

Comprehensive School Safety Plan

**2023-24
School Year**

School: Toro Canyon Middle School
CDS Code: 33736760100263
District: Coachella Valley Unified School District
Address: 86150 Avenue 66
Thermal, CA 92274
**Date of Adoption by School
Site Council:** 02/21/2023
Date of Update: 02/16/2023
Date of Review:
- with Staff 01/18/2023
- with Law Enforcement 03/02/2023
- with Fire Authority 03/06/2023



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Toro Canyon Middle School

Comprehensive School Safety Plan- Signature Page

2023/2024

The undersigned members of the Toro Canyon Middle School Site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Josh De Feo  2/2/2023
Principal's Name, Principal Signature Date

 2-27-2023
Teacher's Name, Certificated Union Site Representative Signature Date

Noemi Mendora 2/21/2023
Classified's Name, Classified Union Site Representative Signature Date

Parent's Name, Parent Signature Date

Student's Name, Student Signature Date

Alonso - Catalina Camacho 3-8-23
Name, Fire Department Signature Date

C.T.  03/02/23
Name, Law Enforcement Representative Signature Date

Name, Other Title (Optional) Date

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Coachella Valley Unified School District Website and at the school site office.

Safety Plan Mission

The safety plan for Toro Canyon Middle School has been developed on the principles of Transformational Learning: All are welcome and a blessing, All have sacred purpose, All have cultural values and traditions that can guide us through life, and We are here to provide a safe, courageous, and sacred space, as well as ways to learn, share, heal, and support one another. Everyone on campus demonstrates integrity and ethics, are accepting of each other regardless of background or opinion. All ideas are considered and we value the participation and contribution of others. The environment and facilities are kept up and clean. We report any dangers or hazards including potential threats such as conflict. The standard is that safety must be met first in order to have a rigorous learning environment where students can meet the expectations of colleges and careers.

Components of the Comprehensive School Safety Plan (EC 32281)

Toro Canyon Middle School Safety Committee

Melissa Mora, Assistant Principal
Carla Rizya, Assistant Principal
Eddie Mendez, Teacher
Noemi Mendoza, Principal Secretary
Georgina Gonzalez, Health Services Assistant
Gisela Acosta, Security Officer

Assessment of School Safety

(Document How Information was shared with SSC).

- Office referrals
- Suspension/Expulsion Data
- School Improvement Plans
- Attendance
- Pandemic Survey
- Juvenile Crime Data

Information was shared with stakeholders and SSC on a yearly basis.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Strategies, Services and Programs are continually being, trained, revisited and modified in order to provide and maintain a high level of safety.

- Raptor EMS System- Drills, Identification, and reunification.
- A.L.I.C.E.
- Transformational Justice Model
- Sprigeo.com
- Mental Health Therapist
- Keenan Safe Schools Employee training and assessments
 - Mandated /Child Abuse Reporting
 - Sexual Harassment and reporting
- Professional Development provided for programs in place.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

To ensure compliance with AB 1432 training method and process, we use the Keenan and Associates video that is offered by the district. All staff members are required to watch the video and be assessed on the information provided. Required training is completed during staff meeting and or professional development time.

IMPORTANT NOTE: With the passage of AB 1432 in September, 2014, all school districts, county offices of education, and charter schools are required to:

1. Annually train, using the online training module provided by the State Department of Social Services, or other training, employees and persons working on their behalf who are mandated reporters, as defined in Penal Code 11165.7, on the mandated reporting requirements.
2. Develop a process for all persons required to receive training under the bill to provide proof of completing this training within the first 6 weeks of each school year or within 6 weeks of that person's employment.

As mandated reporters, all members are expected to report any suspicious incidents. When needed, members are given time during their work hours so that they can file any report to the proper agency.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE	
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY			
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL
C. VICTIM <small>One report per victim</small>	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	TELEPHONE ()
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME	
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNKNOWN	
D. INVOLVED PARTIES	<small>VICTIM'S SIBLINGS</small>					
	NAME		BIRTHDATE	SEX	ETHNICITY	
	1. _____		3. _____			
	2. _____		4. _____			
	<small>VICTIM'S PARENTS/GUARDIANS</small>					
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	HOME PHONE () BUSINESS PHONE ()
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	HOME PHONE () BUSINESS PHONE ()
	<small>SUSPECT</small>					
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
ADDRESS		Street	City	Zip	TELEPHONE ()	
OTHER RELEVANT INFORMATION						
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)					

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.lcginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
- SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
- SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
- SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

V. DISTRIBUTION

- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

AB 420 eliminates out-of-school and in-school suspensions for offenses pursuant to California Education Code Section 48900(k) regarding willful defiance and disruption for our youngest students: children in kindergarten through third grade (K–3). In addition, AB 420 also provides that willful defiance and disruption offenses shall not constitute grounds for a pupil enrolled in kindergarten or any of grades one to twelve (inclusive) to be recommended for expulsion.

Suspension and Expulsion

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- a)
 - (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k)
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes 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, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - b. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - c. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

- 2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - a. A message, text, sound, video, or image.
 - b. A post on a social network Internet Web site, including, but not limited to:
 - I. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - II. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - III. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - a. An act of cyber sexual bullying.
 - I. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - II. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- 3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
 - a. While on school grounds.
 - b. While going to or coming from school.
 - c. During the lunch period whether on or off the campus.
 - d. During, or while going to or coming from, a school-sponsored activity.
- t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.
- w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities. (Amended by Stats. 2018, Ch. 32, Sec. 49.)

Section 48910 Teacher Suspensions

- (a) A teacher may suspend any pupil from class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the designee of the principal for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. If practicable, a school counselor or a school psychologist may attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.
- (b) A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.
- (c) A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or the designee of the principal for consideration of a suspension from the school.

Must Recommend Expulsion (Mandatory)	Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate	May Recommend Expulsion (Discretionary)
<p>EC 48915(c) Act must be committed at school or school activity.</p> <ul style="list-style-type: none"> a. Firearm <ul style="list-style-type: none"> a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee. b. Selling or otherwise furnishing a firearm. b. Brandishing a knife at another person. c. Unlawfully selling a controlled substance listed in California <i>Health and Safety Code</i> Section 11053 et. seq. d. Committing or attempting to commit a sexual assault or committing sexual battery as defined in EC Section 48900(n). e. Possession of an explosive. 	<p>Act must be committed at school or school activity. EC Section 48915(a) states that an administrator shall recommend expulsion for the following violations (except for subsections [c] and [e]) unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <ul style="list-style-type: none"> 1. Causing serious physical injury to another person, except in self-defense. EC Section 48915(a)(1)(A) 2. Possession of any knife or other dangerous object of no reasonable use to the pupil. EC Section 48915(a)(1)(B) 3. Possession and/or use of any substance listed in the California <i>Health and Safety Code</i> commencing with Section 11053, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis. 4. Robbery or extortion. EC Section 48915(a)(1)(D) 5. Assault or battery, or threat of, on a school employee. EC Section 48915(a)(1)(E) <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ul style="list-style-type: none"> 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. 2. Due to the nature of the act, the presence of the pupil causes a 	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <ul style="list-style-type: none"> a. Inflicted physical injury[†] b. Possessed dangerous objects c. Possessed drugs or alcohol (policy determines which offense) d. Sold look alike substance representing drugs or alcohol e. Committed robbery/extortion f. Caused damage to property[‡] g. Committed theft h. Used tobacco (policy determines which offense) i. Committed obscenity/profanity/vulgarity j. Possessed or sold drug paraphernalia k. Disrupted or defied school staff l. Received stolen property m. Possessed imitation firearm n. Committed sexual harassment o. Harassed, threatened or intimidated a student witness p. Sold prescription drug Soma q. Committed hazing r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in EC sections 32261(f) and (g), directed specifically toward pupil or school personnel. <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ul style="list-style-type: none"> 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct (see EC Section 48915[b][1]). 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others (see EC Section 48915[b][2]). <p>[†] EC Section 48900(t) states a pupil who aids or abets in infliction of physical injury to another, as defined in California <i>Penal Code</i> Section 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>[‡] EC Section 48900(u) "school property" includes, but is not limited to, electronic files and databases.</p>

	continuing danger to the physical safety of the pupil or others (see <i>EC</i> Section 48915[b][2]).	
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(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

CVUSD Teachers will be informed in a timely manner in accordance to the Board Policy stated below when a child considered “dangerous” is placed in their classroom.

Per 49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When any individual directs violence against an employee and the employee so notifies the district, the district shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the district of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if an attempt occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication technique and crisis resolution.

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher of any student in his/her class who has engaged in, or is reasonably suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records or records maintained in the ordinary course of business or received from a law enforcement agency. Teachers shall keep the information confidential. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony, or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institution Code 827)

The principal shall disseminate this information to the counselors who directly supervise or report on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first; it shall then be destroyed. (Welfare and Institutions Code 827)

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification requesting him/her to review a student's file in the school office. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

CVUSD ensures that a policy is in place to address behaviors that can be deemed as harassment, discrimination or sexual harassment. These behaviors are taken very seriously and administrators and administrative designees will follow board policy and the student handbook to ensure that procedures are being followed.

Nondiscrimination/Harassment

The Governing Board desires to provide a safe school environment that allows all students' equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

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

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Co-curricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

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

(cf. 5144 - Discipline)

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

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

(cf. 5145.2 - Freedom of Speech/Expression)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

12101-12213 Title II equal opportunity for individuals with disabilities
 UNITED STATES CODE, TITLE 29
 794 Section 504 of Rehabilitation Act of 1973
 UNITED STATES CODE, TITLE 42
 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
 6101-6107 Age Discrimination Act of 1975
 CODE OF FEDERAL REGULATIONS, TITLE 28
 35.107 Nondiscrimination on basis of disability; complaints
 CODE OF FEDERAL REGULATIONS, TITLE 34
 100.3 Prohibition of discrimination on basis of race, color or national origin
 104.7 Designation of responsible employee for Section 504
 106.8 Designation of responsible employee for Title IX
 106.9 Notification of nondiscrimination on basis of sex
 COURT DECISIONS
 Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
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 Management Resources:
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 Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
 Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014
 Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
 FIRST AMENDMENT CENTER PUBLICATIONS
 Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006
 NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS
 Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004
 U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
 Dear Colleague Letter: Harassment and Bullying, October 2010
 Notice of Non-Discrimination, January 1999
 WEB SITES
 CSBA: <http://www.csba.org>
 California Department of Education: <http://www.cde.ca.gov>
 California Safe Schools Coalition: <http://www.casafeschools.org>
 First Amendment Center: <http://www.firstamendmentcenter.org>
 National School Boards Association: <http://www.nsba.org>
 U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>
 Policy COACHELLA VALLEY UNIFIED SCHOOL DISTRICT
 adopted: March 10, 2015 Thermal, California

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Education Code Requirement comes from 32282(a)(2)(F). It reads:

The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Any school wide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

At CVUSD, we have adopted a Dress-Code Policy. This dress-code policy is to help students be successful at school, remain focused on learning, prevent bullying incidences and boost school pride. We have also adopted a school wide dress code that prohibits pupils from wearing gang-related apparel pursuant to EC 35183.

School uniforms; gang apparel; dress codes

a. The Legislature finds and declares each of the following:

- (1) The children of this state have the right to an effective public-school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment.
- (2) "Gang-related apparel" is hazardous to the health and safety of the school environment.
- (3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children.
- (4) Weapons, including firearms and knives, have become common place upon even our elementary school campuses. Students often conceal weapons by wearing clothing, such as jumpsuits and overcoats, and by carrying large bags.
- (5) The adoption of a schoolwide uniform policy is a reasonable way to provide some protection for students. A required uniform may protect students from being associated with any particular gang. Moreover, by requiring schoolwide uniforms teachers and administrators may not need to occupy as much of their time learning the subtleties of gang regalia.
- (6) To control the environment in public schools to facilitate and maintain an effective learning environment and to keep the focus of the classroom on learning and not personal safety, schools need the authorization to implement uniform clothing requirements for our public-school children.
- (7) Many educators believe that school dress significantly influences pupil behavior. This influence is evident on school dress up days and color days. Schools that have adopted school uniforms experience a "coming together feeling," greater school pride, and better behavior in and out of the classroom.

- b. The governing board of any school district may adopt or rescind a reasonable dress code policy that requires pupils to wear a schoolwide uniform or prohibits pupils from wearing "gang-related apparel" if the governing board of the school district approves a plan that may be initiated by an individual school's principal, staff, and parents and determines that the policy is necessary for the health and safety of the school environment. Individual schools may include the reasonable dress code policy as part of its school safety plan, pursuant to Section 32281.
- c. Adoption and enforcement of a reasonable dress code policy pursuant to subdivision (b) is not a violation of Section 48950. For purposes of this section, Section 48950 shall apply to elementary, high school, and unified school districts. If a schoolwide uniform is required, the specific uniform selected shall be determined by the principal, staff, and parents of the individual school.
- d. A dress code policy that requires pupils to wear a schoolwide uniform shall not be implemented with less than six months' notice to parents and the availability of resources to assist economically disadvantaged pupils.
- e. The governing board shall provide a method whereby parents may choose not to have their children comply with an adopted school uniform policy.
- f. If a governing board chooses to adopt a policy pursuant to this section, the policy shall include a provision that no pupil shall be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil's parents chose not to have the pupil comply with the school uniform policy. The governing board shall continue to have responsibility for the appropriate education of those pupils.
- g. A policy adopted pursuant to this section shall not preclude pupils that participate in a nationally recognized youth organization from wearing organization uniforms on days that the organization has a scheduled meeting.

(Amended by Stats. 2003, Ch. 828, Sec. 10.)

Reference:

Education Code 32281

Education Code 48950

Toro Canyon Middle School
COACHELLA VALLEY UNIFIED SCHOOL DISTRICT
86-150 Avenue 66, Thermal CA 92274
(760) 397-2244

JOSH DE FEO, INTERIM PRINCIPAL
CARLA MARKS-RIZYA, INTERIM ASSISTANT PRINCIPAL

MELISSA MORA, ASSISTANT PRINCIPAL

Dress Code

1. Clothing and hats that displays lewd, obscene, vulgar, or offensive statements or pictures is not permitted. Clothing and hats should be in good taste - neat, clean, modes, and decent. Please note the following:

- bare midriff may not be exposed
- no bare backs, tube tops, halter tops or spaghetti straps
- ALL TOPS MUST CONNECT FRONT TO BACK ON BOTH SIDES
- no see-through or fish net type clothing
- no low cut or plunging necklines
- all clothing is to be worn appropriately and may not expose any part of the undergarments
- the length of shorts should be no higher than two inches above the knee
- no sleeveless undershirts may be worn by male students
- no oversize clothing, belts that hang, or clothes that sag
- no hair nets or bandannas may be worn
- no initialized, marijuana leaf, or gun shaped belt buckles may be worn
- hats may not be customized or identify the wearer as a member of any organization that is not recognized by the school
- hats may not be customized or identify the wearer as living or belonging to a particular part of town

****Clothing or hats may not be customized or identify the wearer as a member of any organization that is not recognized by the school. Clothing may not be customized or identify the wearer as living or belonging to a particular part of town.**

2. Gang-related markings of any kind are not allowed on school grounds, and are subject to suspension or other means of discipline.
3. The numbers 13, 56, 66, 76, 187, 4.20 etc. Are not allowed to be worn or written on clothing or any other items in school. Clothing or hats may not depict advertisements for alcoholic beverages or drug use in any form.
4. Skateboards, rollerblades and bicycles are not to be ridden on campus at anytime (day or night).

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Creating a safe and caring environment where all students can learn through the implementation of our Transformational Justice Framework.

Element:

Refine the tiers in PBIS to address behavior incidents. Ongoing training and support for full implementation of PBIS, Restorative Justice, and Transformational Learning.

Opportunity for Improvement:

Increase a positive school climate.

Objectives	Action Steps	Resources	Lead Person	Evaluation
All students and staff members know the four principles of Transformational Learning.	Review principles with students	Posters, videos, circles	Administrators, Teachers, and staff	Google Survey
Schoolwide Expectations mirrored in the classroom.	Weekly review of expectations, consistent use of PBIS common language, teacher trainings, mini-lessons for students.	Videos, posters, lesson plans	Administrators, teachers, and staff	Google Survey
Increase the number of RJ and Transformational Circles offered to students.	Train additional teachers on how to run RJ circles.	Training Materials	Administrators	Number of circles held for each framework.
Implement Joven Noble and Xinochtli Groups	Provide extra service pay for teachers running the groups.	Funding for materials	Trained teachers and staff members	Number of groups completed each semester.
Wellness centers	Provide a place for the wellness center	Funding for a team to maintain the wellness center.	Administrator, wellness team	Log of how many students are seen and what they are experiencing.
Spregio	Provide access for students to report to sprigio	Posters, access through school website	Administrators	Reviewing reports made to Spregio that they have been addressed.
Latino Commission Counselors	Provide offices and space to have Latino Commission counselors meet privately with students.	Continued funding of Latino Commission Counselors at the school site, information to staff about the counselors, and the process to recommend students for counseling.	Administrators, wellness team and counselors	Debrief meetings, at least once a month, with counselors about the issues they are seeing with students and how to help them.

Component:

Increase daily attendance

Element:

Chronic absenteeism and Truancies

Opportunity for Improvement:

Reduce chronic absenteeism and truancies

Objectives	Action Steps	Resources	Lead Person	Evaluation
Conduct weekly attendance audits with SART	Organize SART and select members	Extra service pay	Principal	Number of SART meetings completed.
Connect parents with resources to reduce absenteeism	Identify students with multiple absences, conduct home visits, provide resources to support student and parents.	Educational information, available transportation, ongoing communication, CWA resources	Counselors and Attendance Clerk	Document on attendance table AERIES
timely scheduling of SART meetings	Send letters to students with absences per criteria.	AERIES Reports	Attendance Clerk	Audit of SART meetings
Recognition of attendance	Create awards for students that have excellent attendance during recognition of students at various grading periods	Awards to provide to students	Assistant principal	Monitor number of awards given at each recognition
Check on wellness of students	Provide students with access to the wellness center and Latino Commission, and provide training for teachers on what to look for , for those students who might be in distress	Wellness teacher, Latino Commission counselors, teacher trainings on student wellness	Principal and wellness team	Keep a log of students that are visiting the wellness center and what students are experiencing. Debrief at least once a month with the wellness team on what issues they are seeing.

Component:

Physical Environment

Element:

Emergency Response Teams

Opportunity for Improvement:

Drills

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase staff and student preparedness	Hold monthly drills and debrief with Safety Team	n/a	Assistant Principal and Safety Team Lead	List of drills, dates, and outcome
Teachers and staff understand their roles in an emergency	Review what each team does and practice with drills	Updated roles as staff leave and new staff enter.	Assistant Principal and Safety team lead	Outcomes and debriefs of drills.
Greeting teachers at the door	Review with teachers the importance of greeting students as they enter their classroom	Transitional learning training	Administration and wellness team	Debrief with staff on their experiences
Admin greet students	Administrators greet students as the enter school in the morning	N/A	Administration	Admin debrief their observations of students as the enter school

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Toro Canyon Middle School Student Conduct Code

Rules and Procedures on School Discipline

Rules and Procedures on School Discipline

Toro Canyon Middle School has well developed and articulated discipline plans for student behavior. The Parent and Student handbook (electronic version or Hard copy) spell out the expectations for student behavior, school rules, and the procedure for student discipline.

Student discipline is handled fairly and effectively. The first day of school students receive their Student Handbook, which explains their rights and responsibilities as students, the behavior expectations, school rules and the discipline system. The Parent Handbook, which also contains important information regarding student discipline, sent home the first week as well. Teachers go over the Student Handbook with their class and then the students take it home to go over with their parents. Parents and students then sign and return the last page of the handbook, acknowledging their commitment to uphold the behavioral expectations at Toro Canyon Middle School.

There is a system in place, Positive Behavioral Intervention Support (PBIS). Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional. This system is used to also recognize and reward students for positive choices they make. If students make poor behavioral choices there are clear and consistent consequences. When students do not follow school rules students are dealt with through counseling, redirecting behavior, and when needed phone calls home.

For more serious or numerous offenses, students are sent to the assistant principal, who discusses the behavior in a conference with the student and documents it on AERIES and calls home to inform parents of the situation. Continuous infractions will result in parent conferences and student suspension either at school or home, depending on the nature of the offense. Students are automatically suspended from school for serious violations such as the possession of weapons, drugs, or physical assault.

For students that have been suspended from school, a method of counseling is used when the student returns to school. The purpose is to address the behavior, understand how the actions affected others, and to coach the student to make better choices in the future. Students meet with our wellness teacher, school administrators, and Latino Commission counselors if needed, to reintegrate into the school setting.

Conduct Code Procedures

A positive and safe learning environment in our schools and a good state of student conduct starts with all involved students, parents, and staff having knowledge and understanding of the basic standards of acceptable conduct. Transformational Justice Model frameworks have been adopted by CVUSD teachers and staff members. Our school sites strive to see that each student learns through school experiences to recognize the essential worth in each individual and to respect others; to adjust personal desires to the welfare of the group; to respect the rights and property of the group; to appraise one's own worth honestly and fairly; to establish high standards of personal integrity; and to achieve and feel personal satisfaction in both group and individual success. The achievement of these ideals is carried out by implementing the Transformational Justice Model frameworks of PBIS, Restorative Justice, and Transformational Learning. Staff, parents, and community are dedicated to the well-being and safety of all students and commit to the initiative of our Board Adopted Transformational Justice Model. Our school sites are committed to the goal of a safe school and an orderly process of instruction with our student's wellness in mind. This commitment requires that everyone assume his/her share of responsibility towards intentionally implementing the Transformational Justice and academic frameworks in order to create a positive and safe learning environment.

Coachella Valley USD | BP 5137 Students

Positive School Climate

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 5030 - Student Wellness)
(cf. 5131.4 - Student Disturbances)
(cf. 5142 - Safety)
(cf. 5145.3 - Nondiscrimination/Harassment)

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 4020 - Drug and Alcohol-Free Workplace)
(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.6 - Alcohol and Drugs)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

(cf. 5131.9 - Academic Honesty)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6142.92 - History-Social Science Instruction)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

(cf. 1240 - Volunteer Assistance)
(cf. 5126 - Awards for Achievement)
(cf. 5131.5 - Vandalism and Graffiti)
(cf. 5148.2 - Before/After School Programs)

(cf. 6020 - Parent Involvement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.5 - Student Organizations and Equal Access)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
Legal Reference:

EDUCATION CODE

233-233.8 Hate violence prevention
32280-32289 School safety plans
32295.5 Teen court programs
35181 Governing board policy on responsibilities of students
35291-35291.5 Rules
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48900-48925 Suspension and expulsion
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Creating Safe and Drug-Free Schools: An Action Guide, 1996

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Preventing Bullying: A Manual for Schools and Communities, 1998

WEB SITES

CSBA: <http://www.csba.org>
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National School Safety Center: <http://www.schoolsafety.us>
U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/offices/OESE/SDFS>

Policy COACHELLA VALLEY UNIFIED SCHOOL DISTRICT

adopted: March 10, 2015 Thermal, California
Coachella Valley USD | BP 5144 Students
Discipline

The Governing Board desires to prepare youth for responsible citizenship by fostering self-discipline and personal responsibility. The Board perceives that good planning, a good understanding of each child, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 4158/4258/4358 - Employee Security)
(cf. 5136 - Gangs)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6164.5 - Student Study Teams)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6182 - Opportunity School/Class/Program)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

Staff shall enforce disciplinary rules fairly and consistently, without regard to race, creed, color or sex.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Legal Reference:

EDUCATION CODE

32280-32288 School safety plans
35146 Closed sessions
35291 Rules
35291.5-35291.7 School-adopted discipline rules
37223 Weekend classes
44807.5 Restriction from recess
48900-48926 Suspension and expulsion

48980-48985 Notification of parents or guardians
49000-49001 Prohibition of corporal punishment
49330-49335 Injurious objects

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

CDE PROGRAM ADVISORIES

1010.89 Physical Exercise as Corporal Punishment, CIL 89/9-3

1223.88 Corporal Punishment, CIL: 88/9-5

WEB SITES

CDE: <http://www.cde.ca.gov>

USDOE: <http://www.ed.gov>

Policy COACHELLA VALLEY UNIFIED SCHOOL DISTRICT

adopted: May 8, 2003 Thermal, California

Coachella Valley USD | BP 5144.1 Students

Suspension And Expulsion/Due Process

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

(cf. 6145 - Extracurricular and Cocurricular Activities)

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others.

(Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Zero Tolerance

The Board supports a zero-tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority to ensure the standardized treatment of all students. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)
(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Supervised Suspension Program

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee may establish a supervised in-house suspension program which meets the requirements of law for students suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, who pose no imminent danger or threat at school, and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in the class from which the student was suspended. (Education Code 48900.1)

The Board encourages teachers, before requiring parental attendance, the teacher shall make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Decision not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment
1981 Enrollment of students in community school
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985
35146 Closed sessions (re suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48660-48667 Community day schools
48900-48927 Suspension and expulsion
48950 Speech and other communication
49073-49079 Privacy of student records

CIVIL CODE

47 Privileged communications
48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt
54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia
11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors or stun guns
868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

7151 Gun free schools

COURT DECISIONS

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

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

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H., (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

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

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

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

Management Resources:

WEB SITES

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

California Attorney General's Office: <http://www.caag.state.ca.us>

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

U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/about/offices/list/osdfs/index.html>

Policy COACHELLA VALLEY UNIFIED SCHOOL DISTRICT

adopted: September 8, 2005 Thermal, California

Transformational Justice Model

CVUSD's Positive School Climate Blended Model Initiative:

The Coachella Valley Unified School District is committed to a safe, positive school climate for all students, schools and families. Using our Positive School Climate Blended Model, the school district is working with staff and community to strengthen relationships on campus, resolve conflicts and establish the culture of respect that is needed to prepare every student for success. To achieve this vision of a safe, thriving school climate three restorative practice structures will be expanded across Coachella Valley Unified schools over the next three foundational years:

- Positive Behavioral Interventions and Supports (PBIS) is a collaborative school wide system of support that focuses on modeling, teaching, and acknowledging positive behaviors, and creating a school environment with a culture that promotes positive behaviors
- Transformational Learning is an approach to education that:
 - Acknowledges and embraces students and families' total identity, their strengths, and challenges as a part of their overall growth and development.
 - Promotes a school/district where all children, their families, their culture feel wanted and welcomed.
 - Incorporates practices and processes that are trauma informed, healing centered, culturally based and that compassionately embrace, not punitively punish, youth and their families for the educational and life challenges they are facing.
- Restorative Justice ensures all students are given the opportunity to learn from their actions and resolve conflict in a safe and healthy way. Restorative Justice is an institutional paradigm shift away from punishment, prioritizing relationships to address needs as means to build accountability and a strong school community.

Through these efforts we will achieve three goals:

- Establish a positive school culture and climate
- Increase attendance
- Decrease suspensions and expulsions

Our shared commitment is to ensure that every CVUSD campus and classroom is grounded in respect, equity, safety and empathy is driven by the values of our community.

Positive Behavioral Interventions and Supports Overview

Improving student behavior outcomes is about ensuring all students have access to the most effective and accurately implemented behavior systems and interventions possible. Positive Behavior Supports (PBIS) provides an operational framework for achieving these outcomes. PBIS assists in the selection, integration, and implementation of evidence-based behavioral practices for the purpose of equipping students for behavioral and social success.

In general, PBIS emphasizes four integrated elements: 1) data-based decision making, 2) measurable outcomes supported and evaluated by data, 3) practices with evidence these outcomes are achievable, and 4) systems that efficiently and effectively support implementation of these practices.

These four elements are guided by six important principles:

- develop a continuum of scientifically based behavior interventions and supports,
- use data to make decisions and solve problems,
- arrange the environment to prevent the development and occurrence of problem behavior,
- teach and encourage pro-social skills and behaviors,
- implement evidence-based behavioral practices with fidelity and accountability,
- universally screen and monitor student performance & progress continuously.

Schools that establish systems with the capacity to implement PBIS with integrity and durability have teaching and learning environments that are:

- less reactive, aversive, dangerous, and exclusionary,
- more engaging, responsive, preventive, and productive, proactive in addressing classroom management and disciplinary issues including attendance, tardies, and antisocial behavior.

PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that

all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier). www.pbis.org/common/cms/documents/WhatIsPBIS/WhatIsSWPBS

Restorative Justice Overview

The philosophy of restorative justice has its roots in the criminal justice system. When a crime is committed in a modern society, the typical response is to punish the offender, and that's about it. But societies all over the world have started to recognize that this approach doesn't repair the harm that was done; it also does nothing to address underlying problems that may have led to the offense in the first place. So they are starting to replace—or at least supplement, the standard approach with restorative justice practices, which focus on repairing harm for all parties involved. This process may include some form of punishment for the offender, but the lens is much wider than that.

This shift toward restorative justice has led to reduced recidivism (repeat offenses), greater satisfaction with the outcomes from all stakeholders, and reduced post-traumatic stress caused by the crime. Encouraged by these successes, educators in some schools have started using restorative practices to address disruptive or harmful behavior. With this shift, schools hope to see improved behavior and to reverse a disturbing trend: The zero-tolerance discipline policies of the past few decades have dramatically increased suspension rates in many districts, which can in turn lower graduation rates and ultimately push more students into the juvenile justice system. And again, those suspensions do nothing to repair harm. (These results are summarized in this overview from the University of Wisconsin)

Restorative Justice is a key intervention in punitive systems which harm our communities and have not been proven to increase school safety or improve educational outcomes.

- Students who are suspended are 3 times more likely to drop out of school, and more likely to be incarcerated.
- Schools enforce overly punitive discipline policies against students of color and special needs students more than other. Students with disabilities are 2 times more likely to be suspended than non-disabled students.
- Black students are 3.5 times more likely to be suspended than white students. Latin students are twice as likely to be suspended than white students.
- Foster youth are three times as likely then their peers to be suspended or expelled.
- Restorative Practices work to prevent future harm. In our partner schools, we have seen significant decreases in fighting, bullying and willful defiance after RJ implementation, as well as decreases in suspensions and expulsions.

CCEJ offers a variety of in-depth, experiential Restorative Justice trainings for community members, legal & law enforcement professionals, school staff and youth. We are proud to say we have trained hundreds of thousands of people across Los Angeles County & Southern California. After training, we also work with schools in long term partnerships to plan implementation, strategies, coach teachers and administrators, co-facilitate circles, offer supplemental professional development and support Restorative school policy development. We have extensive experience with a variety of contexts and demographics, including middle and high schools, public and charter settings, and alternative and credit recovery/continuation schools. We are particularly committed to working with sites where there are high concentrations of young people who are currently and historically targeted by school push out, including LGBTQ+ students, students of color, students with disabilities and students who are eligible for free or reduced-priced lunches. <https://www.cacej.org/>

Transformational Learning Overview

"Within the collective dignity, love, trust and respect of all people, exists the wisdom and resources for a beautiful harmonious tomorrow." -Jerry Tello

La Cultura Cura is a transformative health and healing philosophy that recognizes that within an individual's, families and communities authentic cultural values, traditions and indigenous practices exist the pathway to healthy development, restoration and lifelong well being. This culturally based framework focuses on building on the natural opportunity factors and on what is healthy within an individual, family, community or culture. This indigenous based life view promotes what is right based on culturally grounded physical, emotional, mental and spiritual principles and practices. This philosophy and process of transformational health and healing is illustrated in the following elements, as in the parts of a tree that root an individual, family and/or community. This interconnected movement is necessary to consider for integrated health, healing, growth, leadership development and individual, family and community P.R.I.D.E.

1. Purpose/Destino - Based on Individual, Family Community Dignity (DIGNIDAD) A basic premise of the individual, family/community dignity acknowledges that within the ancestral wisdom of a people are the teachings and medicine necessary for growth and healing. It is understood that the teachings and healing elements inevitably come from the people themselves. Therefore, in order for true healing, or rebalancing to be sustained, although the initial incentive may come from an outside person (organization, funding source), the ongoing motivation for individual, family/community growth and rebalancing must come from within the circle of those who desire or need growth or change.

2. Responsibility – Based on Respect (Respeto) for Family/Community Vision Individuals must have a vision that reflects the potential of their true self in reference to their family and community. If a person only has a negative view of their self and their culture then they have no avenue for growth, development or a healthy response-ability (ability to respond to life's struggles). A person's primary ethnicity is the root of that vision. It is necessary for the person to be guided to allow them to dream, reflect, and rediscover the life-enhancing values and gifts of his own indigenous culture. As part of this process it is necessary for them to know and understand their history in order to understand the process that created their present situation. By this process, and with the proper guidance, a boy/man, girl/ woman will be able to separate the pain and imbalance that they and their people are experiencing from the essence and strength of the positives aspects of their culture. As part of their indigenous heritage, all people have traditions and customs for clarifying and rediscovering this vision of growth. These traditions and customs must be integrated and practiced in a balanced, consistent manner and guided by sanctioned elders that are committed to this process.

3. Interdependence - Based on Individual, Family/Community Trust (Confianza) The strengthening of a community, and the families within it, directly, enhances the development and healing of its individuals. As individuals heal and grow, they re-integrate with the positive vision of the community. Families/communities, and the individuals within them, must develop interdependently. If one is missing, then disharmonious growth occurs, which leads to false hope and development. It is essential to know the difference between co-dependence, individualism, and indigenous cultural interdependence: (confianza). Through the redeveloped interconnectedness, (Transformational Healing and Development: Circulos) cycles of generational destruction and pain are interrupted and a commitment to generational healing and development is initiated, individual by individual, family by family, community by community.

4. Development - Circular Learning Based on Love (Cariño) for Life A love for life is the basis of a circular learning process. As times change, people must learn "new" ways (based on ancient teachings) to live in the world as individuals, families, and communities. There must be pride in one's ethnicity, respect for those of all roots and a process for balancing differences. The new ways must be both life-preserving and life-enhancing. In addition, organizations, institutions, systems and dominant societal communities must also learn to live in new ways being willing to change their philosophy, policies and procedures based on the needs of the evolving community. Elders from the community must gather in communion (Circulo) to give blessing and offer guidance to connected efforts focused on the love and healing of the next seven generations.

5. Enthusiasm – Living Life with a Sense of Hope (Spirituality/Esperanza) Living life with a sense of spirit (spirituality) allows an individual, family/community to approach life with an element of enthusiasm (ganas). Instilling or re-instilling that sense of hope (spirituality) in an individual, family/community allows one to deal with the difficult, and sometimes overwhelming, day-to-day pressures with a sense of "greater spirit". As part of this development it is important for a community to engage in ongoing and consistent community affirming celebrations and events to acknowledge the emerging leaders and the positive efforts that are taking place in order that they may take root and grow. www.nationalcompadresnetwork.org



TORO CANYON MIDDLE SCHOOL
COACHELLA VALLEY UNIFIED SCHOOL DISTRICT
86-150 AVENUE 66 • THERMAL, CALIFORNIA 92274
(760) 397-2244

Dear Toro Canyon Pumas,

I am excited to welcome everyone back for the start of the 2023-2024 school year. I hope you had an enjoyable summer. A special welcome to the families who are new to Toro Canyon Middle school.

The health of our students, staff, and community is of the utmost importance. We want to emphasize that the best place to learn is in the classroom. Therefore we are ready to provide the best instruction and interventions for our students.

We are committed to making Toro Canyon a safe place for learning. Our expectation for students, staff and parents is to uphold our three main principles:

- Be Safe
- Be Responsible
- Be Respectful

Here are a few reminders for our students and parents:

The first day of school students receive their Student Handbook, which explains their rights and responsibilities as students, the behavior expectations, school rules and the discipline system. The Parent Handbook, which also contains important information regarding student discipline, sent home the first week as well. Teachers go over the Student Handbook with their class and then the students take it home to go over with their parents. Parents and students then sign and return the last page of the handbook, acknowledging their commitment to uphold the behavioral expectations at Toro Canyon Middle School.

We have many activities, clubs, and events planned for our students. We look forward to seeing you on the first day of school.

Sincerely,

Josh De Feo
Principal

Levels of Response - Consequences and Interventions

Level 1	Examples of Classroom Managed Responses	
	These possible interventions and consequences aim to redirect behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are possible interventions and consequences that may be used. Consequences are more than "Punishment" they are the actions that follow the problem behavior and can either help increase or decrease problem behavior.	
	Possible Interventions <ul style="list-style-type: none">● Establish positive relationship with student	Possible Consequences <ul style="list-style-type: none">● Contact parent

Levels of Response - Consequences and Interventions

	<ul style="list-style-type: none"> • Different seat arrangement • Pre-correction and redirection • Role play replacement behavior • Establish buddy teacher system • Parent/guardian accompany student in class • Daily progress report for behavior • Increase positive recognition • Goal setting with student • PBIS Tier 1 Interventions • RJ Tier 1 practices 	<ul style="list-style-type: none"> • Verbal corrective feedback • Parent/guardian conference • Student verbal or written apology • Use buddy teacher system • Loss of classroom privileges • Student written reflection • Teacher and student conference • Re-teach social skill or expectation
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Levels of Response - Consequences and Interventions

Level 2	<div style="background-color: #d9d9d9; padding: 5px;">Examples of Administrative Responses</div> <p>These interventions and consequences, used in response to an office discipline referral, aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Interventions often involve support staff and aim to engage the student's support system to ensure successful learning, consistency, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Below are possible interventions and consequences that may be used. Once all Level 1 interventions have been exhausted.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> Possible Interventions <ul style="list-style-type: none"> Increase positive recognition Collaborative problem solving Establish positive relationship with student Refer for substance abuse intervention Mentoring/Peer Mediators Develop/revise positive behavior plan/contract Check In/Check Out Social/Academic Skills Group Refer to SST/Individual Education Plan (IEP)/504 team Refer for educational/psychological evaluation Refer to school/community based mental health </td><td style="width: 50%; padding: 5px; vertical-align: top;"> Possible Consequences <ul style="list-style-type: none"> Parent/guardian notification required Student verbal or written apology Use buddy teacher system Restorative Practices (Tier 2) Conference with student Removed privilege/restricted activity Restitution/community service Restorative conferencing PBIS Tier 2 Interventions </td></tr> </table>	Possible Interventions <ul style="list-style-type: none"> Increase positive recognition Collaborative problem solving Establish positive relationship with student Refer for substance abuse intervention Mentoring/Peer Mediators Develop/revise positive behavior plan/contract Check In/Check Out Social/Academic Skills Group Refer to SST/Individual Education Plan (IEP)/504 team Refer for educational/psychological evaluation Refer to school/community based mental health 	Possible Consequences <ul style="list-style-type: none"> Parent/guardian notification required Student verbal or written apology Use buddy teacher system Restorative Practices (Tier 2) Conference with student Removed privilege/restricted activity Restitution/community service Restorative conferencing PBIS Tier 2 Interventions
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Level 3	<div style="background-color: #d9d9d9; padding: 5px;">Examples of Administrative Removal Responses</div> <p>Level 3 interventions and consequences involve short-term removal of a student from the school environment due to the severity of the behavior or because Level 1 and Level 2 consequences have failed to bring about proper conduct. Level 1 and Level 2 interventions may still be applied in addition to those listed in Level 3. The duration of the suspension is to be limited as much as practicable while adequately addressing the behavior.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> Possible Interventions <ul style="list-style-type: none"> Develop/revise positive behavior plan Revise 504/IEP (for students with disabilities) and or In-School Suspension (one to five days) Develop Functional Behavioral Assessment and Behavior Intervention Plan </td><td style="width: 50%; padding: 5px; vertical-align: top;"> Required Consequences <ul style="list-style-type: none"> Parent/guardian notification Suspension from school (one to five days) Behavior Support Plan Mental Health Referral Restorative Justice re-entry conferencing </td></tr> </table>	Possible Interventions <ul style="list-style-type: none"> Develop/revise positive behavior plan Revise 504/IEP (for students with disabilities) and or In-School Suspension (one to five days) Develop Functional Behavioral Assessment and Behavior Intervention Plan 	Required Consequences <ul style="list-style-type: none"> Parent/guardian notification Suspension from school (one to five days) Behavior Support Plan Mental Health Referral Restorative Justice re-entry conferencing
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Level 4	<div style="background-color: #d9d9d9; padding: 5px;">Examples of Administrative Removal Responses</div> <p>Level 4 involves the removal of the student from the school environment due to the severity of the behavior or because Level 1, 2, or 3 consequences and interventions have failed to bring about proper conduct. These consequences focus on protecting the safety of the school community and ending self-destructive and dangerous behavior. Level 1, 2 and 3 interventions may still be applied, if applicable.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> Possible Interventions <ul style="list-style-type: none"> Manifestation determination (IEP only)/504 compliance Develop/revise positive behavior plan Revise IEP (for students with disabilities) and school) Behavior Support Plan Develop Functional Behavioral Assessment and Behavior Intervention Plan Alternative educational placement </td><td style="width: 50%; padding: 5px; vertical-align: top;"> Required Consequences <ul style="list-style-type: none"> Parent/guardian notification Suspension from school (5 days) May refer for expulsion (total removal from if other means of correction have not brought about proper conduct or are not feasible or there is a continuing danger to the physical safety of the student or others) </td></tr> </table>	Possible Interventions <ul style="list-style-type: none"> Manifestation determination (IEP only)/504 compliance Develop/revise positive behavior plan Revise IEP (for students with disabilities) and school) Behavior Support Plan Develop Functional Behavioral Assessment and Behavior Intervention Plan Alternative educational placement 	Required Consequences <ul style="list-style-type: none"> Parent/guardian notification Suspension from school (5 days) May refer for expulsion (total removal from if other means of correction have not brought about proper conduct or are not feasible or there is a continuing danger to the physical safety of the student or others)
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Level 5	<div style="background-color: #d9d9d9; padding: 5px;">Mandatory Recommendation for School Expulsion</div> <p>Mandatory removal from school and referral for expulsion for acts as specified in Education Code</p>		

Levels of Response - Consequences and Interventions

	Possible Interventions <ul style="list-style-type: none"> • Manifestation determination (IEP only)/504 compliance review • Alternative educational placement 	Required Consequences <ul style="list-style-type: none"> • Parent/guardian notification • Suspension from school (5 days) • Mandatory recommendation for expulsion
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(K) Hate Crime Reporting Procedures and Policies

Coachella Valley Unified School District Board Policy States: In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

School Administration ensures that all students receive hate prevention education through SEL lessons, age-appropriate classroom activities, assemblies, and other school-related activities. Prejudice and discrimination are learned attitudes and behaviors. Neither is uncontrollable or inevitable. Teaching children that even subtle forms of hate-such as ethnic slurs or epithets, negative or offensive name-calling, stereotyping, and exclusion-are hurtful and inherently wrong can help to prevent more extreme, violent manifestations of hate. Through structured classroom activities and programs, children can begin to develop empathy, while practicing the critical thinking and conflict resolution skills needed to recognize and respond to various manifestations of hate behavior.

Administration has developed partnerships with families, community organizations, and law enforcement agencies. These partnerships help identify resources available to school personnel in order to address hate incidents. We believe that hate crime prevention cannot be accomplished by schools alone. These partnerships help identify resources available to school personnel to address hate incidents and raise community awareness of the issue, ensure appropriate responses to hate incidents, and ensure that youth receive a consistent message that hate-motivated behavior will not be tolerated.

An effective hate prevention policy will promote a school climate in which racial, religious, ethnic, gender and other differences, as well as freedom of thought and expression, are respected and appreciated. All staff, Administrators, teachers, support staff, yard supervisors, parents, and every student are informed of the contents of the school district's policy on hate crime on an annual basis.

CVUSD takes a firm position against all injurious manifestations of hate, from ethnic slurs, racial epithets, and taunts, to graffiti, vandalism, discrimination, harassment, intimidation, and violence. The district has developed a wide range of non-disciplinary corrective actions to respond to incidents, including counseling, parent conferences, community service, as well as disciplinary actions such as in-school suspension or expulsion. School officials are also prepared to contact local, state or federal civil rights officials to respond to more serious incidents and, in cases involving criminal activity or threat of criminal activity, contact law enforcement.

Procedures for Preventing Acts of Bullying and Cyber-bullying

At CVUSD, we strive to provide a safe school environment for students, parents, and staff. Every concern is immediately tended to. All reported incidents are investigated and parents of involved parties are contacted. Bullying reports can also be made on our CVUSD website through Sprigeo.com.

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 6020 - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1020 - Youth Services)

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

(cf. 5137 - Positive School Climate)

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6163.4 - Student Use of Technology)

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)
(cf. 6164.2 - Guidance/Counseling Services)

Complaints and Investigation

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.
(cf. 1312.3 - Uniform Complaint Procedures)

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. Within two business days of receiving a report of bullying, the principal shall notify a district compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint. When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.
(cf. 4117.3 - Dismissal)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
32282 Comprehensive safety plans
32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students
35291-35291.5 Rules
48900-48925 Suspension or expulsion
48985 Translation of notices
52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime
647 Use of camera or other instrument to invade person's privacy; misdemeanor
647.7 Use of camera or other instrument to invade person's privacy; punishment
653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

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

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

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

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

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

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

Common Sense Media: <http://www.commonsensemedia.org>

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

ON[the]LINE, digital citizenship resources: <http://www.onthelineca.org>

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

Policy COACHELLA VALLEY UNIFIED SCHOOL DISTRICT

adopted: March 10, 2015 Thermal, California



COACHELLA VALLEY UNIFIED SCHOOL DISTRICT

87225 CHURCH STREET PO BOX 847 THERMAL CA 92274-0847

Telephone: (760) 848-1159 Fax: (760) 399-0057

Hello Parents,

We recognize that creating a safe learning environment is vital for students to achieve academic success. Coachella Valley Unified School District has an online system called Sprigeo that students can use to report school safety threats and bullying incidents. Signs are in your child's school promoting the use of Sprigeo (www.Sprigeo.com). The signs have this logo:



Sprigeo gives your child another medium for communicating with our school administration when bullying or school safety incidents occur. All information sent through the Sprigeo system goes directly to school administrators through a secure online connection. We prefer that your child report bullying and safety incidents immediately to a teacher or administrator, however, sometimes electronic reporting is more accessible, when the opportunity to report directly was not available.

How does the Sprigeo system work?

Students can access the reporting form directly through a link on your school's web site by hovering over "PARENTS" on the top bar, dropping down to "Report Bullying and Safety Concerns". Then with a click, the Sprigeo report is available. Students may also go to the Sprigeo.com web site. After completing the reporting form and clicking the "submit" button, the report details are sent in a secure email to our school administrators. Over 90% of students include their name when using the Sprigeo system. We encourage students and staff to include names so that our investigations of the reports can be more effective.

Does the school receive false reports?

Over 95% of reports sent through the Sprigeo system have been confirmed as authentic requests for help with a bullying incident or school safety threat. Unlike text messages or Facebook posts that can be shared among students, all Sprigeo reports are viewable only by school administrators and/or school counselors.

Why is there a need for an online reporting system?

The number one reason why children do not report bullying or abuse is the fear of retaliation from their peers. The Sprigeo reporting form can be accessed from the privacy of a home computer or other internet equipped device, eliminating the possibility of being identified by another student.

The Coachella Valley Unified School District administrators value your child's safety and want to have every possible tool available for you to communicate safety concerns so. Please contact your child's principal if you have any concerns or questions regarding Sprigeo or reporting safety and bullying incidents.

Sincerely,

Coachella Valley Unified School District
Julisa Hernandez, Director of Student Support Services



DISTRITO ECOLAR DEL VALLE DE COACHELLA

87225 CHURCH STREET PO BOX 847 THERMAL CA 92274-0847

Telephone: (760) 848-1159 Fax: (760) 399-0057

Estimados Padres,

Reconocemos que la creación de un entorno de aprendizaje seguro es vital para que los estudiantes alcancen el éxito académico. El Distrito Escolar Unificado del Valle de Coachella tiene un sistema en línea llamado Sprigeo que los estudiantes pueden usar para reportar amenazas a la seguridad de la escuela e incidentes de intimidación. En la escuela de su hijo hay avisos que promueven el uso de Sprigeo

(www.Sprigeo.com). Los avisos tienen este logo:



Sprigeo le da a su hijo otro medio para comunicarse con la administración de la escuela cuando ocurren incidentes de acoso o de seguridad en la escuela. Toda la información enviada a través del sistema Sprigeo va directamente a los administradores de la escuela a través de una conexión en línea segura. Preferimos que su hijo reporte los incidentes de acoso y seguridad inmediatamente a un maestro o administrador, sin embargo, a veces el reporte electrónico es más accesible, cuando la oportunidad de reportar directamente no estaba disponible.

¿Cómo funciona el sistema Sprigeo?

Los estudiantes pueden acceder al formulario de denuncia directamente a través de un enlace en el sitio web de su escuela pasando por encima de "PADRES" en la barra superior, bajando a "Denunciar el acoso y las preocupaciones de seguridad". Entonces con un clic, el informe de Sprigeo está disponible. Los estudiantes también pueden ir a la página web Sprigeo.com. Después de completar el formulario y hacer clic en el botón "enviar", los detalles del informe se envían en un correo electrónico seguro a los administradores de la escuela. Más del 90% de los estudiantes incluyen su nombre cuando usan el sistema Sprigeo. Animamos a los estudiantes y al personal a incluir nombres para que nuestras investigaciones de los informes sean más efectivas.

¿La escuela recibe informes falsos?

Más del 95% de los informes enviados a través del sistema Sprigeo han sido confirmados como auténticas peticiones de ayuda con un incidente de acoso o una amenaza a la seguridad de la escuela. A diferencia de los mensajes de texto o las publicaciones en Facebook que se pueden compartir entre los estudiantes, todas las denuncias de Sprigeo sólo pueden ser vistas por los administradores y/o consejeros de la escuela.

¿Por qué se necesita un sistema de información en línea?

La razón principal por la que los niños no denuncian el acoso o el abuso es el miedo a las represalias de sus compañeros. Se puede acceder al formulario de denuncia de Sprigeo desde la privacidad de una computadora de casa u otro dispositivo equipado con internet, eliminando la posibilidad de ser identificado por otro estudiante. Los administradores del Distrito Escolar Unificado del Valle de Coachella valoran la seguridad de su hijo y quieren tener todas las herramientas posibles disponibles para que usted comunique sus preocupaciones de seguridad. Por favor contacte al director de su hijo si tiene alguna preocupación o pregunta con respecto a Sprigeo o a reportar incidentes de seguridad e intimidación.

Sincerely,

Distrito Escolar Unificado del Valle de Coachella

Julisa Hernandez, Directora de Servicios de Apoyo Estudiantil

Safety Plan Review, Evaluation and Amendment Procedures

Comprehensive School Safety Plan is a document that is used as a resource/plan throughout the year. This document is revised yearly by all stakeholders and presented to first the SSC and then to the CVUSD Governing Board for Approval. An approved copy is kept in the front office at the school site and at Coachella Valley Unified School District website and is available to all stakeholders upon request. The CSSP is a living document and can be updated as needed. All site employees receive a copy of the emergency procedures, maps, drills, and assigned responsibility on a yearly basis.

Safety Plan Appendices

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Survey the site	12/27/2022	With Custodian During Break
Shared plan and updates with staff	1/18/2023	Staff Meeting
Shared findings and updates with School Site Council	2/16/2023	SSC Meeting
Took Input of Stakeholders	1/18/2023	Staff Meeting and Coffee with Principal

Types of Emergencies & Specific Procedures

Aircraft Crash

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency items.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal/designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
- Notify District Superintendent, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Initiate SHELTER IN PLACE, if warranted.
- Initiate REVERSE EVACUATION for students and staff outside or direct them to designated area until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify District Superintendent, who will contact the Office of Emergency Services.

Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do.

Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Isolate the students from the animal. Close doors and lock gates as a means to isolating the animal.
- If the animal is outside, keep students inside and institute a LOCKDOWN.
- If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal
- Contact animal control for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, EVACUATE students to a sheltered area away from the animal.

Notify the principal if there are any injuries.

Biological or Chemical Release

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials.

A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- Notify principal.
- Move students away from immediate vicinity of danger (if outside, implement REVERSE EVACUATION).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Send affected individuals to a designated area medical attention.
- Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate SHELTER IN PLACE.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify District Superintendent of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

Inside a Building

STAFF ACTIONS:

- Notify principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Implement EVACUATION or OFF-SITE EVACUATION, as appropriate.
- Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify District Superintendent of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing
- Do not use bleach on potentially exposed skins.

Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

Bomb Threat/ Threat Of violence

In the event that the school receives a bomb threat by telephone, keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the District Superintendent of the situation.

- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance.
- Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

Bus Disaster

Bus drivers should have access to student information. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

- Turn off power, ignition and headlights. Use safety lights, as appropriate.
- Evaluate the need for evacuation.
- Remain with the vehicle. Notify California Highway Patrol.
- Account for all students and staff throughout the emergency.

STAFF ACTIONS AT THE SCENE:

- Call 911, if warranted.
- Notify principal.
- Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.

Notify school community about the incident and status of injured students and/or staff.

Disorderly Conduct

This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

Earthquake

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

IAP for Earthquakes

- 1) Staff:
 - a. Inside building: Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
 - a. Outside building: Move students away from buildings, trees, overhead wires, and poles.
 - b. After shaking stops, check for injuries, and render first aid. Evacuate building
 - I. Check attendance at the evacuation area. Report any missing students to principal/site administrator.
 - II. Stay alert for aftershocks.
 - III. Keep a safe distance from any downed power lines
 - IV. Do NOT re-enter building until it is determined to be safe.
 - V. Follow instructions of principal/site administrator.
- 2) Campus Security Team/team will be stationed at both the front and the back gates to allow for access to emergency vehicles. Will systematically check each area of the campus, including restrooms to insure everyone has been evacuated. Once the systematic check is completed, the Head of Campus Security or team will report to the Command Center.
- 3) It will be the responsibility of every staff and faculty member to ensure students make the orderly move to the evacuation areas for their teachers.
 - a. The Incident Commander (principal or in the event of the principal's absence, the Safety Officer) will establish the Incident Command Post.
 - b. Teachers and students will leave their classrooms, taking their Evacuation Maps, rosters, pencil, and attendance/disaster accountability form. If no one is left in the room (injuries), the door is to be locked and a green tag placed on the door. If anyone remains in the classroom, the room is to remain unlocked with a red tag placed on the door.
 - c. If an earthquake evacuation occurs during lunch students will go to the evacuation location. Teachers on lunch break will go to the lunch areas and assist in the movement of students, then report to their own evacuation location.
- 4) The Command Staff will, in cooperation with the CVUSD District Office will decide on next steps.
 - a. A determination will be made as to the severity of the incident
 - c. The Command Staff will decide which facilities will need to be established (sanitary facilities, temporary housing, etc.)
 - d. Search and Rescue teams will be issued needed equipment and report to the Incident Command Post before moving to their assigned areas.

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action.
- EVACUATE the building.
- EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the District Superintendent of school status.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building,
- your name and phone.

- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubby, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Initiate DROP, COVER AND HOLD ON.
- If explosion occurred inside the school building, EVACUATE to outdoor assembly area.
- Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.

If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Fire

While on site the concrete construction of our school site provides a strong degree of protection against the quick spread of fire from one room to another, it must be noted that paper on the walls, carpets, and the ceiling material can catch fire. A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

IAP for Fire

- 1) The principal, principal-designee, staff can determine the location of the fire.
 - a. If EVACUATION of school site is necessary. Sound the fire alarm to implement EVACUATION of the building.
 - b. Announce which evacuation areas and routes will be used.
 - c. The principal, principal-designee, or office staff will make call to the Fire Department.
- 2) Teachers and students will evacuate their classrooms.
 - a. Taking their Evacuation Maps, rosters, pencil, and attendance/disaster accountability form.
 - b. Will report based on assigned responsibilities and operations
- 3) The Attendance Accountability Staff will send runners to collect (accountability forms) attendance and missing person reports.
- 4) Once the evacuation has been accomplished,
 - a. The Command center staff will ensure that the evacuation has been complete.
 - b. The Command Center Staff will meet to determine immediate response needs
 - c. The Incident Commander (principal or in the event of the principal's absence, the Safety Officer) will institute the Incident Command System to the degree needed to meet the emergency. A briefing will be held by the Incident Commander with the Command Staff and General Staff Chiefs to determine which the level of response.
 - d. The Logistics Chief will make sure that the Directors assigned to Logistics issue needed supplies and set-up needed facilities.
- 5) The Command Staff will, in cooperation with the Fire Department and the CVUSD District Office will decide on next steps.

Flooding

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Issue STAND BY instruction. Determine and make call if evacuation is required.
- Notify District Superintendent of school on status and next steps
- Notify of the location of the safe evacuation site and the route to be taken to that area or site.
- Issue DIRECTED TRANSPORTATION instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated and inform the District Office.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- If warranted, EVACUATE students using evacuation plan.
- Take the class roster, emergency items and accountability forms.
- Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance again.
- Report any missing students to principal/site administrator and emergency response personnel.
- Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

If evacuation is by bus, DO NOT drive through flooded streets and/or roads that may be damaged by flooding.

Loss or Failure Of Utilities

This addresses situation involving loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Notify District Superintendent.

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE students to a safe assembly area away from the crash scene. Take class rosters and emergency items.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.

Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Pandemic

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Ensure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette.
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Practice “respiratory hygiene etiquette”.
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).

Implement online homework assignments so that students can stay home.

Psychological Trauma

When the administrator or designee determines that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the Superintendent at the district office to request the services of outside counselors/therapist. Emergencies like these usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of others.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Provide list of potentially affected students and staff to responding authorities.
- Provide staff with information on possible poisonous materials in the building.
- Notify District Superintendent of situation and number of students and staff affected.

- Confer with Department of Health and Human Services before the resumption of normal school activities.
- District office will prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- Notify principal/site administrator.
- Call the Poison Center Hotline 1-800-222-1222.
- Administer first aid as directed by poison information center.
- Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.

Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Tactical Responses to Criminal Incidents

Criminal acts on campus may vary from theft to rape.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police (dial 911).
- Identify all parties involved (if possible). Identify witnesses, if any.
- Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive.
- Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
- Lockdown or shelter in place is called If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
- If the incident involves a student, notify the parents or guardians.
- Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
- Let trained police obtain specific details about the crime, following student interview protocols.

STAFF ACTIONS:

- Care for the victim. Provide any medical attention needed.
- Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive

Unlawful Demonstration or Walkout

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Obtain information on when, why and how many people are expected.
- Identify the spokesperson for the group.
- Contact local police department for the school's jurisdiction and advise them of the situation.
- Notify staff of the planned demonstration.
- Develop an information letter to parents.
- Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- Designate a staff member to handle incoming calls during the demonstration.
- Establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

Do not allow students to be interviewed by the media or join in the demonstration