

Coachella Valley Unified School District

# **Desert Mirage High School**

## **Faculty Handbook**

**“Leap into the future”**

**2024-2025**



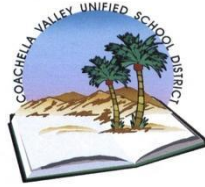
**86-150 Avenue 66**

**Thermal, CA 92274-0847**

**Phone: (760) 397-2255**

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# Coachella Valley Unified School District



**2024-2025**

## **District Administration**

### **Superintendent**

Dr. Frances Esparza

### **Executive Cabinet**

#### **Assistant Superintendent**

##### **Human Resources**

Dr. Monica Makiewicz

#### Assistant Superintendent

##### Educational Services

Julisa Hernandez

#### Assistant Superintendent

##### Business Services

Mayela Salcedo

# Desert Mirage High School



**2024-2025**

**Mascot:** RAMS

**Colors:** Red and Silver

## **Administration**

### **Principal**

Elizabeth Sotelo

### **Assistant Principals**

Alicia Zamorano-Nunez

Gustavo Sandoval

Gladys Young

James Stotlar

Charles Lobo

### **Director of Activities**

Alanna (Ms. Mac) K. MacDhubhain

### **Director of Athletics**

Joseph Trabucco

### **Psychologist**

Griselda Fernandez

### **Counselors**

Gloria Gaytan

Bernardina Gonzalez

Michele Perez

Jacqueline Campos

Jose Alvarez

## **Table of Contents**

**Mission / Vision Statement**

**Page 5**

**Administration Office Staff**

**Page 6**

**Admin Team Areas of Responsibility**

**Page 7**

**Counseling Center**

**Page 8**

**Teacher/Staff Locator and Extensions**

**Page 9**

**Bell Schedules**

**Page 10**

**Lunch (map) – Based on Students’ 4<sup>th</sup> period class location**

**Page 11**

**Facilities & Staff Responsibilities**

**Page 12**

**Reporting Child Abuse**

**Page 17**

**Athletics**

**Page 20**

**ASB**

**Student Discipline**

**Unauthorized Use/Misuse of Electronic Devices/Cell Phones**

**Student Dress Code**

**Student Rights and Responsibilities**

**Students' Civil Rights**

**Attendance**

**Emergency Procedures**

**Emergency Evacuation Routes**

**Emergency Regrouping Map**

**CVUSD 2021-2022 Calendar**

**Addendums/Forms**

## **Suspensions & Expulsions Chart**

**Page 42**

## **Level of Response – Consequences & Interventions**

**Page 43**

## **MTSS / PBIS**

**Page 50**

## **Social and Academic Behavior Assessment Form (SABA)**

**Page 53**

## **Student Discipline Referral Form**

**Page 54**

## **ID Card Protocol**

**Page 55**



# **DESERT MIRAGE HIGH SCHOOL**

## **WHO WE ARE**

### **DESERT MIRAGE HIGH SCHOOL VISION STATEMENT**

Desert Mirage is a learning community where students, parents, and educators collaborate to build a future of excellence.

### **SCHOOL MISSION STATEMENT**

The mission of Desert Mirage High School is to prepare and empower all students with the necessary skills to be college and career ready, so that they may become productive members of society.

### **SCHOOL MOTTO**

*Dream, Persevere, Succeed*



## **ADMINISTRATIVE OFFICE**

### **PRINCIPAL'S OFFICE**

#### **REGISTRAR'S OFFICE**

Soledad Saldana, Secretary III  
Rivera, Registrar

Veronica

### **ASSISTANT PRINCIPAL'S OFFICE**

Erika Rodriguez, Administrative Assistant  
Paulina Hurtado, Counseling Administrative Assistant  
Keren Saldivar Garza, CTE Administrative Assistant  
Darlene Ruela, College & Career Administrative Specialist

### **RECEPTION DESK**

Michael Parra, Clerk Typist

### **ATTENDANCE OFFICE**

#### **HEALTH OFFICE**

Denise Duarte, Attendance Data Entry Clerk  
Assistant  
Marlene Pompa Garza, Attendance Data Entry Clerk

Noel Nunez, Health Services

Ana Tafoya, School Nurse

### **ASSOCIATED STUDENT BODY (ASB)**

Diana Ontiveros, ASB Account Clerk  
Secretary

### **ATHLETICS**

Alfredo Cervera, Athletics

### **LIBRARY**

#### **ASSISTANT PRINCIPAL CAMPUS SAFETY OFFICE**

Ruth Casarez, IMA  
Jimmy Parra, IMA

Herlinda Yanez, Administrative Assistant

### **PARENT LIAISON**

Cecilia De La Torre

### **ENGLISH LEARNER SUPPORT ASSISTANT**

Alexa Celedon

### Admin Team's Areas of Responsibility

Admin.	Elizabeth Sotelo Principal	Vacant Assistant Principal	Gustavo Sandoval Assistant Principal	Robert Mohammadi Assistant Principal	Alicia Zamarano-Nunez Assistant Principal
Departments	English and Math	CTE	SPED and Science	PE and VAPA	Foreing Lang, Social Science, Counselors
Programs	ASB/ Athletics/Extended Learning Program/SAT/ACT Testing/ ELAC/School Site Council WASC/Parent Engagement/SPSA Parent Training/ Native American Advisory Council	AVID/Puente/ CTE dual enrollment/ CTE Recruitment/ Elementary & Middle School Alignment of programs/Certifications/ Curriculum updates	Spec Ed / Seal of Multiliteracy/technology Library/ IABs/Iready/ CAASPP/ Blended Model Transformational Learning/ Discipline 11th & 12th	Blended Model Transformational Learning/ Attendance/ Wellness Center/ Facilities and Maintenance/ Expulsions/Inv. Transfers/MDs' AP Testing & ELPAC Discipline 9th & 10th	Master Schedule Ophelia Project/ 504 Plans/ AP Contracts/Latino Commission/Student Records/Transcripts Report Cards/Credit Recovery
Adjunct Duties	Graduation /Staff & PD meetings/ Ed Connect/ Leadership Team Meetings focus/Staffing Plan/Personnel/Grievances/U niform Complaints Graduation/ school website	Link Crew/Gents Alliance/ CTE Advisory Meetings/Marketing of Programs/CTE Events CTE Field trips & CTE Vehicles/CCGI	IEPs/MDs/ Psychologist /SST Summer Bridge/SPED Master Schedule/ IEPs/ EL Reclassification	Safe School Plan/ALICE training/ PBIS /Joven Noble & Xinachtli/Staff Handbook /Student Handbook/ Summer School/ Staff/Student Parking, Williams Act	New Course Approval process/Williams Act & Textbooks/Summer School Master Schedule/Registration CCGI
Common Duties	Graduation/Coffee with Admin/leadership team meetings/IEPs/Summer School/ Senior Activities	Graduation/Coffee with Admin/leadership team meetings/IEPs/Summer School/ Senior Activities	Graduation/Coffee with Admin/leadership team meetings/IEPs/Summer School/ Senior Activities	Graduation/Coffee with Admin/leadership team meetings/IEPs/Summer School/ Senior Activities	Graduation/Coffee with Admin/leadership team meetings/IEPs /Summer School/ Senior Activities
Classified Supervision	Soledad Saldana/ASB/ Clerk/Parent Liaison/Alfredo Cervera/ Catherine Gonzalez	CTE Secretary	Paraeducators & IMAs	Ruth Lopez/Security/ Custodians/ Locker Rm. Attendants/Lifeguard Belinda Cardenas/Keren Saldivar/ELSA	Veronica Rivera/Yolanda Martinez/ Erika Rodriguez/ Counselor's secretary
Night Duty	Wednesdays	Thursdays	Tuesdays	Mondays	Fridays
Alternate Duty Days	Clean up Days/Flying Doctors/Special Events/ Saturday School	Clean up Days/Flying Doctors/Special Events Saturday School	Clean up Days/Flying Doctors/Special Events Saturday School	Clean up Days/Flying Doctors/Special Events Saturday School	Clean up Days/Flying Doctors/Special Events Saturday School

### COUNSELORS CENTER



## DMHS Counselors 2022-2023

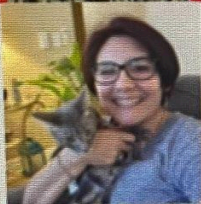
*Helping the Rams take Charge!!!*



**Gloria Gaytán**  
A – Cruz  
ggaytan@cvusd.us  
760 848-1414



**Bernardina González**  
Cua - Lua  
breyes@cvusd.us  
760 848-1412



**Jacqueline Campos**  
Luc - Regalado  
jacqueline.campos@cvusd.us  
760 848-1416



**Michele Pérez**  
Reyes - Z  
michele.perez@cvusd.us  
760 848-1415



**José Álvarez**  
Puente/College and Career Specialist  
jose.alvarez@cvusd.us  
760 848-1384

Scan to request help  
or services from your  
Counselor





H1 - H2 - H14 - P				PE - H3 - H4 - H5 - H6 - H7 - H8		
REGULAR SCHEDULE -- MON, TUES, THURS, FRI						
PERIOD 1	7:10 AM - 8:00 AM	50 MIN	7:10 AM - 8:00 AM	PERIOD 1		
PERIOD 2	8:05 AM - 8:55 AM	50 MIN	8:05 AM - 8:55 AM	PERIOD 2		
PERIOD 3	9:00 AM - 9:50 AM	50 MIN	9:00 AM - 9:50 AM	PERIOD 3		
1ST Lunch	9:50 AM - 10:20 AM	30/50 MIN	9:55 AM - 10:45 AM	PERIOD 4		
PERIOD 4	10:25 AM - 11:15 AM	50/30 MIN	10:45 AM - 11:15 AM	2ND Lunch		
PERIOD 5	11:20 AM - 12:10 PM	50 MIN	11:20 AM - 12:10 PM	PERIOD 5		
PERIOD 6	12:15 PM - 1:05 PM	50 MIN	12:15 PM - 1:05 PM	PERIOD 6		
PERIOD 7	1:10 PM - 2:00 PM	50 MIN	1:10 PM - 2:00 PM	PERIOD 7		
EARLY RELEASE SCHEDULE - WEDNESDAY						
PERIOD 1	7:10 AM - 7:51 AM	41 MIN	7:10 AM - 7:51 AM	PERIOD 1		
PERIOD 2	7:56 AM - 8:40 AM	44 MIN	7:56 AM - 8:40 AM	PERIOD 2		
PERIOD 3	8:45 AM - 9:26 AM	41 MIN	8:45 AM - 9:26 AM	PERIOD 3		
1ST Lunch	9:26 AM - 9:56 AM	30/41 MIN	9:31 AM - 10:12 AM	PERIOD 4		
PERIOD 4	10:01 AM - 10:42 AM	41/30 MIN	10:12 AM - 10:42 AM	2ND Lunch		
PERIOD 5	10:47 AM - 11:28 AM	41 MIN	10:47 AM - 11:28 AM	PERIOD 5		
PERIOD 6	11:33 AM - 12:14 PM	41 MIN	11:33 AM - 12:14 PM	PERIOD 6		
PERIOD 7	12:19 PM - 1:00 PM	41 MIN	12:19 PM - 1:00 PM	PERIOD 7		
MINIMUM DAY SCHEDULE						
PERIOD 1	7:10 AM - 7:43 AM	33 MIN	7:10 AM - 7:43 AM	PERIOD 1		
PERIOD 2	7:47 AM - 8:20 AM	33 MIN	7:47 AM - 8:20 AM	PERIOD 2		
PERIOD 3	8:25 AM - 8:58 AM	33 MIN	8:25 AM - 8:58 AM	PERIOD 3		
1ST Lunch	8:58 AM - 9:28 AM	30/33 MIN	9:03 AM - 9:36 AM	PERIOD 4		
PERIOD 4	9:33 AM - 10:06 AM	33/30 MIN	9:36 AM - 10:06 AM	2ND Lunch		
PERIOD 5	10:11 AM - 10:44 AM	33 MIN	10:11 AM - 10:44 AM	PERIOD 5		
PERIOD 6	10:49 AM - 11:22 AM	33 MIN	10:49 AM - 11:22 AM	PERIOD		
PERIOD 7	11:27 AM - 12:00 PM	33 MIN	11:27 AM - 12:00 PM	PERIOD 7		

# Lunch - Based on the student's 4<sup>th</sup> period class location.

## 1st Lunch

H14 - H1 - H2 - P's

BUS  
LOADING  
AREA

### PORTABLES (P)

P10 Testing Room Oplekin	P9 Testing Room	P8 Latorain, F	P7 Benjamin, K	P6 D'Onofrio, G
--------------------------------	--------------------	-------------------	-------------------	--------------------

P12 Parent Center	P11 Woodling
----------------------	-----------------

P1 Chavez, E
P2 Mendoza, J
P3 Curtis, S
P4 Tucker, L
P5 Zamorano, A

Country Club C2 Asian Cuisine Bistro (Closed)
--

### H2 BUILDING

104 Tebelah, J	105 Tafaya, E	106 Kaye, H	107 Vega, J	109 Wilson, N	110 Chapa, M	111 Gonzalez, C	112 Payan, D
102 Gilbert, K	121 Dream Center	119 Gonzalez, J	118 Snatches, A	116 Lab	114 Robinson, E	113 Higuera, R	115 Higuera, R
101 Briceño, A	123 Gonda, K	124 Rachin, Y	126 Ivanov, J	127 McDaniel, J	128 Higuera, R	129 Higuera, R	130 Higuera, R

### H1 BUILDING

112 Alvarez, P	114 Marron, P	113 Vera, F
111 Rajo, M	116 Computer Lab	117 Moore, C
110 Barbier, G	115 Bellew, J	114 Taborda, A
109 Wilson, J	113 Morillo, M	112 Allen, M
107 Sanchez, E	111 Computer Lab	110 Work Room
106 Beck, J	109 Campbell, S	108 Lopez, B
105 Campbell, S	107 Lopez, B	106 Rodriguez, M
104 Lopez, B	103 Hernandez, E	102 Rodriguez, M

## 2nd Lunch

H3 - H4 - H5 - H6 - H7 - H8 - PE

102 ROP Davis
101 Green Shop Kreps
100 Green Acc Kreps

### H3 BUILDING

### H4 BUILDING

101 Parr, H	102 Corrigan, S	104 Blachman, M
103 Tafaya, C	105 Rays, R	106 Cardenas, C
107 Figueroa, M	108 ENG II Center	109 Gabay, S
110 Alvarez, S	111 Del Castillo, N	112 ASSETS
113 ASB Athletics	114 Computer Lab	115 Mouchon, S
116 Student Store	117 Dehalla, M	118 Mouchon, S

### H7 BUILDING

106 Kawalek, C	101 Ellis, M
107 Kawalek, C	102 ASB Renaissance

107 Dabbs, K	108 Dabbs, K
102 Murchison, A	101 Mochinski, J

### H6 BUILDING

107 Valenzuela, M	108 Sundoval, G
102 Marquez, B	101 White, J

### H8 BUILDING

### H9 BUILDING

Student Restroom
------------------

### H5 BUILDING

107 Textbook Room	117 Security Discipline	118 Arringa, M	119 Cachia, M
104 Cota, J	114 Mendoza, S	112 Ortiz, R	124 Graham, M
101 Ellington, D	113 Duffin, V	122 Ortiz, R	123 Graham, M

### H14 THEATRE

101 Eskridge, J
102 Dance Studio
103 Pavia, J
104 Ashberry, D

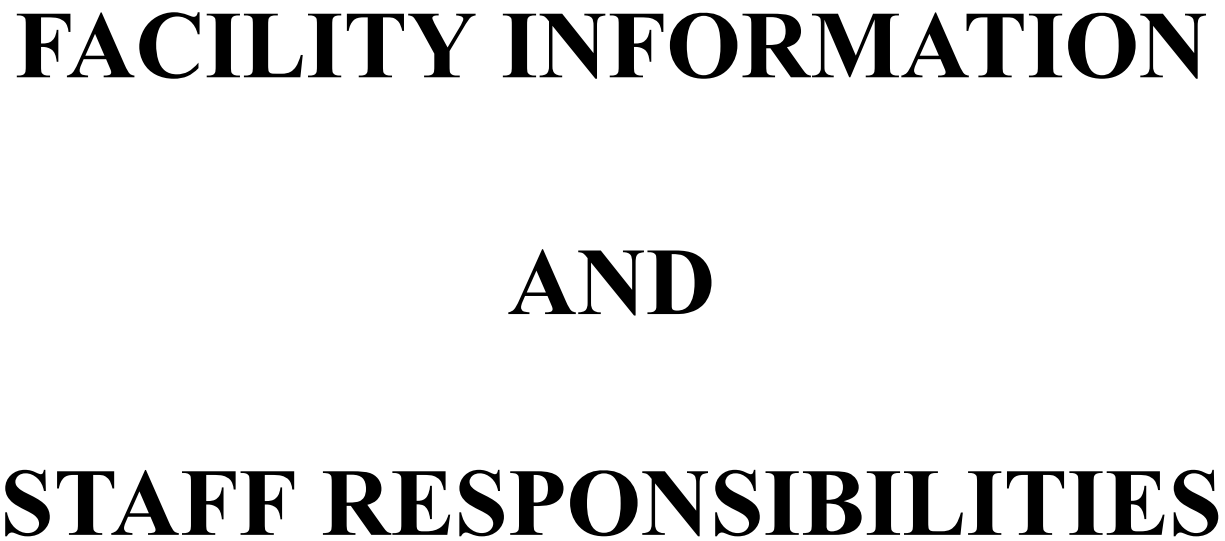
### A1 Library

### A1 Admin Office

### H12 GYM

### H13 Cafeteria

H10 Girls Locker
Bonilla-Martinez, N
Pavia, J
Pool
Aquatics
Lutz, M
H11 Boys Locker
Castillo, J
Clavero, J
Perry, E
Wilson, S



## **REPORTING TIME**

Teachers are to be on campus by 6:55 a.m. each morning. The regular school teaching day includes one 50-minute and five 41-minute teaching periods. Teachers finding it necessary to leave campus on school business during work hours shall notify personnel in the administration office of their whereabouts. It is expected that personal business will be conducted outside the working day. Emergencies will be handled on an individual basis.

## **FACULTY MAIL AND NOTICES**

A mailbox for each member is located in the administration building. All mail addressed to teachers at the school and all bulletins or written notices for teachers will be placed in the teacher's mailbox. Teachers are requested to check their boxes when they arrive on campus in the morning and before leaving the campus at night. An occasional check during the day, at lunch time, or during preparation period is recommended. Students will not be allowed access to these boxes. DO NOT SEND A STUDENT TO PICK UP YOUR MAIL OR PUT SOMETHING INTO ANOTHER PERSON'S MAILBOX.

## **FACULTY BULLETIN BOARD**

There will be a bulletin board placed in the area where the mailboxes or copiers are located.

## **KEYS**

The Principal's secretary is responsible for key control. She will check out keys at the beginning of the year and be responsible for collecting them at the end of the year.

During the school year, please protect and keep your keys in your immediate control. DO NOT LEND KEYS TO STUDENTS (INCLUDING TEACHER AIDES) AT ANY TIME! INFORM THE PRINCIPAL IMMEDIATELY IF YOUR KEYS ARE LOST OR STOLEN.

## **CONFERENCE OR PREPARATION PERIOD**

Each teacher has some specified school time each day for lesson preparation, parent-student conferences, or school activities. Teachers are expected to utilize this time for lesson planning, curriculum work, to get acquainted with students through their cumulative records, to have teacher-parent conferences, to carry out supervision assignments or to attend faculty and department meetings.

TEACHERS WILL BE ASKED TO VOLUNTEER TO COVER ANOTHER TEACHER'S CLASS WHEN A SUBSTITUTE IS NOT AVAILABLE. The principal's secretary will fill in pay vouchers and turn them in to the District payroll office for you.

## **Facility Responsibilities**

During your preparation time, the administration should be able to contact you in your classroom, the library, or the faculty workroom.



## **EQUIPMENT MAINTENANCE**

Every effort has been made to supply your equipment needs. Please check any equipment in your room carefully for maintenance purposes. We ask that each teacher guard the security of these expensive items. Any problem with media equipment should be reported to the Library Media Assistant as soon as possible.

## **INSTRUCTIONAL SUPPLIES AND MATERIALS**

Supplies you wish to order must be approved by your Department Chair. In no case should a staff member order materials without appropriate documentation and approval. Budgets are centralized, but there are separate accounts for departments with small amounts in many different funding sources. The principal will work with the Department Chairs/Principal's Secretary to find the funds for approved purchases.

## **TELEPHONE**

A telephone (for Staff only) is available in the workroom and all classrooms for all calls dealing with school business. Messages will be taken and a note placed in the mailbox for calls received while the teacher is in class and/or unavailable.

## **ROOM CARE**

Let's all be responsible for the appearance of our school and our rooms. WE MAY ONLY HAVE CUSTODIAL SERVICES ON AN EVERY-OTHER-DAY-BASIS. Doing some little things will help to make it and keep it attractive. The following are some helpful hints:

1. Have students, at the end of each period, remove all papers and other items from the shelves underneath their desks. Place trash cans next to the classroom door. This is particularly important at the end of the day or during your last period in the room.
2. Have paper, scraps, pencils etc. picked up off the floor and deposited in a proper receptacle.
3. When you leave your classroom, remember to secure all doors.
4. Encourage students to care for their campus. A clean campus improves the quality of life for all of us.

## **FACILITY USE REQUEST**

Our school program is not the only program that uses our buildings. To avoid conflicts in scheduling, use the campus In-House Facility Use Request form available in the Administration Office. Requests must be submitted at least 2 weeks prior to the event.

These forms are to be filled out when you anticipate a facility need other than your normal teaching station during your assigned teaching hours. Check with Ruth Lopez to see if the facility is available prior to completion of the form. Spell out any specific needs on the form, such as custodial help, chairs, tables, sound equipment, etc. Make your request as early as possible to avoid conflict. Also, it is important to leave the facility clean and neat.

## **WORK ORDERS**

Any room repair requests should be sent via email or call Ruth Lopez (rulopez@cvusd.us). Some will be referred to the day custodian while others may have to be done by District Maintenance personnel.

## **SUPERVISION ASSIGNMENTS**

It is the school's policy that students be under the supervision of certificated personnel throughout the school day and at all the extracurricular and co-curricular functions. All faculty members are expected to share in this supervision.

The following are general guidelines to be followed by faculty while on campus:

1. Be on time.
2. Students may not be left in a classroom unsupervised at any time.
3. Give the assignment your full attention.
4. Be firm and consistent in your dealings with students.
5. For your protection, no teacher should be alone in a classroom with a student.

## **AREA SUPERVISION**

Teachers are expected to be at their doors before class begins, between all classes, at the end of lunch, and until all areas are cleared after school. During this time your visible presence should be enough to control unruly behavior.

You are reminded that you cannot supervise student conduct in the corridor adjacent to your classroom while you are seated at your desk or involved in other activities. PROPER SUPERVISION REQUIRES THAT YOU KNOW WHAT IS GOING ON BOTH INSIDE AND OUTSIDE YOUR CLASSROOM DURING PASSING PERIODS. Standing at the door as students enter and leave classrooms is best.

## **ASSIGNED CLASSROOM CHANGES**

Teachers should notify the Administration Office prior to taking classes to rooms other than the assigned classrooms. This is necessary so that a student or teacher may be located immediately in the event of an emergency.

## **LEAVING THE CLASSROOM**

According to state law, the classroom teacher (Certificated Personnel only) is legally responsible for the safety and conduct of students assigned to him/her for any given period. Consequently, no teacher should leave his/her class unattended. If there is an emergency please notify the nearest (Certificated) staff member asking them to be responsible for your class while you attend to the emergency. Notify an administrator as soon as feasibly possible.

## **PERMITS AND PASSES**

**HALL PASS:** NO STUDENT SHALL BE OUT OF CLASS WITHOUT A HALL PASS (A pass identifying the room number. The on-campus traffic during class time is to be kept to a minimum.

## **VISITOR PASSES**

In accordance with state law, any person who is not a student or staff member must obtain a Visitor Pass from the school administration. As a general rule, students are not allowed to bring friends or visiting relatives to school with them. Teachers should not allow visitors in their classes unless they have a signed Visitor Pass.

## **OFFICE REQUEST FOR A STUDENT**

When sending a student, the teacher should sign the form and indicate the time the student left. The student will return to class using the same form with a return time on it.

## **DETAINMENT OF STUDENTS**

There should be no detainment of students from another class.

## **LESSON PLANS**

One of the most essential ingredients for successful teaching is good lesson planning. These plans should be clear and complete so a substitute or administrator may continue with the instructional program, if necessary. Lesson plans must be available on the teacher's desk by Monday morning.

## **TEACHER ABSENCES**

It is the responsibility of the teacher to notify the District regarding an absence. The teacher should arrange to have a lesson plan left with the Principal's Secretary or on your desk. Please call the substitute system, Frontline AESOP, as soon as you are aware you will be absent.

## **JURY DUTY**

Procedures to follow when serving on jury duty -

- Notify the Principal's Secretary or simply log into AESOP, and report that you have been selected for jury duty so that teacher coverage or substitute coverage can be arranged.
- If you are assigned a case and will miss more than one day, notify the Principal's Secretary or simply log into Frontline AESOP, and report that you have been selected for jury duty so that teacher coverage or substitute coverage can be arranged. Continue to arrange for a substitute as long as necessary.

## **REPORTING CHILD ABUSE**

**YOU ARE A MANDATED REPORTER:** If a teacher suspects child abuse of any kind, he or she should write down the name of the student, time and date, any observations and the victim's comments verbatim. (This requirement applies to physical abuse, severe emotional maltreatment constituting willful cruelty or unjustifiable punishment of a child, neglect or sexual abuse.) Mandated reporters who report suspected child abuse are provided with absolute immunity both civilly and criminally, for making such reports.

- **DO NOT CALL THE PARENTS!** Call Child Protective Services at 1-(800) 442-4918 and, inform a site administrator.
- **NOTIFYING THE SITE ADMINISTRATOR DOES NOT RELIEVE THE INITIAL OBSERVER OF REPORTING RESPONSIBILITIES.**

Within 36 hours a written report must be submitted to Child Protective Services. Do NOT use your home address or telephone number on this report, use the school's address and phone number.

## **HOW DO I REPORT?**

The mandated reporter must provide his or her name and the following information when making the telephone report of known or suspected child abuse to the child protective agency:

- Name of the child;
- Present location of the child;
- Nature and extent of the injury; and
- Any other information, including that which led the person to suspect child abuse, requested by the child protective agency (Pen. Code, §11167, subd.(a)). The written report must be filed on Department of Justice Form SS8572, which is available in the Counselor's Office, Assistant Principal's and Principal's office, and at law enforcement and child protective services offices.

Print

**SUSPECTED CHILD ABUSE REPORT**

Reset Form

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

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	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>B. REPORT NOTIFICATION</b>	<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	
<b>C. VICTIM</b> One report per victim	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"/> LINK		
	VICTIM'S SIBLINGS		NAME		BIRTHDATE	SEX	ETHNICITY
	1. _____		3. _____				
	2. _____		4. _____				
	<b>D. INVOLVED PARTIES</b>	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
ADDRESS		Street	City	Zip	HOME PHONE ( )		
NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY		
ADDRESS		Street	City	Zip	HOME PHONE ( )		
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY		
ADDRESS		Street	City	Zip	TELEPHONE ( )		
OTHER RELEVANT 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)							
<b>E. INCIDENT INFORMATION</b>							

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 determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; 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 (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.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 of the requested information is not known. (PC Section 11167(a).)

### I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities listed 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), the 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 incident 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 incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made 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, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

### IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- SECTION C - VICTIM (One Report per Victim):** 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 to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) 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's department, blue copy to county welfare or probation department, and green copy to district attorney's office.

#### 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 Pacific Islander	26 White	31 White-Romanian

# ATHLETICS



## **Athletic League: Desert Valley League**

### FALL SPORTS

Football, Girls Volleyball, Girls Golf, Girls Tennis, Cross Country

### WINTER SPORTS

Wrestling, Basketball, Soccer

### SPRING SPORTS

Track & Field, Boys Golf, Boys Tennis, Swimming, Boys Volleyball, Baseball, Softball

### **For athletic schedules:**

<https://desertmirageathletics.com/>

### Initial Scholastic Eligibility

In order to be eligible, any student entering from the 8th grade into a CIF four-year high school under the provisions of Bylaw 303, must have achieved an unweighted 2.0 grade-point average on a 4.0 scale in enrolled courses at the conclusion of the previous grading period.

#### Probationary Period

- Not available to 9<sup>th</sup> grade students

QUESTION: What is the eligibility status of a student who repeats the ninth grade in a four year high school due to failing grades, to raise low grades, or because the parents feel that the student is socially immature?

ANSWER: If a student repeats the ninth grade, the student will have used up two semesters of opportunity for competition. The student is only permitted 8 consecutive semesters of competition so the student would therefore be ineligible during the senior year of high school. A transfer student is not eligible for academic probation at the new school upon transfer.

QUESTION: What is the eligibility status of a transfer student who does not earn a 2.0 GPA in the most recent regular grading period prior to their transfer?

ANSWER: The student is academically ineligible until they complete a regular grading period at their new school with a minimum 2.0 GPA and all other CIF eligibility requirements are met.

### Continuing Scholastic Eligibility

#### (1) Minimum Requirements

A student is scholastically eligible if:

- a. The student is currently enrolled in at least 20 semester credits of work;
- b. The student is maintaining minimum progress toward meeting the high school graduation requirements as prescribed by the governing board;
- c. The student has maintained during the previous grading period a minimum unweighted 2.0 grade-point average, on a 4.0 scale, in all enrolled courses.

#### (2) Probationary Period (Not available to 9<sup>th</sup> grade students)

The DMHS Athletics Department may allow a student who does not achieve educational progress in items (b) or (c) above in the previous grading period to remain eligible to participate in interscholastic athletics during a probationary period. The probationary period shall not exceed one quarter in length, and may be available to a student as **a single-use alternative**. A student who does not meet the above requirements during the probationary period shall not be allowed to participate in interscholastic athletics in the subsequent grading period.

A student who does not achieve educational progress as defined in items (b) or (c) during the probationary period shall not be allowed to participate in interscholastic athletics in the subsequent grading period.

### Determining Scholastic Eligibility

CIF 205.1 – To determine current scholastic eligibility, a student's grades must be checked at each grading period.

- a. For the purpose of determining the maximum length of a quarter, the measure shall be the day on which grades are officially recorded into the Eagle system. This day shall be noted as the end of the previous grading period and the beginning of the subsequent grading period.
- b. Grades cannot be changed following the grading period for purposes of addressing any deficiency in an individual student's scholastic eligibility.
- c. Only grades changed prior to the established eligibility date and changed in accordance with all California State Education Code requirements and approved by the principal may be used for purposes of determining scholastic eligibility.

QUESTION: What is the eligibility status of a student who does not earn a 2.0 GPA at the end of the probationary period?

ANSWER: The student will be ineligible for further competition and will remain ineligible until a 2.0 GPA is achieved at the end of some subsequent grading period.

QUESTION: Can a school only count semester grades for the purpose of meeting the rule in regard to grades being checked at each reporting period?

ANSWER: No - Schools must check grades at each regular grading period regardless of whether this is a final semester grade or not. In the case of most Southern Section schools this would normally occur four (4) times a year at nine (9) week intervals.

- d. Incomplete Grades

CIF 205.2 An incomplete grade, unless designated as an incomplete A,B,C,D or pass grade, would not be a passing grade.



QUESTION: Is the Southern Section rule more restrictive than State Bylaw 204 with regard to incomplete grades?

ANSWER: Yes - A student must receive an incomplete and be accompanied by a passing grade of "B", "C", or "D" in order to retain continuing eligibility. A grade of just incomplete with no letter grade is to be considered an "F" grade with regard to scholastic eligibility and the student would be ineligible throughout the entire next grading period.

QUESTION: Can a student go back to a teacher and get extra work to raise a grade or to gain eligibility after grades have been issued?

ANSWER: No - The student cannot not regain his/ her eligibility until the next grading period.

#### e. Physical Education Credits

Credits earned in physical education may count toward the 20 semester credits of work requirement.

CIF 205.3 Only one physical education class may be counted toward the determination of scholastic eligibility (20 semester period of work) each grading period.

#### f. Summer School Credits

Summer school credits shall be counted toward making up scholastic deficiencies incurred in the grading period (semester) immediately preceding. Summer school courses failed shall not impair an athlete's scholastic eligibility achieved in the semester immediately preceding. A course taken by contract or independent study during the summer must meet the following four criteria:

- (i) The course(s) must be approved by the local board of trustees as a valid part of the district's school program;
- (ii) The student receives a passing grade in the courses taken;
- (iii) The personnel providing the instruction and course supervision are approved by the board of trustees;
- (iv) The school credit is recorded on the student's transcript.

QUESTION: Can summer school classes be used to make up work in order to meet the eligibility requirements?

ANSWER: In order to remain eligible, a student must maintain a 2.0 grade point average the previous grading period. If a student attempts to improve a grade during summer school by taking the same class, the summer school grade can replace the grade received the preceding grading period. However, if a student takes a different class than that which was previously taken, the summer school grade is to be averaged with all grades received the preceding grading period. If there is a probationary period, it shall be the length of the grading period.

QUESTION: Can summer school classes be used to make up work in order to meet the twenty (20) semester period requirement?

ANSWER: Yes - But by new work it is meant subjects in which passing grades have not previously been earned. Therefore, in making up scholastic deficiencies, special care should be taken not to count an additional physical education subject toward the make-up work if the student had received credit for a physical education class during the previous report period, or repeat a subject where passing grades have already been earned.

**Site Note:** Students may make up credits using CVUSD adopted credit recovery software during the school year, after school and during summer school to help them improve their CIF eligibility status.

**ATHLETIC LEAGUE: DESERT VALLEY LEAGUE  
2024-2025**

**Participating Schools**

Banning  
Cathedral City  
Coachella Valley  
Desert Hot Springs  
Desert Mirage  
Indio  
Twentynine Palms  
Yucca Valley

**FALL SPORTS**

Boys & Girls Cross Country  
Football  
Girls Golf  
Girls Tennis  
Girls Volleyball  
Cheer

**WINTER SPORTS**

Boys Basketball  
Girls Basketball  
Boys Soccer  
Girls Soccer  
Boys & Girls Wrestling  
Cheer

**SPRING SPORTS**

Boys Baseball / Girls Softball  
Boys Golf  
Boys & Girls Swimming  
Boys Tennis  
Boys & Girls Track & Field  
Boys Volleyball  
Cheer

# ASB

## ASB GUIDELINES 2024-2025



### STUDENT ACTIVITY FUNDS

- Funds derived from the student body as a whole shall be expended in a manner approved by and to the benefit of the student body as a whole.
- Student body funds shall be expended in such a way as to benefit those students currently in school who have contributed to the accumulation of such funds.

### MINUTES

- The club meeting minutes serve as a record of each meeting and demonstrate that the student council or club has followed the ASB organizations policies and procedures.
  - Minutes – should be signed by the ASB Secretary
  - Sign In Sheet – There should be an original sign in sheet attached to the minutes
  - Information – The Minutes should include details of all proceedings including financial matters pertaining to the budget which include:
    - Approval of Fundraiser

Expenditures authorizations (Purchase OrdersApproval of any funds to be  
invested (Donations & Transfers)

## **PURCHASE ORDERS (PO)**

- Anyone requesting a purchase order needs to make sure that the funds are available in the ASB account. You cannot spend more than what you currently have. All vendors must have a W9 on file at the District Office. ***If you plan on making a purchase with a new vendor please ask for a W9 so I can add the vendor to our District vendor list.*** You will also need to make sure that the purchase you wish to make is allowed by ASB.
- Please see ASB director for specific instructions on submitting PO's.

## **RFQ**

**Please see ASB Director for the RFQ form.**

### **Vendor Requirements**

When contracting with recreational activity vendors (e.g. DJ's, booths, activities, presenters, jumpers, rock climb, Taquero's etc.) we must require and obtain the following information:

1. Require a certificate of liability insurance from the owner of the booth naming CVUSD, and any other entities involved (school site), as additional insured and the policy MUST be endorsed to CVUSD. (\$300,000 liability insurance)
2. If employees/owners of the booth/activity are to operate the booth/activity on district premises, the District requires proof of Workers' Compensation insurance.
3. If the owner is to deliver the unit, require that vehicles entering the premises carry auto liability insurance, which includes bodily injury and property damage at 1 million dollars.
4. Site administrators must submit a Use of Facilities form with the above mentioned certificates attached.

**Once vendor provides information, please submit forms to ASB clerk and Maria McLeod in Risk Management. Please see ASB clerk for assistance.**

**\*\*\*The vendors must set-up or install the items being used, NOT CVUSD STAFF.\*\*\***

**Risk Management can assist in contacting vendors, to ensure that we receive the required certificate of liability and other coverages as required.**

## **FIELD TRIPS**

Field trip requests must be submitted to the Principal 90 days in advance. All overnight trips must be submitted to the secretary for district board approval **120 days in advance**. Approval must be granted before making the trip public knowledge. In addition, sponsors must have and carry Permission To Treat medical release forms for each student throughout the duration of the trip.

## **FIELD TRIPS - ATHLETIC**

Teams regularly travel to away games. For a team member to travel he/she must be (1) academically eligible, (2) have had a physical during the current school year, and (3) have proof of health insurance. All three conditions must be verified first by the coach and then by the Athletics Secretary prior to participation in any athletic competition. In addition, all coaches must have Permission To Treat medical release forms (emergency cards) with them, at all practices and contests, for each student in their charge (including managers and statisticians).

## **TRANSPORTATION**

After approval for the field trip, the sponsor should fill out a transportation request form (available in School Stream). Bus and van request must be submitted 4 weeks in advance. Forms need to be completed in full and submitted to Principal's Secretary. Secretary will submit on Trans Traks. If clubs are paying for field trip with club account funds, clubs must submit a purchase order with ASB. Once approved and given a PO number, the PO number needs to be listed on the request. Requests will not be processed without an approved budget. A CVUSD vehicle must be used for all trips, if available.

## **PERMISSION SLIPS**

Permission Slips are available with Mrs. Moreno. Sponsoring teachers should pick up and distribute these to students. Students must obtain signatures from all teachers for approval. A parent or guardian permission slip (permission to treat) must also be completed. The completed slip must be returned to the sponsor preceding the trip. A teacher may refuse to give approval for a student to attend a field trip after consideration of the following criteria:

1. Unacceptable attendance patterns
2. The student is in danger of failing

A list of students expected to be attending the trip should be distributed to all staff 2 days in advance of the trip.

The prepared sponsor must complete a bus manifest form with who actually participated on the trip. It should be left with the attendance office prior to departure but may be left in the Attendance Clerk's desk if the group leaves before school starts.

# STUDENT DISCIPLINE POLICY



## ***BUILDING POSITIVE RELATIONSHIPS RESULTS IN LESS DISCIPLINE PROBLEMS!***

The goal of a school's discipline policy should always be to establish a safe and inviting teaching/learning environment. That means establishing and maintaining a consistent positive behavior support system for teachers and students. The school-wide goal is to establish a culture of respect, creativity, discovery, and learning; building independent thinkers, bringing out the best in every student, helping them reach their full potential.

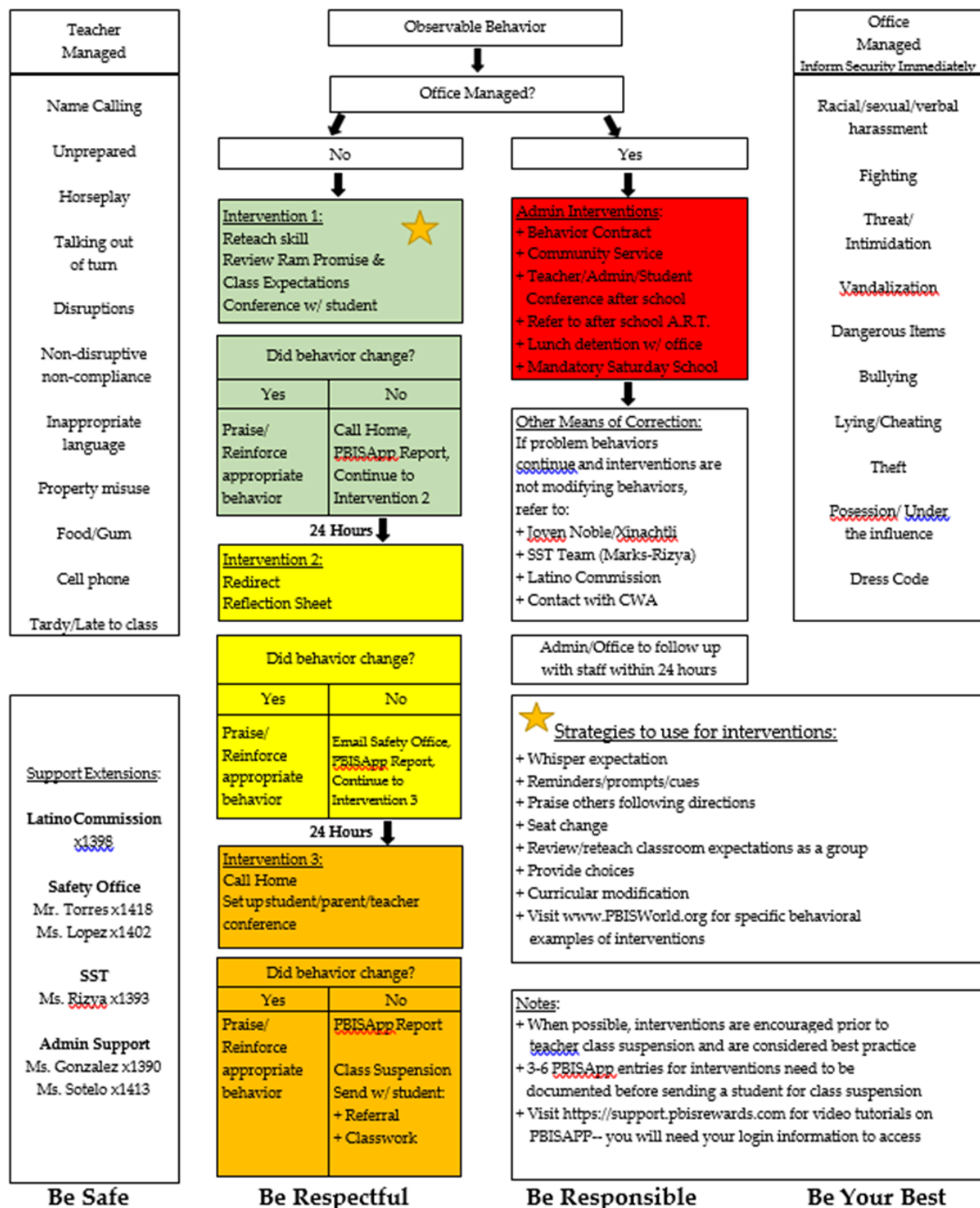
To create and maintain a positive learning culture, the staff and the administration must collegially coordinate efforts toward that end.

Teachers should post a simple list of behavior expectations, and voice that it is the teacher's hope and expectation that all students abide by and behave accordingly. Students not complying with the expectations will be addressed in a calm and respectful manner, and will be given the opportunity to self-correct their behavior. The five-step process is provided for teachers to use to help ensure due process for all students. **Please note, that serious offenses such as profanity toward teachers, fights or instigating fights, bullying, drug-related offenses etc., the student must be sent to the safety office, or escorted to the safety office by security.**

This administration is committed to working together, side-by-side with teachers and parents, providing consistent teacher support to establish a positive school-wide safe learning environment.

Please keep a chronological record of all interventions you've applied to help the student. Your documentation is critical when further administrative action is required with CWA.

# Desert Mirage High School Interventions Flow Chart





### **ELECTRONIC LISTENING OR RECORDING DEVICE – EC 51512**

The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

### **ELECTRONIC SIGNALING DEVICES – EC 48901.5**

The use by any person, including a pupil, of any electronic signaling device in any classroom without the consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. The only allowable use would be acceptable if it is determined by a licensed physician that the pupil must use the health and safety of a pupil. Any pupil in violation shall be subject to appropriate disciplinary action.

#### **Pupil Discipline Action for Unauthorized Classroom Use/Misuse of Electronic Listening/Recording/Signaling Devices**

- 1<sup>st</sup> Offense- Teacher provides students with verbal warning.
- 2<sup>nd</sup> Offense- Teacher confiscates and turns over to the Safety Office immediately
- Student receives device after 6<sup>th</sup> period (end of school day) from Campus Safety Office
- 3<sup>rd</sup> Offense - Teacher confiscates and turns over to the Safety Office immediately.
- Student's parent/guardian must come retrieve the item from the Campus Safety Office during business hours.

### **Cell phones and other Electronic Devices**

CVUSD Board Policy: Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time. Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code [48901.5](#))

### **Unauthorized Use/Misuse of Electronic Devices/Cell Phones**

- 1<sup>st</sup> Offense- Teacher provides students with verbal warning.
- 2<sup>nd</sup> Offense- Teacher confiscates and returns at the end of class. Make contact with parents.
- 3<sup>rd</sup> Offense - Teacher confiscates and turns over to the Safety Office. Make contact with parents.
- Students can pick up devices 10 minutes before the end of the day at the safety office.
- 4<sup>th</sup> Offense- Teacher confiscates and turns over to the Safety Office. Make contact with parents.
- Students can pick up devices 10 minutes before the end of the day at the safety office.

**\*Security is not allowed to pick up devices from teachers. Device must be turned in by the teacher or assistant to the safety office as soon as possible.**

## TEACHER SUSPENSION

### Education Code 48910

- (a.) Suspension from class means the removal of a student from class by a teacher for the day of suspension and the next day for any of the acts enumerated in Section 48900 (Suspension and Expulsion Chart, see Appendix). **The first day of the “Suspension from class” begins as soon as the student is removed from class.** The teacher must notify the parent of the student that they are suspending the student from the classroom.

The teacher shall: (1) immediately report the suspension to administration and (2) send the pupil to the discipline office for appropriate action. (3) As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. Whenever practicable, a school counselor or a school psychologist shall 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 suspension, without the concurrence of the teacher of the class and the administrator.

Education Code 48913 implies that a student may not be given a zero on work missed while he/she was on suspension unless you required them to do make-up. So, always assign make-up and put the burden of getting it done back on the student.

- (b.) A pupil suspended from a class shall not be placed in another regular class during the period of suspension.
- (c.) A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the Safety Office for consideration of a suspension from the school.

## **DUE PROCESS RIGHTS OF STUDENTS/PARENTS**

In the event of a suspension, the student has the right to an informal conference with school staff within two days of an incident at which time he/she has these rights:

- To be informed of the charges against him/her and the evidence used as a basis for the charges.
- To present his/her side of the incident and any supporting evidence or testimony.

The parent or legal guardian has the right to:

- Oral notification of suspension within 24 hours and written notice postmarked no later than one school day after suspension.
- A school site conference.
- Appeal a suspension and attend a meeting within three days of the request of appeal.

## **MAKE-UP WORK BY SUSPENDED STUDENT**

The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension. (Education Code 48913)

Education Code 48913 implies that a student may not be given a zero on work missed while he/she was on suspension unless you required them to do make-up. So, always assign make-up and put the burden of getting it done back on the student.

If no work is assigned, it implies that nothing was done during those suspension days that would have been graded, thus, no penalty can be placed on the student's grade.

# School-wide Dress Code

## **Note on Education Code Requirements for this section**

This 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 schoolwide 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.*

**The Desert Mirage Dress Code** states the following:

- a. No item can include images, lettering, or symbols related to sex, drugs, alcohol, tobacco, and related paraphernalia. Also prohibited is clothing with obscene or vulgar language, images, or symbols as well as images of weapons or violence.
- b. Shirts and blouses must completely cover the skin on all sides of the waist, even if both arms are raised. Shirts and blouses must have wide shoulder straps and cover undergarments. Shirts cannot be buttoned only at the top.
- c. When sitting, standing, or walking, all skirts, dresses, and shorts must show modesty and good taste.
- d. Holes in pants may not be higher than mid-thigh.
- e. Please be courteous and take your hats or hoods off when in classrooms or the theater.
- f. Only Desert Mirage High School sports jerseys are allowed and must conform to parts of this Dress Code.
- g. Site administrators have the final decision on determining dress code violations. Students will be sent directly to the Safety Office to change clothes to comply with dress code policy.
- h. No tube tops or straps thinner than 2 fingers are allowed.
- i. No tight leggings are permitted. Short leggings are allowed ONLY during PE. Material cannot be too short or see through.
- j. Site Administrators have the final decision on determining dress code violations.

Coachella Valley Unified School District Board Policy 5132 (Dress and Grooming) states the following:

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.  
(cf. [4119.22](#) - Dress and Grooming) (cf. [5145.2](#) - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.  
(cf. [5144](#) - Discipline)

When gangs constitute a danger to students, the Superintendent or designee may restrict student dress and grooming as necessary to comply with Board policy related to gang activity.



# **STUDENT RIGHTS AND RESPONSIBILITIES**



## **STUDENT RIGHTS**

Students have the right to:

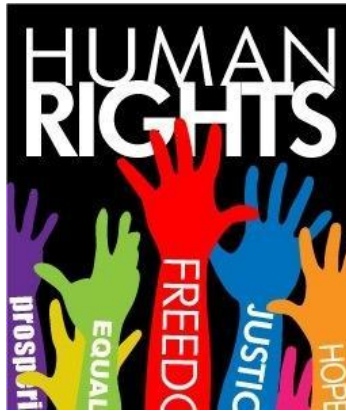
- A meaningful learning experience.
- An appropriate and challenging curriculum.
- Protection from physical or verbal abuse.
- Assistance in making decisions on educational goals.
- The opportunity to practice decision-making within the democratic process.
- Be disciplined in private, if possible.
- Be disciplined in a humane and appropriate manner.
- Adult representation when in conflict with school authority.
- A school climate free of violence and disruption.
- A written code of discipline - clear and concise.
- Knowledge of the reasons for any discipline which may be administered.
- Due process in matters of disciplinary action.

## **STUDENT RESPONSIBILITY**

Students should:

- Obey school rules.
- Obey city, state and federal laws.
- Respect the rights of fellow students and school personnel.
- Avoid abusive language, verbal or written.
- Dress appropriately and practice habits of personal cleanliness.
- Be punctual and attend school regularly.
- Not disrupt the educational process.
- Attain the best possible level of academic achievement.
- Respect authority both in school and at school-sponsored activities.
- Respect school and community property.
- Be responsible for their own actions.
- Know reasons and methods of discipline, including suspension and expulsion.

# STUDENT'S CIVIL RIGHTS



## STUDENT SEARCH AND SEIZURE

Note: IN CASES INVOLVING THE NEED FOR SEARCH OF A STUDENT, PARTICULARLY WHEN SUSPICIOUS ACTIVITY IS TAKING PLACE, CALL THE DISCIPLINE OFFICE OR AN ADMINISTRATOR.

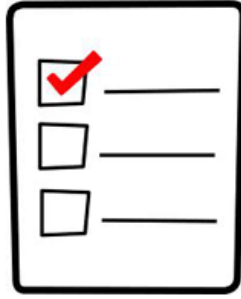
Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property guaranteed by the Fourth Amendment of the Constitution. This individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all of its students.

Trained personnel may conduct searches when they have reason to suspect that the health, safety, or welfare of students may be in danger. Trained personnel making a search or a seizure will follow these guidelines:

1. General searches of school property (including personal items found in school property) may be conducted at any time when there is reasonable suspicion for school employees to believe that something that violates a law or school rule is on school property. This search of school property may be made without the student being present.
2. Illegal items (including but not limited to, firearms, explosive devices, weapons, drugs) or other possessions reasonably determined to be a threat to the safety, security of others, or might possibly interfere with school purposes or be in violation of state law or district guidelines may be seized by school employees.
3. Items which are used to disrupt or interfere with the educational process may be temporarily removed from a student's person.
4. A student's person may be searched by trained personnel when there is reasonable suspicion to believe that the student has on his/her person illegal items or other items that may interfere with school purposes.
5. Motor vehicles parked on school property may be searched by trained personnel when there is reasonable suspicion to believe the health or welfare of students might be in jeopardy.



# ATTENDANCE



## TARDINESS

**Tardy Policy:** ALL STUDENTS ARE EXPECTED TO BE IN CLASS BY THE TIME THE TARDY BELL RINGS. Students who are not in class may be subject to tardy sweeps and will be marked tardy for the period. Students more than 30 minutes late may be marked absent for the period. **Students who are tardy 3 times in a week, in the same class, will be assigned lunch detention.** \*Excluding Late School Bus Passes\* Multiple tardies may result in students being excluded from school activities.

## HABITUALLY TRUANT – EC 60901

Any student who has been twice reported as truant and who is again absent without valid excuse shall be classified as a “Habitually Truant” and may be referred to the School Attendance Review Board (SARB). Truant students are subject to arrest by a probation officer, a peace officer, a school administrator, an attendance supervisor or his/her designee under EC 48264 if found away from home and absent from school without valid excuse. Habitual truants may be subject to suspension, restriction or delay of his/her driving privilege pursuant to Vehicle Code 13202.7.

## WITHDRAWALS FROM SCHOOL

When a student transfers from DMHS to another school, he/she will take a Checkout Sheet around to each teacher to sign and indicate the withdrawal grade. The teacher should record the date of withdrawal. If a student is no longer present at DMHS, the Registrar will notify you to stop by her desk to fill out the student's Checkout Sheet. In order to expedite checkout procedures and the forwarding of student records we need to work together. Your prompt response is essential.

Students are to return books to the Librarian at the time of withdrawal.

# EMERGENCY PROCEDURES



## ACTIVE SHOOTER – HOW TO RESPOND

<b>A L I C E:    A L E R T   L O C K D O W N   I N F O R M   C O U N T E R   E V A C U A T E</b>
--

### **A L E R T:**

Alert every one of the intruders, (or you may hear gunshots indicating a possible active shooter).

Teacher: “Ok everyone, remain calm, and you heard the announcement, barricade the door.”

### **L O C K D O W N:**

Move into a room or area that can be closed off by a door or another barrier. Time is always an issue for you and the attacker. If you are able to, stack tables and chairs along with other items against the door or entry way to make it difficult for the attacker to get in the room. The aggressor will likely move on than waste time struggling, or climb over the barriers trying to get into your barricaded area. The aggressor’s goal is to do as much harm as possible before the police intervene. Once you have barricaded the door/entryway, quickly move quickly away from the door in an effort to get out of the aggressor’s sight.

### **I N F O R M:**

Quickly start forming a plan in case the aggressor does penetrate the barrier. Communicate the plan with the people around you. Don’t wait until the aggressor enters your safe area before you have a plan of action. You may contact the police if it is safe to do so, and if you cannot speak you may call 911 and let the 911 dispatcher hear what is going on.

### **C O U N T E R:**

Although hiding in one area is one option, do not just hide under your desk or lie in a corner. If there is no way to keep the aggressor out of your room, to evacuate to a safer area you need to decide the best way to defend yourself. If you decide to counter the aggressor’s attack, you may be able to distract the attacker by putting him on the defensive and maybe disarming him/her until the police arrive. Start gathering items you may use to protect yourself. Every room has things you can use to distract and defend against the aggressor. The distraction technique of throwing items, combined with strength in numbers can disrupt the focus of the aggressor. Once on the floor try to separate the weapon from the aggressor, but try not to put your hands on the weapon. Never pick up or handle the weapon. Cover the weapon with a trash can, or any other item until the police can retrieve it. If possible hold the aggressor down until the police arrive. Evacuate if you still feel unsafe with the attacker on the floor, and you can safely do so.

### **E V A C U A T E:**

The information you receive based on the location of the attacker, you may decide that evacuation is the safest option. During an attack in a school building, evacuation should be a primary option, but only if it is safe to do so. Before evacuating the room or building, place your hands over your head as you quickly exit to a safe area. Keep your hands and fingers open, and free of any items that may be mistaken for a weapon. Announce your presence as you’re exiting, “We are coming out”, to let the police know that you are not a suspect. Move quickly and as far away from the building as possible, and let an adult know that you are safe.

The ALICE program is designed to produce a plan of action that will greatly increase your chances of survival, increase confidence, reduce fear and anxiety, as well as teach students and employees how to react with proactive life-saving strategies.

## **Part 1 - Fire Drills**

1. Secondary schools must conduct fire drills on a regular basis, usually one each semester.
2. A campus map reflecting the exit direction and assembly area for specific classrooms is to be posted in each classroom. These are available from the Principal's Secretary.
3. The signal for a fire drill is the intermittent ringing of the bell system for several minutes or until the pulled alarm is reset. All classrooms and corridors should be cleared within one minute.
4. In the event of a fire drill, please exit according to the map. Keep your students as a group as much as possible and walk with them to the designated area. You are to take your roll book and red clipboard with you. In an actual case of fire, you would be responsible to determine which students, if any, are missing from the group after you have reassembled with them. Follow your class out of the room and lead them back to the room. Lock your room as you leave. This will prevent students from reentering during the drill or emergency.
5. It is extremely important to move as quickly and quietly as possible to the designated area. An "all clear" bell will be rung for students and staff to return to the classroom.

## **Part 2 - Earthquake Tremor**

In an earthquake, the danger, the actual movement of the ground, is seldom the direct cause of injury. Most casualties result from falling objects and debris. If you are inside, seek cover under a desk or in an interior doorway. If you can't get under something, get in a corner and protect your head. If outside, get away from any object which could fall upon you. Don't panic! Keep calm and help keep others calm around you.

In the event of an earthquake or earthquake tremor, the attendance clerks and registrar should bring student alpha lists to the evacuation area.

1. Upon drop command, follow the "drop, cover and hold" procedure.
2. At the signal, open the classroom door.
3. Each teacher should bring their roll book and clipboard from the classroom to the evacuation area (same as fire drill evacuation area unless otherwise notified).
4. Teacher organizes the class for evacuation and if there are any injured students, assign assistance to help them.
5. Arrive at the designated area as quickly and safely as possible.
6. Check your class count. Take note of any absences or injuries. Keep your class together as a unit. Try to get everyone seated on the ground until an administrator or official arrives.
7. Any unassigned teachers should report to the evacuation area.

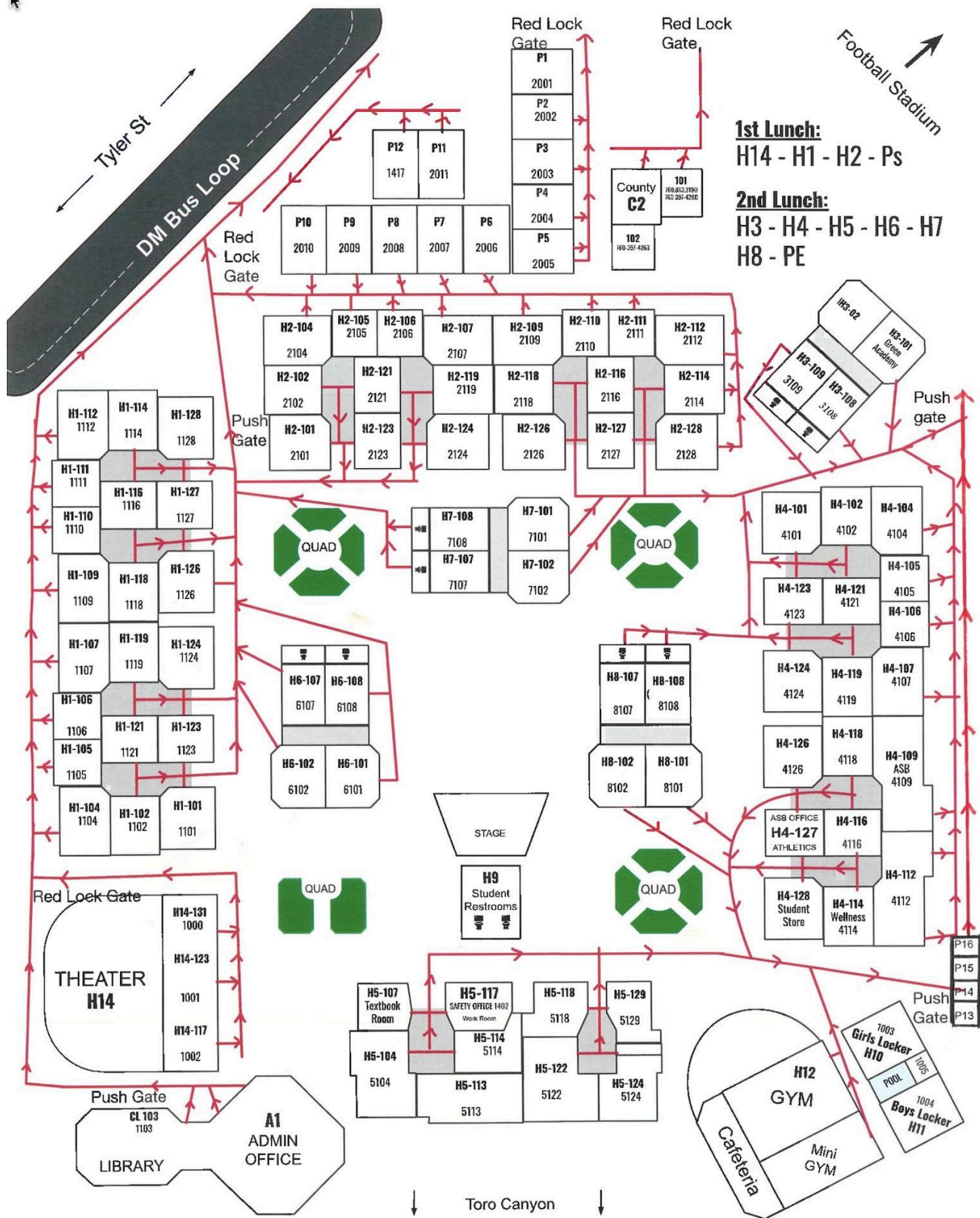
## **Part 3 - Civil Defense Emergency**

In the event of an explosion, extreme wind, falling aircraft or other Civil Defense emergency, and if we have no warning, students will assume an immediate "drop, cover and hold" position.

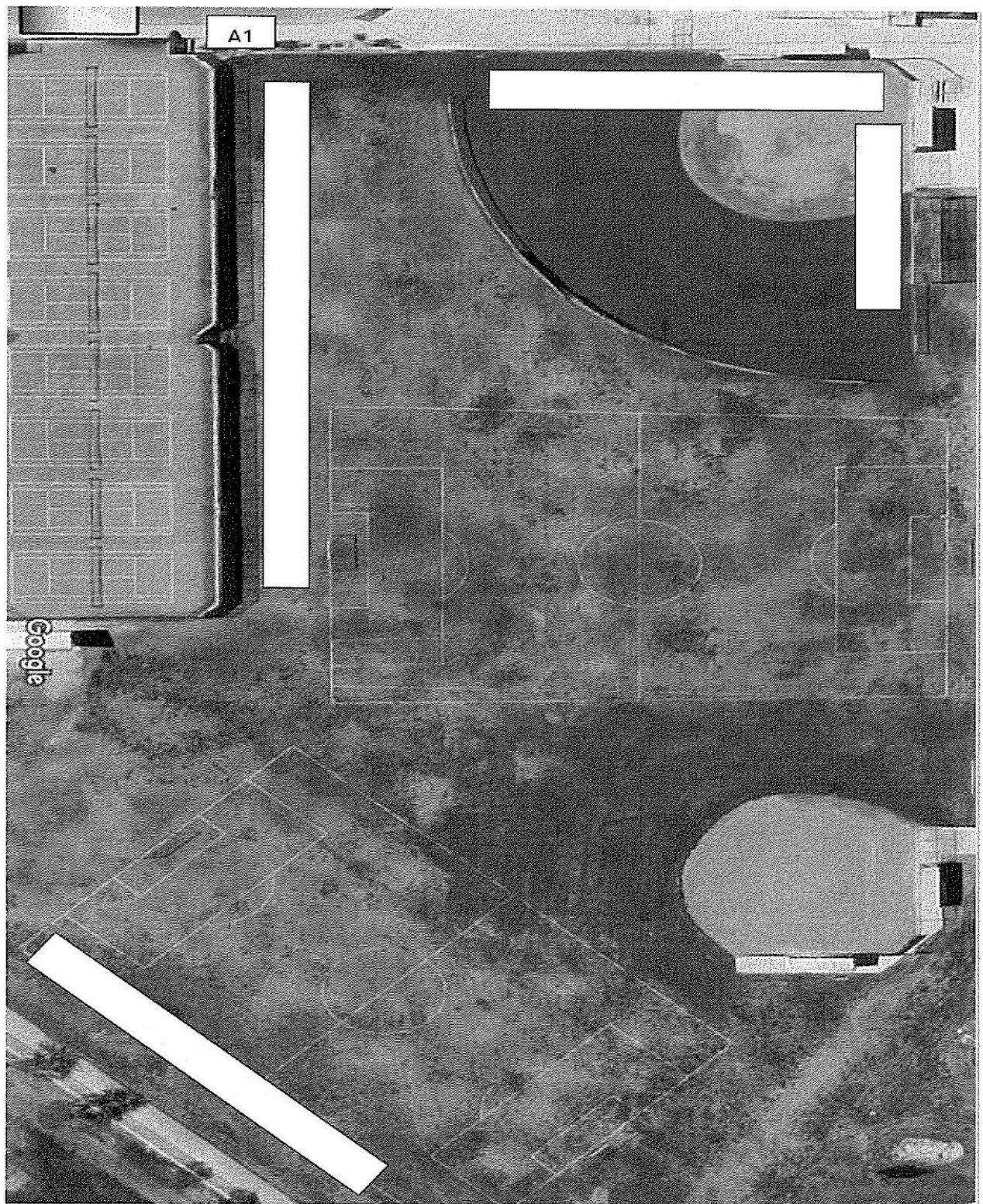
Instructions will be announced via PA system to keep everyone informed.



# Evacuation Classroom Locations Map











## ADDENDUMS / FORMS

# Suspension & Expulsion Chart

MANDATORY RECOMMENDATION Ed Code 48915 (c)	QUASI-MANDATORY RECOMMENDATION Ed Code 48915 (a)	DISCRETIONARY RECOMMENDATION Ed Code 48900
Act must be committed at school or at school activity off school grounds	Act must be committed at school or at school activity off school grounds.	Acts in first and second column, if related to school activity or attendance, but did not occur at school or at a school activity.
1. Possessing, selling, or otherwise furnishing a firearm.	1. Causing serious physical injury to another person, except in self-defense.	(a)(1) Caused, attempted, or threatened physical injury.
2. Brandishing a knife at another person.	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.	(a)(2) Willfully used force or violence upon a person.
3. Unlawfully selling a controlled substance listed in Chapter 2 of the Health and Safety Code 11053.	3. Unlawful possession of any controlled substance listed in Chapter 2 of the Health and Safety Code 11053, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.	(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. Committing or attempting to commit a sexual assault or committing sexual battery as defined in Ed Code 48900 (n).	4. Robbery or extortion.	(c) Unlawfully possessed, used, sold, furnished, or been under the influence of any controlled substance.
5. Possession of an Explosive.	5. Assault or battery, as defined in Sections 240 and 242 of the Penal code, upon any school employee.	(d) Offered, arranged, or negotiated to sell any controlled substance.
		(e) Committed or attempted to commit robbery or extortion.
	Additional findings of "danger" or "other means of correction" are required.	(f) Damage to school or private property.
		(g) Stolen or attempted to steal school or private property.
		(h) Possessed or used tobacco or tobacco products.
		(i) Obscene act or profanity or vulgarity.
		(j) Possessed, offered, arranged, or negotiated to sell drug paraphernalia.
		(l) Knowingly received stolen or private property.
		(m) Possessed an imitation firearm.
		(n) Sexual assault: committed or attempted.
		(o) Harassed, threatened, or intimidated a witness.
		(p) Offered, arranged, negotiated, or sold prescription drug Soma.
		(q) Engaged in, or attempted to engage in, hazing.
		(r) Engaged in an act of bullying, cyberbullying.
		(t) Aids or abets.

Levels of Response - Consequences and Interventions		
Level 1	Examples of Classroom Managed Responses	
	These consequences and interventions aim to teach correct 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 consequences and interventions that may be used.	
	<table> <tr> <td> <b>Possible Consequences</b> <ul style="list-style-type: none"> <li>• Contact parent</li> <li>• Verbal corrective feedback</li> <li>• In-class time out</li> <li>• Parent/guardian conference</li> <li>• Student verbal or written apology</li> <li>• Use buddy teacher system</li> <li>• Loss of classroom privileges</li> <li>• Student written reflection</li> <li>• Teacher and student conference</li> <li>• Re-teach social skill or expectation</li> <li>• RJ Tier 1 restorative classroom circles</li> </ul> </td><td> <b>Possible Interventions</b> <ul style="list-style-type: none"> <li>• Establish positive relationship with student</li> <li>• Seat change</li> <li>• Pre-correction and redirection</li> <li>• Role play replacement behavior</li> <li>• Establish buddy teacher system</li> <li>• Parent/guardian accompany student in class</li> <li>• Daily progress report for behavior</li> <li>• Increase positive recognition</li> <li>• Goal setting with student</li> <li>• PBIS Tier 1 Interventions</li> </ul> </td></tr> </table>	<b>Possible Consequences</b> <ul style="list-style-type: none"> <li>• Contact parent</li> <li>• Verbal corrective feedback</li> <li>• In-class time out</li> <li>• Parent/guardian conference</li> <li>• Student verbal or written apology</li> <li>• Use buddy teacher system</li> <li>• Loss of classroom privileges</li> <li>• Student written reflection</li> <li>• Teacher and student conference</li> <li>• Re-teach social skill or expectation</li> <li>• RJ Tier 1 restorative classroom circles</li> </ul>
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Level 2	Examples of Administrative Responses	
	These consequences and interventions, 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 consequences and interventions that may be used. Level 1 interventions may still apply.	
	<table> <tr> <td> <b>Possible Consequences</b> <ul style="list-style-type: none"> <li>• Parent/guardian notification required</li> <li>• Parent/Teacher/ Admin Conference</li> <li>• Student verbal or written apology</li> <li>• Use buddy teacher system</li> <li>• Restorative Practices (Tier 2)</li> <li>• Conference with student</li> <li>• Removed privilege/restricted activity</li> <li>• Restitution/community service</li> <li>• Individual School based Therapy</li> <li>• Relationship development action</li> <li>• Restorative conferencing</li> </ul> </td><td> <b>Possible Interventions</b> <ul style="list-style-type: none"> <li>• Refer to SST/Individual Education Plan (IEP)/504 team</li> <li>• Increase positive recognition</li> <li>• Collaborative problem solving</li> <li>• Establish positive relationship with student</li> <li>• Refer for substance abuse intervention</li> <li>• Mentoring/Peer Mediators</li> <li>• Develop/revise positive behavior plan/contract</li> <li>• Check In/Check Out</li> <li>• Social/Academic Skills Group</li> <li>• Refer for educational/psychological evaluation</li> <li>• Refer to school/community based mental health</li> <li>• PBIS Tier 2 &amp; 3 Interventions</li> </ul> </td></tr> </table>	<b>Possible Consequences</b> <ul style="list-style-type: none"> <li>• Parent/guardian notification required</li> <li>• Parent/Teacher/ Admin Conference</li> <li>• Student verbal or written apology</li> <li>• Use buddy teacher system</li> <li>• Restorative Practices (Tier 2)</li> <li>• Conference with student</li> <li>• Removed privilege/restricted activity</li> <li>• Restitution/community service</li> <li>• Individual School based Therapy</li> <li>• Relationship development action</li> <li>• Restorative conferencing</li> </ul>
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Level 3	Examples of Administrative Removal Responses	
	Level 3 consequences and interventions 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.	
	<table> <tr> <td> <b>Required Consequences</b> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Suspension from school (one to five days)</li> <li>• In-School Suspension (one to five days)</li> <li>• Mental Health Referral</li> </ul> </td><td> <b>Possible Interventions</b> <ul style="list-style-type: none"> <li>• Develop/revise positive behavior plan</li> <li>• Revise 504/IEP (for students with disabilities) and or Behavior Support Plan</li> <li>• Develop Functional Behavioral Assessment and Behavior Intervention Plan</li> <li>• Restorative Justice re-entry conferencing</li> </ul> </td></tr> </table>	<b>Required Consequences</b> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Suspension from school (one to five days)</li> <li>• In-School Suspension (one to five days)</li> <li>• Mental Health Referral</li> </ul>
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<b>Level 4</b>	<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"> <thead> <tr> <th data-bbox="298 191 764 218">Required Consequences</th><th data-bbox="764 191 1408 218">Possible Interventions</th></tr> </thead> <tbody> <tr> <td data-bbox="298 218 764 411"> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Suspension from school (5 days)</li> <li>• 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)</li> </ul> </td><td data-bbox="764 218 1408 411"> <ul style="list-style-type: none"> <li>• Manifestation determination (IEP only)/504 compliance review</li> <li>• Develop/revise positive behavior plan</li> <li>• Revise IEP (for students with disabilities) and school Behavior Support Plan</li> <li>• Develop Functional Behavioral Assessment and Behavior Intervention Plan</li> <li>• Alternative educational placement</li> </ul> </td></tr> </tbody> </table>	Required Consequences	Possible Interventions	<ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Suspension from school (5 days)</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Manifestation determination (IEP only)/504 compliance review</li> <li>• Develop/revise positive behavior plan</li> <li>• Revise IEP (for students with disabilities) and school Behavior Support Plan</li> <li>• Develop Functional Behavioral Assessment and Behavior Intervention Plan</li> <li>• Alternative educational placement</li> </ul>
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### Problem Behavior and Applicable Levels of Response

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement
<b>Contraband - Weapon</b>						
• Possessed an imitation firearm (EC 48900 (m))		☐	☐	☐		
• Possessed a knife or other dangerous object (EC 48900 (b)) *		☐	☐	☐		
• Sold or otherwise furnished any knife or other dangerous object (EC 48900 (b))			☐	☐		
• Brandished a knife at another person (EC 48915 (c)(2))					☐	☐
• Possessed an explosive as defined in federal law (EC 48915 (c)(5))					☐	☐
• Possessed, sold, or otherwise furnished a firearm (EC 48915 (c)(1))					☐	☐
<b>Contraband - Other Items</b>						
• Possession of unauthorized items not otherwise included in this code	☐	☐				
• Unauthorized sale or distribution of goods not otherwise included in this code	☐	☐				
• Use of over-the-counter or prescription medicine in a manner other than prescribed by a physician or Education Code (EC 48900 (a)(1), (c), (d), (k)) *		☐	☐	☐		☐
<b>Disruption</b>						
• Engaged in behavior causing an interruption during class or other school activity	☐	☐				
• Ran, made excessive noise, or loitered in a hallway or between classes	☐	☐				
• Engaged in gambling	☐	☐				
• Repeated and chronic behavior that creates an environment preventing teaching and learning (EC 48900 (k))		☐	☐	☐		
• False activation of a fire alarm (EC 48900 (k))		☐	☐	☐		
• Caused a major disruption to the atmosphere of order and safety in the school, such as a riot (EC 48900 (k))			☐	☐		
<b>Dress Code</b>						
• Wearing clothing that does not fit within dress code guidelines established by the District or school in accordance with BP 605.01, Pupil Dress and Grooming	☐	☐				
• Possessed, sold, or otherwise furnished a firearm (EC 48915 (c)(1))	☐	☐	☐			

### Problem Behavior and Applicable Levels of Response

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Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Require d Law Enforce ment
<b>Harassment</b>						
• Minor annoying behavior or negative gestures toward other students	☐	☐				
• Repeated annoying behavior or negative gestures toward other students despite directions to stop by staff (EC 48900 (k))		☐	☐			
• Intentionally engaged in harassment, threats or intimidation directed against District personnel or student(s) causing disorder and creating a hostile school setting (Grades 4 - 8) (EC 48900.4)		☐	☐	☐		
• Harassed/threatened/intimidated a student victim/witness in a school disciplinary proceeding (EC 48900 (o))		☐	☐	☐		
<b>Immodest/Offensive Behavior</b>						
• Inappropriate display of affection	☐	☐				
• Viewing or displaying obscene or sexually explicit content (EC 48900 (i))		☐	☐	☐		
• Intentional physical or verbal act or conduct that is of a sexual nature or considered obscene by a reasonable person (EC 48900 (i))		☐	☐	☐		
• Sexual harassment; Severe or pervasive physical or verbal act(s) or conduct of a sexual nature that has an effect described in law (Grades 4 - 8) (EC 48900.2)			☐	☐		
• Committed a sexual battery (EC 48915 (c)(4))					☐	☐
• Committed or attempted to commit a sexual assault (EC 48900 (n), 48915 (c)(4))					☐	☐
<b>Lying/Cheating</b>						
• Lying to get self or others out of trouble	☐	☐				
• Intentional lying to get another person(s) in trouble (EC 48900 (k))		☐	☐			
• Cheating or plagiarism	☐	☐				
<b>Non-cooperative Behavior</b>						

• Trespassing; Unauthorized attendance at school activities	0	0				
• Failure to follow directions, share, respond to staff requests, or allow others to participate in an activity	0	0				
• Failure to follow directions leading to potential disruption or harm to self or others (EC 48900 (k))	0	0	0			
• Failure to follow directions that directly leads to disruption or the harm of self or others (EC 48900 (k))		0	0	0		

### Problem Behavior and Applicable Levels of Response

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Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Require d Law Enforce ment
<b>Physical Aggression</b>						
• Minor physical aggression without injury	0	0				
• Mutual fight (with little or no injury)	0	0	0			
• Mutual fight (with moderate physical injury) (EC 48900 (a)(1))			0			
• Attack on student, attempting to cause physical injury (EC 48900 (a)(1)) *		0	0			
• Aides or abets in the infliction or attempted infliction of physical injury (EC 48900 (t))		0	0			
• Caused or attempted to cause or participated in an act of hate violence (Grades 4 - 8) (EC 48900.3)		0	0			
• Attack on student, causing physical injury (EC 48900 (a)(1))			0			
• Willfully used force or violence upon the person of another, except in self defense (EC 48900 (a)(2))				0		
• Caused serious injury to another person, except in self defense (EC 48915 (a)(1))				0		
• Unintentional, incidental physical contact with school personnel	0	0				
• Unintentional striking of a staff member who is intervening in a fight or other disruptive activity (EC 48915 (a)(5)) *		0	0			
• Intentional assault or battery upon any school employee (EC 48915 (a)(5))				0		0
<b>Property Misuse/Damage</b>						



• Littering	0	0				
• Minor or accidental damage	0	0				
• Attempted to cause damage to property (EC 48900 (f))	0	0	0			
• Caused damage to property (EC 48900 (f))		0	0	0		
• Breaking and entering on District property (EC 48900 (f))		0	0	0		
• Set fire to property (EC 48900 (f))		0	0	0		
<b>Stealing/Possessing Stolen Property</b>						
• Stole school or private property (EC 48900 (g))	0	0	0			
• Knowingly possessed stolen property (EC 48900 (l))	0	0	0			
• Attempted to commit robbery or extortion (EC 48900 (e), 48915 (d)) *		0	0	0		
• Committed robbery or extortion (EC 48900 (e), 48915 (d))			0	0		
<b>Tantrum</b>						
• A combination of disruptive behavior (e.g., whining, yelling, throwing objects) to express frustration or gain attention	0	0				



### Problem Behavior and Applicable Levels of Response

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement
<b>Technology Violation</b>						
• Violation of school rules regarding use of personal technology not resulting in harm	☐	☐				
• Violation of District's Acceptable Use Agreement for using District technology not resulting in harm	☐	☐				
• Using District technology without permission	☐	☐				
• Repeated violations of school rules, District Acceptable Use Agreement, or using District technology without permission (EC 48900 (k))		☐	☐	☐		
• Use of electronic device(s) for which it is determined that such use directly causes physical or emotional harm to another person (EC 48900 (r))		☐	☐	☐		
<b>Verbal and Written Aggression</b>						
• Yelling or using aggressive language towards another student	☐	☐				
• Minor name calling or teasing, whether written or verbal, towards other students	☐	☐				
• Repeated name calling or teasing, whether written or verbal, towards other students despite directions to stop by staff (EC 48900 (k))		☐	☐			
• Use of profanity or vulgarity not directed at others (EC 48900 (k))	☐	☐	☐			
• Habitual use of profanity or vulgarity (EC 48900 (i))		☐	☐			
• Threatened to cause an act of hate violence (EC 48900.3)		☐	☐	☐		
• Threatened to cause physical injury (EC 48900 (a)(1)) *		☐	☐	☐		
• Made terroristic threats against school officials or school property or both (EC 48900.7)		☐	☐	☐		☐

DESERT MIRAGE HIGH SCHOOL  
MULTI-TIERED SUPPORT SYSTEM  
POSITIVE BEHAVIOR INTERVENTIONS SUPPORT  
MTSS – PBIS

**UNIVERSAL SCREENING**  
**Collect and Use Data to Guide Decision-Making**

**Tier 1 Process**

- PSR (Positive Supports Referral)

**Tier 2 Process**

- Behavior Support Plans/ SABA Tracking
- Review and enhance Tier 1 supports based on data.
- Create Student Assistance Teams (SAT) - counselor, department head, teacher
- Identify evidence-based Tier 2 interventions - see Resources
- Use data to identify students in need of Tier 2 interventions - PSR's
- Match students to appropriate interventions
- Behavior Support Plans/ SABA Tracking

**Tier 3 Process**

- Outside referrals for Mental Health
- Manifestation Determination Meeting (SPED)
- *Resources are still in process*

**Tier 2 Interventions in the MTSS/ALC**

Tier 2 systems of support will:

- **Intervene Academically**

ALC teacher will be teaching PBIS lessons, BASIC CCCSS Math, ELA/ELD, Academic Seminar lessons every hour. Students will then complete work from the class they missed or other missing work, as determined by grade review.

ALC teacher will be utilizing community and service learning options

- **Intervene Social/Emotional/Behavior**

ALC Teacher will be explicitly teaching identified replacement behaviors targeted in the school- wide Behavior Matrix. ALC Teacher will contact parent or guardian depending on frequency of visit, communicate with parent liaison, admin, case carriers (sped) and classroom teachers for data to support interventions. Special Education students will have access to a Paraprofessional. ALC teacher will have access to referral process for Tier 3.

**Tier 3 Interventions in the MTSS**

Tier 3 systems of support include an ALC that will:

- Provide information to counselors, parents and teachers for outside services
- Allow for pull-out servicing from County

## Data Management and Collection

\*Tier II or III MTSS - PBIS Support Request (PSR)

\*Surveys (School Climate and PBIS)

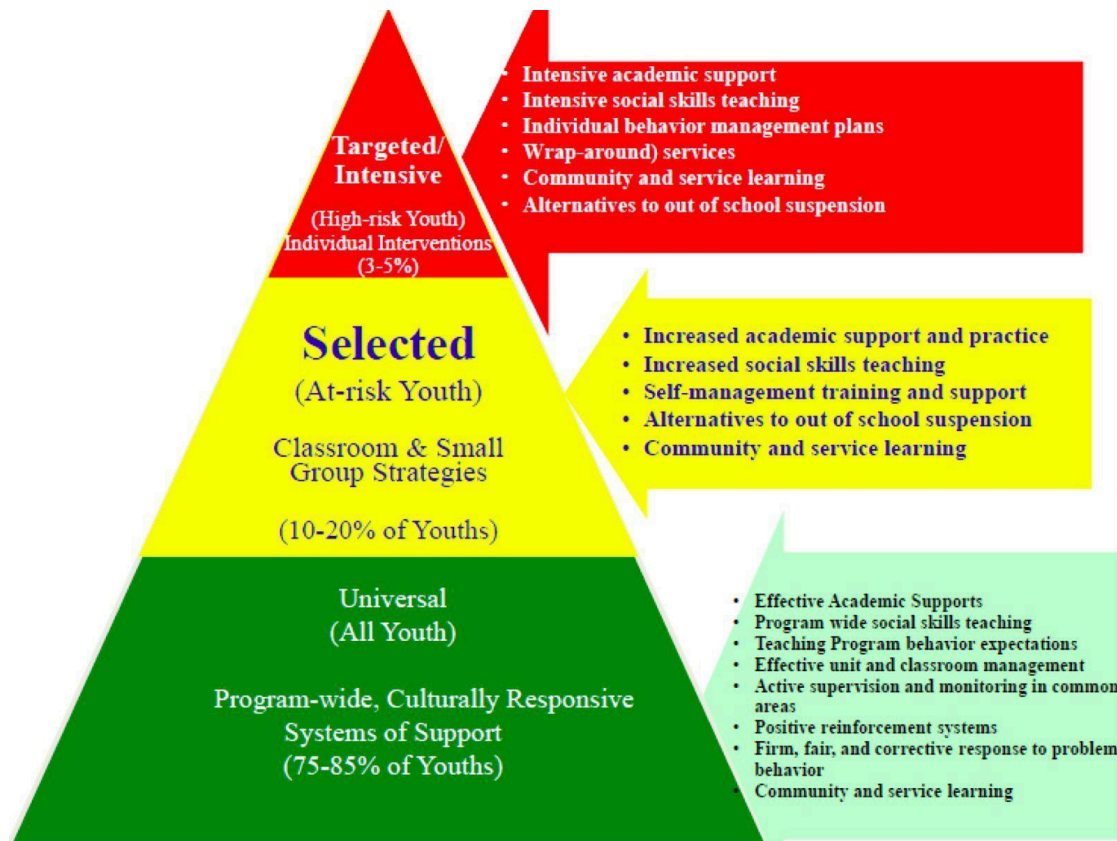
\*School-wide Observations

\*Performance Reports - CAASPP/ ELPAC

\*Attendance/Tardy Reports

\*Safety walk-through Reports

\*BSP (Behavior Support Plan)



*\*Supporting programs and professional development provided to faculty teams/staff:*

*Xinatle*

*Joven Noble*

*Compadres*

*Social Emotional Learning (SEL)*

*Restorative Justice*

# **DESERT MIRAGE HIGH SCHOOL**

## **TIER II OR III MTSS - PBIS Support Request (PSR)**

(Incomplete forms will be returned to issuer)

Student Last Name	Student First Name	Student ID #	Period	Date

Location	Teacher/Staff Name (Please Print)	Name of SUB (When Applicable)

### TEACHER INTERVENTIONS PREVIOUSLY APPLIED TO ADDRESS STUDENT'S BEHAVIOR

DATE	INTERVENTIONS	COMMENT

### BEHAVIOR/INCIDENT DETAILS (PLEASE BE SPECIFIC. DO NOT USE VAGUE TERMS)

(If profanity or obscene words were spoken by the student, please write down the words or statements he/she used)

*If the problem includes academic concerns, what are the most recent relevant scores, data, etc?*

*If the problem includes behavior concerns, the single most important behavior of concern is:  
What do you think might be motivating the behavior?*

*What strategies have been tried to solve the problem?*

Office: Administrative/Counseling Support Provided

DATE	Offense Code(s)	Admin Action Codes(s)	DESCRIPTION	Admin Initials



# DESERT MIRAGE HIGH SCHOOL

## Social and Academic Behavioral Assessment (SABA)

Date: \_\_\_\_\_

Student	ID	Grade	Pd	Teacher	Subject

Teacher: Please place **one "X" in each of the 21 behaviors** listed indicating the **frequency** of the behavior.

Behavior	Frequency of Behaviors		
	Never - or <u>not</u> enough times to be a <u>concern</u> .	Almost daily - <u>Student</u> consistently <u>tries</u> , but is unable to comply or succeed.	Almost daily - student is <u>clearly</u> able to comply but <u>chooses</u> not to.
Appears to have difficulty understanding abstract concepts			
Does not follow verbal directions			
Appears to have difficulty comprehending what he/she reads			
Fails to follow necessary steps with assigned problems as instructed			
Appears to have difficulty remembering facts			
Appears to be easily distracted by auditory and visual stimuli			
Makes inappropriate comments or unnecessary noises in the classroom			
Bothers other students who are trying to work, or to listen, etc			
Interrupts the teacher			
Has excessive excused and unexcused absences			
Appears to try to avoid situations, assignments, or responsibilities			
Appears to be tired, apathetic, unmotivated, and not care about grades.			
Behaves impulsively, without self-control, or extreme mood changes			
Ignores consequences of his/her behavior			
Blurts out answers without being called on			
Does not complete classroom assignments during class time			
Does not turn in homework assignments			
Performs classroom tests or quizzes at a failing level			
Any work/tests turned in is done careless, without regard to accuracy			
Does not prepare for assigned activities (or bring necessary materials)			
Does not remain on task			

Additional comments (optional):



# Coachella Valley Unified School District July 2022 - June 2023 - Traditional Calendar

JULY 2022						
S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 - Fourth of July Holiday

AUGUST 2022						
S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

9-10 Teacher prep  
11 First Day of Instruction

SEPTEMBER 2022						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 Labor Day Holiday

OCTOBER 2022						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3 Non School/Prof. Dev.

NOVEMBER 2022						
S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11 Veteran's Day Holiday  
21-23 Non School Days  
24-25 Thanksgiving Holiday

DECEMBER 2022						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

19-30 Winter Break  
23, 26 Winter Holiday  
30 New Year Holiday

JANUARY 2023						
S	M	T	W	T	F	S
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 New Year Holiday  
2-6 Winter Break  
16 Martin Luther King Holiday

FEBRUARY 2023						
S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

13 Lincoln's Birthday Holiday  
20 President's Birthday Holiday

MARCH 2023						
S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20 Non School/Prof. Dev.

APRIL 2023						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

7 Good Friday  
10-14 Spring Break

MAY 2023						
S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

29 Memorial Day Holiday

JUNE 2023						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6 Last Day of Instruction  
19 Juneteenth Holiday

## First & Last Day of Instruction

- Holiday
- Teacher Work Days
- Non School Days
- School Recess
- staff development

Trimester Instructional Days  
Elementary Schools

1st - Nov 4, 2022 60 days  
2nd - March 2, 2023 60 days  
3rd - June 6, 2023 60 days

## Quarter Instructional Days

- Middle Schools
- High Schools

1st Quarter: 45 days  
Date: Oct 14, 2022  
2nd Quarter: 39 days  
Date: Dec 16, 2022  
3rd Quarter: 47 days  
Date: March 17, 2023  
4th Quarter: 49 days  
Date: June 6, 2023  
Total 180 days

## Parent Conference Days

- Elementary Schools  
Nov 16 & 17, 2022  
March 15 & 16, 2023  
1:30-4:00 pm  
Middle Schools  
Oct 25, 2022  
March 30, 2023  
4:30-6:30 pm  
High Schools  
Oct 27, 2022  
March 28, 2023  
4:30-6:30 pm  
Minimum Days  
HS/MS - Oct 28, 2022  
March 31, 2023  
All Schools June 5, & June 6, 2023

## CVUSD Schools

- CV Adult School
- Bobby Duke MS
- Cahuilla Desert Academy MS
- Cesar Chavez Elementary
- Coral Mountain Academy Element
- Coachella Valley High School
- Desert Mirage High School
- John Kelley Elementary
- La Familia High School
- Las Palmitas Elementary
- Mecca Elementary
- Mountain Vista Element
- Oasis Elementary
- Palm View Elementary
- Peter Pendleton Element
- Saul Martinez Element
- Sea View Elementary
- Toro Canyon Middle Sch.
- Valle Del Sol Elementary
- Valley View Elementary
- West Shores High School
- Westside Elementary

Revised: 8.4.2022



## **SB 906:Reporting Threats or Perceived Threats**

SB 906 requires school officials to immediately report threats or perceived threats made by pupils to law enforcement. School officials have been defined to any certificated or classified employee whose official duties bring the individual in contact with pupils in any of the grades of 6 to 12. As such, threats or perceived threats, are defined as writings or actions of a pupil that creates a reasonable suspicion that a pupil is preparing to commit a homicidal act related to school or school activity. Reasonable suspicions are defined as rational inferences from articulable facts, warranting an objective suspicion. In other words, an official's report must stem from actual facts that warrant an objective suspicion. The facts can include writings, pictures, journal entries, social media post, or warnings by a parent, another student, or individual. The school official must include copies of documentary evidence associated with the threat or perceived threat. The need to include evidence in the report to law enforcement seems to further prove that facts are needed to report the threats. SB 906 specifically, references threats to commit homicidal acts.

There is an imposed duty to a school official to report even if two or more officials have known of the threat. Where two or more officials know of the threat, there is joint obligation to report. There may be an

agreement between them to report, however, where one of the two officials failed to report, the other official is to make the report thereafter.

SB 906 does indicate what a homicidal act looks like, in where the pupils act or writings involve the depiction of firearms, ammunition shootings, or targets associated with the infliction of physical harm, destruction, or death. This definition is important as it gives guidance to the school official as to what a reportable threat will look like.

The official's duty is to report and not investigate the threat. It will be law enforcements duty, either the local agency or school site police, in support with the LEA, to investigate and assess the threat or perceived threat.



