

Cajon Valley Union School District

2022-2023 Comprehensive School Safety Plan

Hillsdale Middle School

≈ Pursuant to Education Codes 32280-32289 ≈

Date of Public Hearing: 12/15/22

Date To Be Reviewed By Staff: 12/15/22

Date Approved By SSC: 12/15/22

(Minutes for the meeting at which the plan was adopted should be available if requested.)

Principal's Signature: _____

Committee Sign Off: _____

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**Annual Comprehensive School Safety Plan Update
Worksheet #1
2022-2023**

Safe Schools Planning Committee

Group/Organization (Required Membership)	Name
1. Principal or Designee	Roberta Ewing
2. Teacher (Representative of certificated employee organization)	Stephanie Maras-Shelton, Matt Marsh, Lisa Miller, Jackie Dekker,
3. Classified Employee (Representative of classified employee organization)	Teresa Estrada-Asucion
4. Parent	Sonya Jackel, Amy Zeller, Jesika Hinkley
5. Student (Representative of the student body government)	Sara Jawad, Jessenia DeLeon Bailey Holman
6. Other: President	James P. Miller
Vice President	Karen-Clark Mejia
Clerk	Jo Alegria
Member	Jolyana Jirjees
Member	Anthony Carnevale

Annual Comprehensive School Safety Plan Update
Worksheet #2
2022-2023

Evaluating and Assessing Your Progress on Your Previous Plan

California Education Code Section 32286 requires that the Site Comprehensive Safe School Plan be reviewed and updated by March 1 each year. Included below is a summary of the goals and objectives of our prior plan.

The two school-wide activities identified in the Site Attendance Improvement Plan were implemented. A review of the 2021-2022 site attendance data indicated that those activities produced an increase in the Average Daily Attendance Percentage. HMS went from 88.80% to 93.44%. Site discussions focused on identifying successful attendance activities for implementation during the 2022-2023 school year.

The site bullying prevention plan was submitted to Student Development (Ed Services). This form documented the two bullying prevention activities during the 2022-2023 school year. A review of bullying incident data indicates that the number of HMS reported bullying has remain the same. Site discussions focused on identifying successful bullying prevention activities for implementation during the 2022-2023 school year.

The Emergency Response Protocol Activities Form was completed and submitted to Learning Support Services. Each site created a set of emergency response protocols for substitute personnel; posted a sign in each classroom listing the school name, phone number, address and classroom number; replaced supplies in site emergency bins and facilitated a debrief of a site lockdown drill.

Annual Comprehensive School Safety Plan Update
Worksheet #3
2022-2023

What Contributes To a Safe And Orderly School Environment

Safe School Component 1

Assuring Each Pupil A Safe Physical Environment

- The school is an important part of the community.
- Classrooms and grounds are pleasant places to meet and learn.
- The eating area is pleasant, and students are encouraged to eat healthy food.
- Bathrooms are kept clean and safe.
- Students and the community may be engaged in campus beautification projects.
- School property is appropriately inventoried and maintained.
- The campus is secure and closed to outsiders; entry points are monitored.
- Vandalism is dealt with immediately.
- Staff monitors that weapons and drugs are not on campus.
- Procedures for reporting and dealing with threats are clearly established.
- Staff and students know how to report incidents of violence, discrimination, harassment, and abuse.
- Procedures are in place for notifying teachers about dangerous pupils.
- Student crime and truancy information is shared with the community and law enforcement.
- The site emergency operations plan (EOP) is communicated to staff, students, and parents.
- An earthquake emergency procedure system is integrated into the site EOP.
- Adaptations for students with disabilities in accordance with the Americans With Disabilities Act are integrated into the site EOP.
- Procedures for allowing a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare are integrated into the site EOP.
- Child abuse reporting procedures are in place and staff trainings are provided.
- Trainings are provided for security personnel and staff.
- The District will offer conflict resolution training for staff.

Safe School Component 2

Assuring Each Pupil A Safe, Respectful, Accepting, and Emotionally Nurturing Environment

- Staff promotes caring, supportive relationships with students; positive behavior is rewarded.
- Adults model respectful, positive behaviors.
- Staff emphasizes critical thinking and respect.
- The school recognizes and builds on the cultural richness of the school community.
- Staff receives ongoing training to help them meet the unique needs of the student body.
- Staff communicates clear standards and consequences that are consistently and fairly enforced.
- High academic and behavior goals are set for students.
- Students are provided with current textbooks and materials.
- The school provides a quality library.
- Staff focuses on improving curriculum and teaching practices.
- Staff and students make efficient use of class time.
- Multiple learning styles are addressed.
- Parents, students, and staff are involved in planning and implementing programs.
- Students have opportunities for meaningful participation in school and community service.
- Schools will intentionally display positive messages facilitating a sense of belonging.

Safe School Component 3

Providing Each Pupil Resiliency Skills

- A science-based Tobacco prevention program is implemented in grades 7 and 8.
- Instruction includes a focus on developing citizenship, positive choices, refusal skills, and decision-making.
- Staff is trained on bully prevention, tolerance, behavior management, and developmental assets.
- Students are empowered to take responsibility for safety.
- A strong after school program model supports positive choices for students.
- Staff provides parents and students with links to available community resources.
- Anger management, conflict resolution, and peer mediation programs assist students in making positive choices.
- Strategies supporting student attendance are integrated into site and District student assistance programs.
- Students will participate in social emotional learning.

Annual Comprehensive School Safety Plan Update
Worksheet #4
2022-2023

Mission Statement

Review Of Our Current Mission Statement

- Does our mission statement acknowledge that feeling and being safe at school are both necessary for students to succeed?
- Does it refer to a caring community in which each member is valued and acknowledged?
- Does it emphasize relationships as a way to ensure that every student receives support and motivation to achieve to his/her highest potential?
- Does it refer to high academic standards and the support needed for achieving them?

MISSION STATEMENT
(Include Below)

In collaboration with family and community, Hillsdale Middle School's mission is to develop learners, leaders and artists using challenging, innovative instruction.

Annual Comprehensive School Safety Plan Update

Worksheet #5

2022-2023

Data Summary

Gathering and Analyzing Data About Our School And Community

Possible Data Sources:

- 21/22 Attendance Comparison Reports (Attached)
- 21/22 Suspension/Expulsion Charts (Attached)
- 21/22 Bullying Incident Chart
- Site Discipline Referrals
- Student Success Team Documentation
- California Healthy Kids Survey Data/School Environment Survey

Data Analysis

Include a brief narrative of the findings for each of the data areas below:

Attendances:

- In 2020-2021, our average attendance was 93.3%
COVID had a negative impact on student attendance

Disciplines:

Discipline in 2021-22 reflected 100 suspension incidents (Full day, partial day, period/OSS and ISS) for the year.

What does our review of data tell us about our school?

The Hillsdale faculty and staff are committed to promoting a positive school climate focusing on meeting the educational needs of all students and creating a climate of support and encouragement. A significant reduction in suspension incidents indicates that our activities are continuing to create and maintain a safe and secure environment. Our data indicates that students at Hillsdale enjoy their school experience.

What is currently in place?

1. SEL (Social Emotional Learning) lessons are conducted in Advisory and Homeroom classes. Teachers collaborate in small teams.
2. The Planner includes a complete set of rules, behavior expectations, and consequences. The rules and consequences are reviewed by students with their teachers at the beginning of the year. Students are recognized by faculty and staff members for showing admirable character traits throughout the school year by means of a monthly drawing for prizes during our morning broadcasts.
3. Development of Distributive Leadership Teams to develop restorative practices plan

What are our school's areas of strengths?

Hillsdale's faculty, staff and students actively create and maintain an upbeat, encouraging learning environment, where these participants take pride in the positive, enriching atmosphere. Students recognize that discipline issues are handled with fair, consistent consequences; they feel confident that their campus is safe and secure.

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Worksheet #6
2022-2023

Identifying Areas of Desired Change

A. Areas needing improvement or change.

1. Students with attendance and/or truancy issues often exhibit poor academic progress.

(Component 1 - Assuring Each Pupil A Safe Physical Environment)

(Component 2 - Assuring Each Pupil A Safe, Respectful, Accepting, and Emotionally Nurturing Environment)

(Component 3 - Providing Each Pupil Resiliency Skills)

2. The effect of bullying others and being victimized can significantly impact a student's performance in the classroom. Bullies and victims of bullying are more likely to have lower academic achievement and/or declining grades than their peers.

(Component 1 - Assuring Each Pupil A Safe Physical Environment)

(Component 2 – Assuring Each Pupil A Safe, Respecting, Accepting and Emotionally Nurturing Environment)

(Component 3 – Providing Each Pupil Resiliency Skills)

3. California Healthy Kids Survey (CHKS) and middle school suspension data indicates a need to continue to reinforce with students the dangers that tobacco use presents.

(Component 1 - Assuring Each Pupil A Safe Physical Environment)

(Component 2 - Assuring Each Pupil A Safe, Respectful, Accepting, and Emotionally Nurturing Environment)

(Component 3 - Providing Each Pupil Resiliency Skills)

B. Possible causes of safety concerns in these areas.

1. Students with poor attendance may be left unsupervised at home and/or be involved in illegal activities in the community.

2. Lack of bullying prevention efforts and activities may lead bullies and their victims to have poor relationships with classmates, higher rates of smoking and alcohol abuse and more frequent fighting than their peers.

3. Student perceptions that the use of tobacco products is not dangerous present potential serious health issues and possible safety concerns on campuses.

C. Desired actions.

1. To increase the average daily attendance rate and to reduce the number of chronically absent students, the site will continue to identify two school-wide activities to promote attendance

2. To reduce the number of incidents of bullying the site will identify and implement two activities to prevent bullying.

3. To support students in making healthy choices and to promote a safe and positive learning environment the site will:

- provide the Stanford Tobacco Prevention Toolkit curriculum to all 7th & 8th grade students.

Annual Comprehensive School Safety Plan Update
Worksheet #7
2022-2023

Safe School Components

Component 1

Assuring each pupil a safe physical environment

Component 2

Assuring each pupil a safe, respectable, accepting, and emotionally nurturing environment

Component 3

Providing each pupil resiliency skills

Goals

The site will work to increase the average daily attendance rate and reduce the number of chronically absent students to assist students in mastering skills, gaining knowledge, and creating a safe and secure learning environment.

The site will identify and implement two activities that work to reduce the incidence of bullying, threats, intimidation and physical injury while fostering a safe physical and emotional environment supportive of student learning.

The site will provide the science-based, Tobacco Prevention education curriculum to all 7th and 8th grade students and promote a positive, safe, tobacco-free learning environment supportive of academic achievement.

Components Addressed

Components 1, 2, 3

Components 1, 2, 3

Components 1, 2, 3

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**Worksheet #8
2022-2023**

Action Plan

Safe School Plan Objectives, Rationale, & Data To Measure Progress

Goal 1:

The site will work to increase the average daily attendance rate and to reduce the number of chronically absent students to assist students in mastering skills, gaining knowledge, and creating a safe and secure learning environment.

Objective 1.1:

By June 2022, the school will have implemented the two school wide activities identified in the **Site Attendance Improvement** To increase the average daily attendance rate and to reduce the number of chronically absent students, the site will continue to identify two school-wide activities to promote attendance.

Rationale for Selecting This Objective:

Implementing school wide activities promoting attendance will send students the message that coming to school is important and a critical component for ongoing academic success.

<u>Activities</u>	<u>Timeline</u>	<u>Funding</u>
The principal and staff will review 2022/2023 site attendance data and identify two school wide activities designed to increase student attendance.	Sept.-Nov. 2022	
The site safety specialist will submit the Site Attendance Improvement Plan to Educational Services identifying the two school wide attendance activities to be implemented.	Due Dec. 1, 2022	
The site will implement the identified attendance improvement activities throughout the 2022/2023 school year.	Ongoing: 2022-2023	

Data to Measure Progress:

At the beginning of the 2022/2023 school year, staff will review the 2022/2023 site attendance data to determine if there was an increase in the average daily attendance rate from 2021/2022 to 2022/2023. Discussions will also focus on which of the activities were most successful and should be continued.

Goal 2:

The site will identify and implement two activities that work to reduce the incidence of bullying and foster a safe physical and emotional environment supportive of student learning.

Objective 2.1:

By December 1, 2022, all sites will have begun implementing the two bullying prevention activities identified in the **Site Bullying Prevention Plan** to reduce incidence of bullying and foster a safe physical emotional environment supportive of student learning.

Rationale for Selecting This Objective:

Research demonstrates that schools which provide activities to prevent bullying foster a safe physical and emotional environment supportive of learning.

<u>Activities</u>	<u>Timeline</u>	<u>Funding</u>
<p>The site will participate in the District-wide “Stomp Out Bullying” awareness campaign.</p> <p>The site safety specialist will submit the <u>Site Bullying Prevention Plan</u> to Jeremy Boerner in Student Development (Ed Services) which identifies two bullying prevention activities.</p> <p>The site will implement the identified strategies throughout the 2022/2023 school year.</p>	<p>October 2022</p> <p>Documentation due to Jeremy Boerner in Student Development (Ed Services) by Dec. 1, 2022</p> <p>Ongoing 2022-2023</p>	

Data to Measure Progress:

By the end of the 2022-2023 school year, Learning Support Services will document that the **Site Bullying Prevention Plan** has been submitted.

Goal 3:

The site will provide the science-based, Stanford Tobacco Prevention Toolkit curriculum to all 7th and 8th grade students and promote a positive prevention message on campus to help foster a safe, tobacco-free learning environment supportive of academic achievement

Objective 3.1:

By June 17, 2022, all 7th & 8th grade students will be taught a minimum of 5 lessons from the Stanford Tobacco Prevention Toolkit curriculum.

Rationale for Selecting This Objective:

Effective implementation of the District, science-based Stanford Tobacco Prevention Toolkit curriculum will support students making healthy choices and help to foster safe, secure, and positive learning environments.

<u>Activities</u>	<u>Timeline</u>	<u>Funding</u>
Select 7th & 8th grade teachers will be provided four hours of planning time to implement a minimum of 5 lessons per grade level (7th & 8th) from the Stanford Tobacco Prevention Toolkit. Lessons to be completed by the end of the school year.	<u>Training Dates:</u> November 2, 2022	Teacher release and materials funded by District TUPE budget

Data to Measure Progress:

The California Healthy Kids Survey will be used to measure the progress for this goal annually.

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Worksheet #9
2022-2023

Communicating The Plan
Time Line For Communicating Your Safe School Plan

Date of Public Meeting: 12/15/22_____

Date of Approval By School Site Council: 12/15/22_____

Date Shared With Staff: 12/15/22_____

Include in a narrative format below how staff and the public can access a copy of this plan for review.

Hillsdale Middle School offers the School Safety Plan to parents, staff and community members interested in reviewing its contents.

Copies will be stored in the front office and in the offices of Principal, Vice Principals and Site School Safety Specialist.

**Annual Comprehensive School Safety Plan Update
Worksheet #10
2022-2023**

**Hillsdale Middle School
Required Public Meeting Notification Letter Sample
2022/2023**

Procedures To Assist The School In Meeting This Mandate

Education Code mandates that a public meeting to allow members of the public the opportunity to express an opinion about the Safe School Plan be held. A provision has also been added that the SSC or School Safety Planning Committee shall notify, in writing, specified persons and entities including:

- The local mayor or county supervisor
- A representative from law enforcement
- A representative of both local school employee organizations;
- A representative of the parent teacher association; and
- A representative of the student body government.

Attached behind this worksheet is a sample of a mandated notification letter. This letter should be personalized to meet the needs of your site and sent to the parties listed above.

Posting letters on site to CVEA and CSEA will meet the requirements for these two organizations. Individual letters must be provided to the mayor and/or county supervisor and a student body government representative. The letter template will be e-mailed to your office manager.

A copy of the notification letters (2) sent should be attached to worksheet #10 in your Safe School Plan for documentation.

Sample Public Meeting Notification Letter

Date

Mike Moulton **OR** **Sheriff Bill Gore**
100 Civic Center Way **PO Box 939062**
El Cajon, CA 92021 **San Diego, CA 92193-9062**

Dear Law Enforcement Partner,

Each school in the state of California is mandated to annually review and update a Comprehensive School Safety Plan. The plan provides the school with the opportunity to bring together a Safe School Planning Committee to focus on site safety issues. Annual goals, objectives, and activities are developed, shared with the staff and community for input, and brought forward to the School Site Council for approval.

California Education Code requires that a meeting be held to allow members of the public the opportunity to express an opinion about this plan. Added to this requirement is the provision that each School Site Council or Safe School Planning Committee provide notification of this public meeting to a law enforcement community member. The notification information for our Comprehensive Safe School Plan public meeting is included below.

Our staff, students, and parents are committed to working together to ensure that our school has a positive, safe, and secure environment for learning. We appreciate the support that law enforcement continually provides to Cajon Valley Union School District and our school to assist us in this effort.

Sincerely,

Principal

**SAFE SCHOOL PLAN
PUBLIC MEETING NOTIFICATION INFORMATION**

School:

Address:

Meeting Date:

Time:

Meeting Room:

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Worksheet #11
2022-2023

Required Safe School Plan Component Write Up

CHILD ABUSE REPORTING

Cajon Valley Union School District Policy 5141.4 directs staff to cooperate vigorously in following the law requiring that suspected child abuse and/or neglect be reported.

Each staff member - classified and certificated - newly hired to the Cajon Valley Union School District system as child care custodians or health practitioners is provided with information on child abuse reporting. Current law states that a child care custodian includes a teacher, nurse, administrative officer, or certificated student personnel employee of a public or private school, and after training in the applicable child abuse reporting requirements, an instructional aide, a teacher's aide, or a teacher's assistant, employed by any public or private school. It also includes a classified employee of any public school who has been trained in the applicable child abuse reporting requirements.

A child care custodian shall report any known or suspected instance of child abuse to a child abuse protective agency immediately, or as practicably possible.

Each staff member hired since January 1, 1985, signs a statement attesting to his/her knowledge of the provisions for child abuse reporting and his/her willingness as a mandated reporter to comply with reporting suspected child abuse/neglect.

All staff are made aware of their legal responsibility and liability regarding child abuse through a required signature on a form outlining these obligations. In addition, reporting procedures are outlined in order to assure that staff is fully knowledgeable regarding the steps they are to take.

ROUTINE AND EMERGENCY DISASTER PROCEDURES

Cajon Valley School District has a District Crisis Response Team consisting of existing psychologists, counselors, nurses, and other selected staff members from within the District who are trained to participate. They receive ongoing in service training to enhance their effectiveness. They are also provided with a Crisis Response Handbook which outlines some of the types of crisis situations that team members could be called upon to handle. This manual includes procedural guidelines, intervention techniques, and basic guidelines that are applicable in any type of crisis situation. The Director of Special Education and Pupil Services functions as the coordinator of the District Crisis Response Team.

The purpose of the District Crisis Response Team is to be ready to respond to any incident which affects the emotional stability of students and/or faculty and disrupts the education program as determined by the site administrator and/or the district team coordinator. Such incidents might be defined as a shooting incident, suicide, accidents resulting in death of a faculty member or student, drug raid, racial disturbance, child abuse, or natural disaster.

In addition, each local school site has a crisis team composed of the site administrator(s), psychologist, nurse, and other appointed members. Team members are trained in crisis response intervention techniques to support the Site Emergency Operations Plan. In 2021, the Cajon Valley Union School District partnered with El Cajon Police Department to implement the "Handle with Care" program. "Handle with Care", is a program that prompts police to notify schools when they encounter children at a traumatic scene, so schools can provide trauma-sensitive support right away.

Each school site performs a monthly fire drill and quarterly duck and cover drills to test knowledge of procedures. Each school site is equipped with emergency equipment, has developed a Site Emergency Operations Plan (EOP), and provides ongoing training to staff on site EOP procedures. The EOP is updated annually to the Learning Support Services Department and Governing Board.

POLICIES RELATED TO DISCIPLINE – SAFE AND ORDERLY ENVIRONMENT

Cajon Valley Union School District Policy #5144 - Student Discipline: The District believes that student discipline is based on the philosophy that it is the basic right of each student to obtain a quality education, and no one has the right to disrupt this process. The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board also believes high expectations for student behavior, effective classroom management, and parent involvement are essential for student success.

A student discipline plan is developed at each school site and is filed with the District Office. The discipline plan is revised as necessary and undergoes a review at least every four years. The rules are adopted jointly by a site committee representative of administrators, teachers, security personnel, and parents/guardians. It is the duty of each employee of the school to enforce the school rules on student discipline.

All avenues of discipline provided in policy, regulation and law may be used in developing site-level rules. These include but are not limited to advising and counseling students; conferring with parents/guardians; detention during and after school hours; community service; reassignment to alternative educational environments; removal from the class in accordance with Board Policy, administrative regulation and law; and suspension and expulsion. When misconduct occurs, staff shall make every effort to identify and correct the causes of the student's behavior. Parents/guardians are encouraged to work with school personnel to solve any problems which may arise with their student.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

POLICIES RELATED TO SERIOUS ACTS WHICH WOULD LEAD TO SUSPENSION, EXPULSION OR MANDATORY EXPULSION RECOMMENDATIONS

Cajon Valley Union School District Policies #5144.1 and #5144.2 - Suspension and Expulsion Due Process for students with and without disabilities: The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

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

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

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. [Education Code 48915]

The principal shall immediately suspend, and shall recommend expulsion of a pupil who has committed any of the following acts at school or at a school activity off school grounds: [Education Code 48915 (c)]

- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or battery
- Possessing an explosive

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

UNSAFE SCHOOL CHOICE OPTION/PERSISTENTLY DANGEROUS SCHOOLS

Any firearms violations at a school site must be documented and considered in determining whether a school site is at risk of being classified as persistently dangerous. An “incident” of a firearm violation occurs when a person unlawfully brings or possesses a handgun, rifle, shotgun, or other type of firearm to school grounds during school hours or a school sponsored activity. CVUSD has had no firearm violations and has no schools identified as persistently dangerous. [5 CCR 11992]

NON/DISCRIMINATION/HARASSMENT

Board Policy 5145.3 - District programs and activities shall be free from discrimination, harassment intimidation and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The schools may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the District. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position(s) as Coordinator(s) for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the District’s nondiscrimination policies:

Assistant Superintendent Educational Services
750 East Main Street, P.O. Box 1007; El Cajon, CA 92022
(619) 588–3278

Any student who feels that he/she is being harassed should immediately contact either the Coordinator for Nondiscrimination, the principal or designee, or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint. Students can also report anonymously through the “Crime Stoppers” student speaking out program.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination whether or not the victim makes a complaint. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

BULLYING- EC 48900 r/EC 234.1

The Governing Board is committed to maintaining a learning environment that is free from bullying. Any student who engages in bullying of anyone in the district may be subject to disciplinary action up to and including expulsion. Bullying means any severe or pervasive physical or verbal act or conduct, including oral and/or written communications or by means of an electronic act. The type of conduct which is considered bullying includes hate violence, sexual harassment, harassment, intimidation or threats, directed toward one or more pupils. To be considered bullying the conduct may be reasonably predicted to: place a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property; cause a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health; cause a reasonable pupil to experience substantial interference with his or her academic performance; or cause a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

Any student who feels that he/she is being or has been subjected to bullying, shall immediately notify his/her teacher or any other employee. The complaint can also be done anonymously. A school employee to whom a complaint is made or who observes an incident of bullying shall intervene immediately, to the degree that it is safe to do so. The principal or designee to whom a complaint of bullying is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that bullying occurred, he/she shall take prompt, appropriate action to end the bullying and address its effects on the victim. The principal or designee shall also advise the Superintendent or designee and refer the matter to law enforcement authorities, where required.

For a copy of the District's anti-discrimination, anti-harassment, anti-intimidation and anti-bullying policies or to report incidences of bullying, please contact your child's school principal.

DRESS CODE

Board Policy 5132: 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.

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.

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

HATE-MOTIVATED BEHAVIOR

Board Policy 5145.9 – Hate-Motivated Behavior: The Governing Board affirms the right of every student to be protected from hate motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

Any student who feels that he/she is a victim of hate motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures. The complaint can also be reported anonymously.

Staff who receive notice of hate motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

In addition, the District shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate motivated behavior. The District shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate motivated behavior.

The Superintendent or designee shall ensure that staffs receive appropriate training to recognize hate motivated behavior and methods for handling such behavior in appropriate ways.

The District shall provide age appropriate instruction to help promote understanding of and respect for human rights.

SEXUAL HARASSMENT POLICY

Board Policy 5145.7 - The Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Instruction/Information

The Superintendent or designee shall ensure that all District students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender.
2. A clear message that students do not have to endure sexual harassment.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
4. Information about the person(s) to whom a report of sexual harassment should be made.

Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the principal or any other District employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 8, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the District to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS STUDENTS

Cajon Valley Union School District has implemented a process whereby teachers are informed of each student who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in Education Code Section 48900 except subdivision (h) which deals with possession or use of tobacco.

The notification procedures are as follows:

- At the beginning of each school year and again in January, the principal at each school is provided a site suspension report listing all current students who have received a suspension during the previous three years. Principals are required to share this information with staff, and staff is instructed to sign the documentation form annually certifying that the information has been reviewed.
- A notebook containing suspension notices for the past three years is also maintained in each school office. The site suspension list referred to above is also added to the suspension notebook.
- Principals are notified annually that they must inform their teaching staff that the suspension reports and notebook should annually be reviewed by staff. Grade level teams are encouraged to review this information on a trimester basis to assure notification practices are ongoing.
- Teachers are informed that the content of the notebook is confidential.
- When a new student with a discipline history enrolls, the teacher(s) should be notified and the disciplinary record should be added to the site notebook.
- Each school is provided a form to utilize as a communication system to teachers regarding students who may enroll during the year and for whom a serious disciplinary history evidences itself.
- At the end of each school year, a memo is sent to principals reminding them that it is their obligation to keep their notebooks updated and for elementary school principals to forward their accumulated suspension notices to Learning Support Services. These suspension forms are then forwarded to the student's new middle school for placement in the site suspension notebook.
- Confidential Juvenile Court information provided to the District is sent to each principal for notification of appropriate staff. This information is kept in a confidential file in the principal's office.

SAFE TO/FROM SCHOOL PASSAGE PROCEDURES

Cajon Valley Union School District's Governing Board places high priority on safety and on the prevention of student injury. Policy 5142 dictates that principals and staff are responsible for the conduct and safety of students from the time they come under school supervision until they leave school supervision, whether on school premises or not.

Principals are informed that Education Code Section 44807 states that "every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school." Principals investigate reported safety issues that occur while students travel to or from school, on the playgrounds, or during recess. Consequences for violations may include suspension and/or expulsion.

USE OF SCHOOL PROPERTY BY PUBLIC AGENCIES DURING DISASTERS

The CVUSD Governing Board recognizes all District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. Board Policy 3516 grants the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters of other emergencies affecting the public health and welfare. The Board cooperates with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs. School employees are considered disaster service workers and are subject to disaster service activities assigned to them. [Education Code 3516, Government Code 3100]

**Annual Comprehensive School Safety Plan Update
Worksheet #12
2022-2023**

**Hillsdale Middle School
Discipline Plan
~Place plan behind this title page. ~**

**Annual Comprehensive School Safety Plan Update
Worksheet #13
2022-2023**

**Hillsdale Middle School
Site Emergency Operations Plan
~Place plan behind this title page. ~**

Appendix

DUE TO STUDENT DEVELOPMENT (ED SERVICES)/Ryan Satterfield BY DEC. 1, 2022

Site Attendance Improvement Plan - 2022-2023

Hillsdale Middle School

School

Evaluation of 2021-2022 School Wide Attendance Activities

1. An analysis of Attendance Data and Activities resulted in a commitment to continue activities proposed during previous school years, while creating new activities to ensure improvement in attendance.
2. We implemented second-chance options for students who want to improve their attendance record during the school year, and supported students who wanted to become more committed to their individual attendance success.

2021-2022 School Wide Attendance Activities

1. **POSITIVE REINFORCEMENT**
Perfect Attendance Awards and Improved Attendance Awards will be given at each Trimester and at the end of the year. Teachers call homes of students with improved attendance, counselors and administrators work with at-risk students, conduct home visits as necessary
2. **POSTED TARDY POLICY**
A motivational poster featuring the HMS Tardy Policy has been posted everywhere students are. Its purpose is to raise students' awareness of the consequences of poor attendance, as well as stressing that punctuality is an integral part of school success. A poster in every classroom and in public areas creates a daily reminder that will students assume more personal responsibility for their timeliness. Teachers are encouraged to make positive comments towards students who have shown improvement in decreasing tardiness.
Tardy Policy
1st tardy warning
2nd tardy teacher conference with the student
3rd tardy parent notified by teacher/letter from attendance
4th tardy Conference with counselor or AP

PARENT NOTIFICATION
Parents will be notified via automatically generated paper and electronic mail and via Connect Ed phone calls home when their children have been absent excessively (10 absences).

**Site Bullying Prevention Plan
2022-2023**

Hillsdale Middle School

School

Evaluation of 2021-2022 Bullying Prevention Activities

1. The Site Bullying Plan includes several activities.

HMS reported 1 bullying incident in 20/21

- Safa's story 6th grade
- Red Ribbon Week
- Check your Mood
- District-wide Social Emotional Learning (SEL) instruction continues with lessons in Advisory and during Presentations by Hillsdale Counselors. Students participate in activities and discussions which focus on the teaching of social skills and identification of the emotional components within each of us.
- ASB activities to improve student to student connections

2. School and District Programs

A. Students Speaking Out -- This is a program of San Diego County Crime Stoppers. The mission of StudentsSpeakingOut.org is to empower young people to use their voices to make schools and communities safer. The program promotes school spirit, pride, and a positive campus image to students. In addition to being a way students can safely report school crimes anonymously without fear of retaliation, this program encourages the development of responsibility. Students can participate in leadership roles while benefiting from a reduction in negative incidents on campus and enjoy an increased sense of security.

B. District-wide Social Emotional Learning (SEL) instruction continues with lessons in Advisory and during Presentations by Hillsdale Counselors. Students participate in activities and discussions which focus on the teaching of social skills and identification of the emotional components within each of us.

2021-2022 Bullying Prevention Activities

1. The Site Bullying Plan includes several activities.

HMS reported 1 bullying incident in 20/21

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- Red Ribbon Week
- Start with Hello
- Check your Mood
- District-wide Social Emotional Learning (SEL) instruction continues with lessons in Advisory and during Presentations by Hillsdale Counselors. Students participate in activities and discussions which focus on the teaching of social skills and identification of the emotional components within each of us.
- ASB/Sports Leadership activities to improve student to student connections

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