselves for their return to their appropriate schools.

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?*

Emergency exits from the campus have been re-evaluated. It has been identified that the tall gate between the post office and the campus on the west end of the 400 building needs to be made accessible. This access would be necessary as an emergency exit for students in the event that downed power lines along 7th street blocked the main and bus traffic entrances. A request to the maintenance office will be made.

25.1 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?)**

We will focus on identifying our students with behavior issues and utilize our existing resources in order to provide them with the tools to modify their questionable behaviors. Utilizing our counseling staff, certificated staff and support personnel, we can begin to use programs such as Restorative Practices Training in our classrooms.

Objective #1-1: (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?)

A reduction in behavior referrals for the identified student will be an indicator as to the success of this intervention.

Related activities:

1. Lunchtime activities in the form of basketball and handball tournaments as an effort to reduce “downtime” that results in negative behaviors.
2. The weight room is open as an incentive for good behavior.
3. Awards Assemblies will be scheduled to acknowledge students in the areas of; academics, good citizenship, and attendance.
4. Attendance Incentive has been implemented.
5. Implementation of PBIS interventions.
6. School wide expectations (S.O.A.R.) posted in common areas.
7. Social skills training
8. Relationship building
9. Restorative Justice Practices
10. The restrooms are limited to three students at a time with increased supervision; this has drastically reduced graffiti and subsequent gang ideation.

Resources needed:

Multiple clubs on campus are using ASB funds to support lunchtime activities.

Person(s) responsible for implementation:

Principal, counselors, and staff.

Timeline for implementation:

These actions are currently in place for the 2016-2017 school year.

25.2 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?)

We will be meeting with the Director of Maintenance and Operations in order to create a proposal for presentation to Business Services and the Post Office.

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 completion of a gate and an evacuation drill in which the gate is used will provide us with an visual verification of its effectiveness.

Related activities:

- Evacuation drills.
- Monthly safety staff meetings.
- Students, parent, and staff training.
- Debrief after drills.

Resources needed:

Gates are finished and signs have been provided in English and Spanish to effectively communicate to parents and the community as to the status of the school and where parents can get information or their children.

Person(s) responsible for implementation:

Director of Maintenance and Operations and the School Principal

Timeline for implementation:

These action items are currently in place for the 2016-2017 school year.