

COMPREHENSIVE SCHOOL SAFETY PLAN

Pursuant to Education Code 32280 – 32289

EFFECTIVE DATES: 2020 – 2021



Monte Vista Middle School

181 North Ramona BLVD.

San Jacinto, CA 92583

(951) 654-9361

<http://www.sanjacinto.k12.ca.us/mvms/>

Juan Penalosa

Principal

San Jacinto Unified School District

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Board President

PREFACE

In accordance with Education Code 32280-32288 and California Education Code Board Policy and Administrative Regulations 0450(a)(b), Comprehensive School Safety Plans (CSSP) are updated annually by March 1st.

NOTE: Some elements of this Comprehensive School Safety Plan are considered confidential, and therefore not included as part of this document. Confidential components are not available to the public. Elements that are considered confidential include any information that may contain student or staff personal data, tactical response procedures or strategies, building infrastructure or asset information, and sensitive emergency contact information. Copies of the Comprehensive School Site Safety Plans are kept on file at the respective school site, the District office, and on a secure server. School staff and responders have access to the Plan through hard copy and electronic formats. This Plan is available, by appointment, for public inspection during regular business hours.

No portion of this Plan may be copied, redistributed or made available, in hard copy, digital format or otherwise, without the expressed written consent of the District, and in compliance with any copyright laws that may apply to the materials contained within.

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SECTION 1

OVERVIEW

As a school within San Jacinto Unified School District, Monte Vista Middle School is governed by the policies and procedures of the District and participates in safety initiatives that are consistent throughout the District. As such, there are many references to the District made throughout this document.

The District and its schools have an obligation to provide a safe and secure environment for students and staff. Therefore, it is necessary to have plans that, to the maximum extent possible, place the District and its schools in a state of preparedness while maintaining a positive and respectful learning and work environment.



In addition to District-wide policies, procedures, emergency protocols, and safety initiatives; site-specific procedures and resources are in place to address the unique needs of [Insert School Name].!

Safety encompasses several overlapping knowledge-specific components and is impacted by numerous variables. Therefore, the Comprehensive School Safety Plan is the compilation of several documents, topic-specific plans, policies, and programs that provide the District and its schools guidance in fulfilling their responsibility of providing a safe and caring educational environment.

The Plan strives to create a culture of safety for the District and its schools, where all stakeholders – students, staff, administration, parents, first responders, community partners, and government departments - are involved and committed to promoting a safe and caring school environment.

The Plan, along with all the supplemental information and documents referenced, provide to the extent possible, a means to prevent or minimize (mitigation strategies), prepare for, respond to and recover from situations that threaten or may threaten the lives and/or safety of students and staff, and District property.

HIGHLIGHTS

- The Plan strives to create a culture of safety for the District and its schools, where all stakeholders students, staff, administration, parents, first responders, community partners and government departments.

SCHOOL PROFILE

Monte Vista Middle School
181 North Ramona BLVD.
<http://www.sanjacinto.k12.ca.us/mvms/>

Principal: Juan Penaloza

Grades Served: 6-8

Student Enrolment: 914

Number of Certificated Staff: 48

Number of Classified Staff: 43

Course of studies offered by the school:

- Today's students are preparing to enter a world in which colleges and businesses are demanding more than ever before. To ensure all students are ready for success after high school, the Common Core State Standards establish clear, consistent guidelines for what every student should know and be able to do in math and English language arts from kindergarten through 12th grade.
- The standards were drafted by experts and teachers from across the country and are designed to ensure students are prepared for today's entry-level careers, freshman-level college courses, and workforce training programs. The Common Core focuses on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful.
- The new standards also provide a way for teachers to measure student progress throughout the school year and ensure that students are on the pathway to success in their academic careers.
- The faculty and staff at Monte Vista are committed to helping our students achieve proficiency in all of their core subjects, especially mathematics and language arts. As part of our efforts to improve student achievement, the academic program at Monte Vista is structured to meet the individual needs of our students.

Additional program operating at the school site:

- Saturday Enrichment Program (SEP)
- The San Jacinto Unified School District utilizes the Saturday Enrichment Program (SEP) to give students the opportunity to recover their absence and instructional time. These absences include excused, unexcused, unverified, and truant absence. This program will be implemented at both the secondary and elementary levels. SJUSD teachers will be utilized to conduct the Saturday School sessions. Saturday school sessions will be on selected dates throughout the school year for a period of four hours from 7:30 a.m. – 11:30 a.m. Curriculum packets for students to use during this time may include Language Arts, Math, Science and Social Studies, with an emphasis on Common Core strategies and standards at the secondary level.
- NJHS (National Jr. Honor Society), AVID and Sports Awards:
- There will be banquets held near the end of the school year for NJHS and AVID. There will be two Sports Banquets held. One will be after the Fall sports and one after the Winter and Spring sports. Parents of participating students will be notified.
- We encourage all of our students to strive for a “c” or higher in all of their classes. To receive honor roll, students must have a 3.0 or higher. Check out the fast fact below on how to calculate your G.P.A.

STAFF TRAINING

ED Code Reference

EC 32280

Board Policy Reference

BP 450, Comprehensive Safety Plan

BP 4131, Staff Development

AR 4257, Employee Safety

Staff training is essential to a school being able to execute its safety plan effectively. Training must extend beyond awareness and basic theory, and provide staff with opportunities to hone their skills both physical and decision-making skills through practical application and experiential learning.

It is mandatory for all staff to participate in training as it relates to the school safety plan.

Training is provided to staff through a variety of methods, including the following:

- In Person Group
- Online
- Specialty Workshops
- Safety Presentation
- Emergency
- District Wide

During the reporting period, staff completed or participated in the following courses:

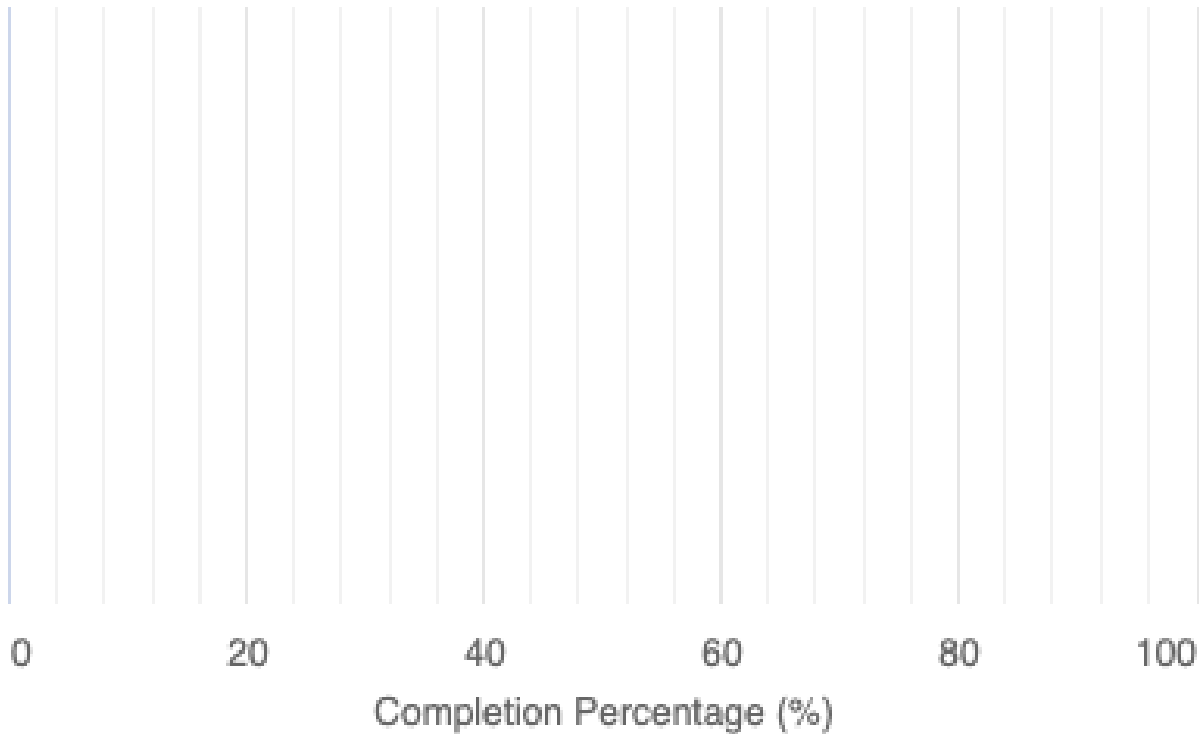
Course Completion

Period 7/1/20 - 6/30/21

District(s): San Jacinto Unified School District

Site(s): Monte Vista Middle School

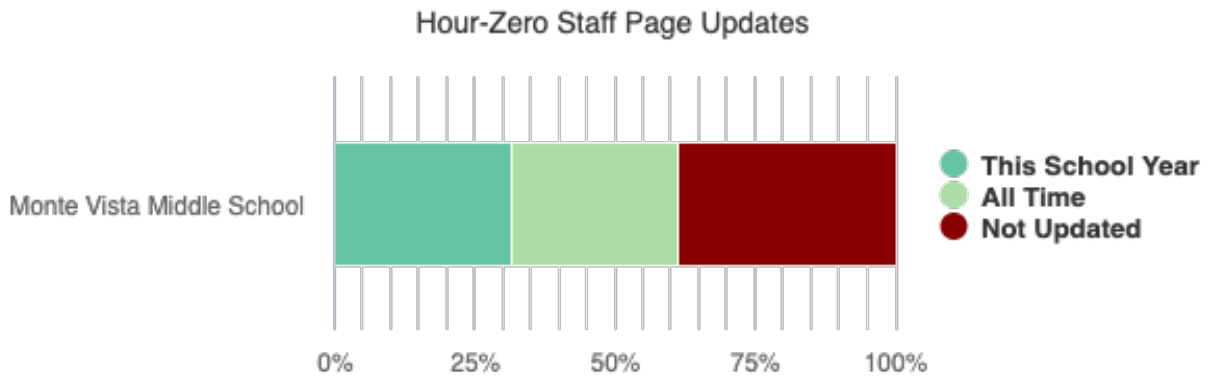
Course Status: Assigned



- Incomplete
- Online Course
- Group Training
-

Staff also participated in the following courses, workshops and readiness activities.

- Child Abuse Prevention Program
- Human Trafficking Awareness
- Boundary Invasion
- On-Site Isolation Boundaries Part 1 and 2
- Off-Site Behavioral Boundaries
- Sexual Misconduct: Staff-to-Student
- Sexual Harassment: Policy and Prevention
- Employee Authorized Use Policy
- Gang Awareness
- Grooming and Human Trafficking
- De-Escalation Strategies

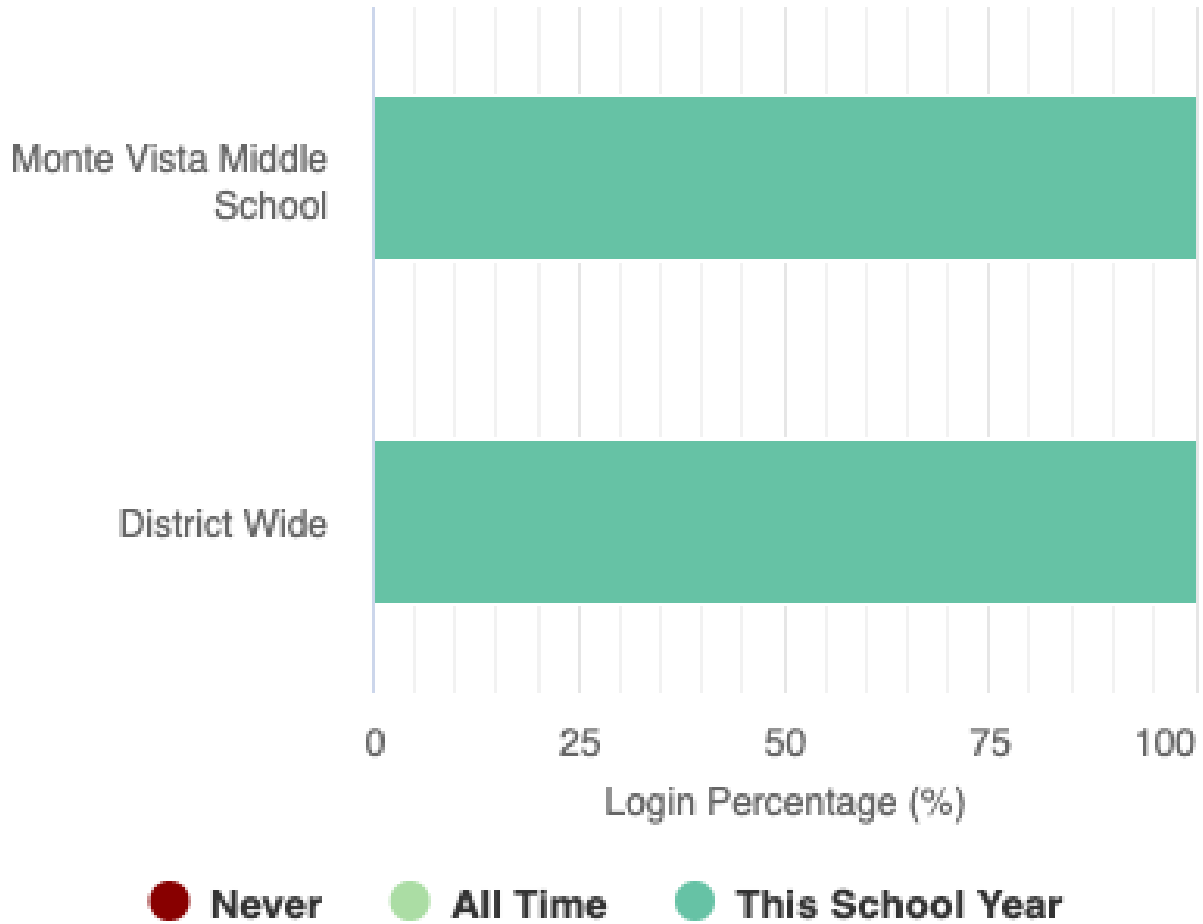


HZ Logins

Period 8/1/20 - 7/31/21

District(s): San Jacinto Unified School District

Site(s): Monte Vista Middle School



COMMITTEE MEMBERSHIP

ED Code Reference

EC 35294.1

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee.

Board Policy Reference

AR 420, School Plans/Site Councils

The following individuals served as members of the School Safety Committee.

COMMITTEE MEMBERS

Juan Penalzoza	Principal	Certificated Staff
DR. Luquanda N. Hawkins	Assistant Principal	Certificated Staff
Jahelka Thaiz	Parent Liason	Classified Staff
Elizabeth Castellanos	SSC President	Parents
Hermina Zul	SSC VP	Parents
Jacob Mathis	Teacher	Certificated Staff
Eva Hernadez	Teacher	Certificated Staff
David Sheiner	Dean	Certificated Staff
Angela Rose	Teacher	Certificated Staff
John Pingle	Sherriff	Classified Staff
Vanessa Skewes	Secretary	Classified Staff

MEETING DATES

The committee met on the following dates:

Meeting 1	Meeting Date	1 Mar 2021	Time	02:25 PM
	Place	Monte Vista Middle School	Facilitator	Juan Penalzoza

FIRST RESPONDER CONSULTATION

Representatives from the following agencies were consulted on the writing, development, revisions or amendments of the school safety plan.

FIRST RESPONDER AGENCIES

Fire / EMS	Don Camp	Fire Captain
SJ Police	Deputy Pingel	SRO
SJ Police	Deputy Bunn	SRO

CONSULTATION DATES

Formal consultation occurred on the following dates:

Meeting 1	Meeting Date	1 Mar 2021	Time	10:30 AM
	Place	District Office	Facilitator	Dr. Karen Kirschinger

VISION STATEMENT

The vision of Monte Vista Middle School is to work with the students, staff, parents, and community members to meet the diverse needs of all students, and inspire them to make positive life choices that allow them to become architects of their future.

The safety mission of Monte Vista Middle School is to create and maintain a safe and secure educational climate for all students and staff members, through the protection of life and property; the resolution of conflict and the proactive reduction of opportunities for the commission of a crime on all district property.

SECTION 2

CURRENT STATUS

ED Code Reference

EC 32282 (1)

Board Policy Reference

BP 450, Comprehensive Safety Plan

Data plays a critical role in helping schools recognize trends, and pinpoint issues affecting school safety. By monitoring these trends, schools are better equipped to make policy and programming decisions, collaborate with other agencies and professionals, and direct resources to specific projects that enhance safety.

"The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school."
BP 450, Comprehensive Safety Plan

The data sources listed below were used to assess the status of school crime, along with other safety-related issues at the school and school-related functions. This data was released to the School Safety Planning Committee as it became available.

SOURCES

Hour Zero School Safety Suite Reporting
Hour Zero Threat Assessment Reporting
California Healthy Kids Student Survey
Data Quest
Shelter In Place
State Performance
Student Referral
Suspension
Truancy
Other: SJUSD Facilities Vulnerability Assessment

DATA ANALYSIS

	2018 - 2019		2019 -2020		2020-2021	
Student Enrollment	1045		914		884	
Office Referrals	2655	254.07%	1121	122.65%	0	0.00%
Suspensions	49	4.69%	28	3.06%	0	0.00%
Expulsions	2	0.19%	0	0.00%	0	0.00%
Truancy	354	33.88%	227	24.84%	0	0.00%

Emergency Events

The world-wide COVID-19 Pandemic prompted SJUSD to activate a modified EOC on February 26, 2020, to respond using our Pandemic Plan. The full EOC was activated on March 12, and followed with a complete shut-down of all school campuses on March 13, 2020.

SJUSD opened the 2020-21 school year on August 17, 2020, in distance learning mode only, all grades. On September 14, 2020, SJUSD opened "distance learning hubs" at three schools (Park Hill Elementary, Estudillo Elementary, and San Jacinto High School). Two campuses opened for supervised distance learning on September 15, 2020 (Record Elementary and Edward Hyatt World Language Academy), followed by San Jacinto Elementary opening a learning hub on September 16, and further with six (6) campuses opening on September 21, 2020 (Mtn. View High, San Jacinto Leadership Academy, North Mountain Middle, Monte Vista Middle, Megan Cope Elementary, and DeAnza Elementary). Two weeks prior to the winter break (December 2020), all SJUSD campuses for TK-12th grade discontinued distance learning hubs due to State "Stay at Home" orders and the rise in local case rates and hospitalizations. Since February 1, 2021, distance learning hubs have been returning to each of the school campuses in a phased approach.

As of this issuance of the CSSP, return to in-person instruction for the 2020-21 school year is not yet determined.

Student Injuries

A health clerk is available in our health office to assist students who are feeling ill. She cannot diagnose or make recommendations regarding health. There is a district nurse that can be reached at the district office if needed.

A student who feels ill at home in the morning should not come to school. A student who sustains an injury away from school will not be treated in the school health office.

A student who becomes ill or is injured during the school day needs to get a pass to the health office from his/her teacher. The health clerk will call the parents to make a determination if the student should remain in school. Parents who are picking up ill or injured students are asked to come into the office to sign the student out. If no one can be reached for an ill student, the student will remain at school in the health office.

Property Damage

You may not cause or attempt to cause damage, or steal or attempt to steal, school or private property. Restitution will be required for all damaged/stolen property and possible reporting to police agency when appropriate.

Student Inappropriate Behavior

Targeted groups of students will explicitly be taught how to handle conflict through social skills building in Tier 1 Second Step instruction and Tier 2 and 3 through interventions under the MTSS umbrella. Teach conflict resolution skills in Advisory to reinforce class/school expectations.

Monte Vista Middle School provides a positive and proactive approach to student behavior as well as re-teaching school wide expectations in every and all areas. As a school site we will be analyzing positive and negative interactions with students. We will also focus on staff using more positive referrals to reward students for their good behavior.

Follow the PLC/RTI model and specifically the MTSS/PBIS process in addressing tier one core instruction around student behavior. MVMS will continue to build non-negotiables about what every student needs to have behaviorally in knowledge and skills by the end of each grade level, in order to truly have an effective core instructional program.

Monte Vista Middle School will be the model of academic excellence and innovation, where every student's academic experience is engineered to equip them with the choice of college and/or career by providing universal access to rigorous learning opportunities that foster social and academic growth.

ASSESSMENT

Schools have limited resources to gather and translate data into evidence-based school improvement strategies, the data gathered from the noted sources is still useful. The data provides insight into the root causes of incidents, areas of success within the school and areas that need improvement.

Local data becomes substantially more valuable as the school engages in ongoing monitoring; enabling the school to take corrective action before a few incidents evolve into a trend.

The validity of conclusions drawn from this data is dependent on the completeness and accuracy of data submitted by students, staff and other reporters. Of the data received and reviewed, the following conclusions merit highlighting.

HIGHLIGHTS

- Restorative Justice including restorative circles implementation.

CHILD ABUSE REPORTING PROCEDURES

ED Code Reference

EC32282(a)[2](A); EC 44691; PC
PC11165.5; PC11165.7;
PC11166

Board Policy Reference

AR 5141.4, Child Abuse
Prevention and Reporting

School staff actively monitor the safety and welfare of students on a continual basis. In accordance with State law, staff identified as mandated reporters are required to report known or suspected child abuse to a child protective agency.

In adherence to State law, the Policy stipulates reporting must be made by the individual suspecting or observing the abuse to Child Protective Services and the school principal.

Staff must annually take Mandated Reporter Training. New hires are required to take the training within six weeks of their employment start date. For returning staff, training must be completed within six weeks of the start of the new school year.

The training is made available to each staff member via an online training provided through Hour Zero Online, or a group session conducted by their supervisor. Staff are required to pass a post-test to verify they understood the presented material.

The chart reflects the Mandated Reporter training taken by staff this school year.

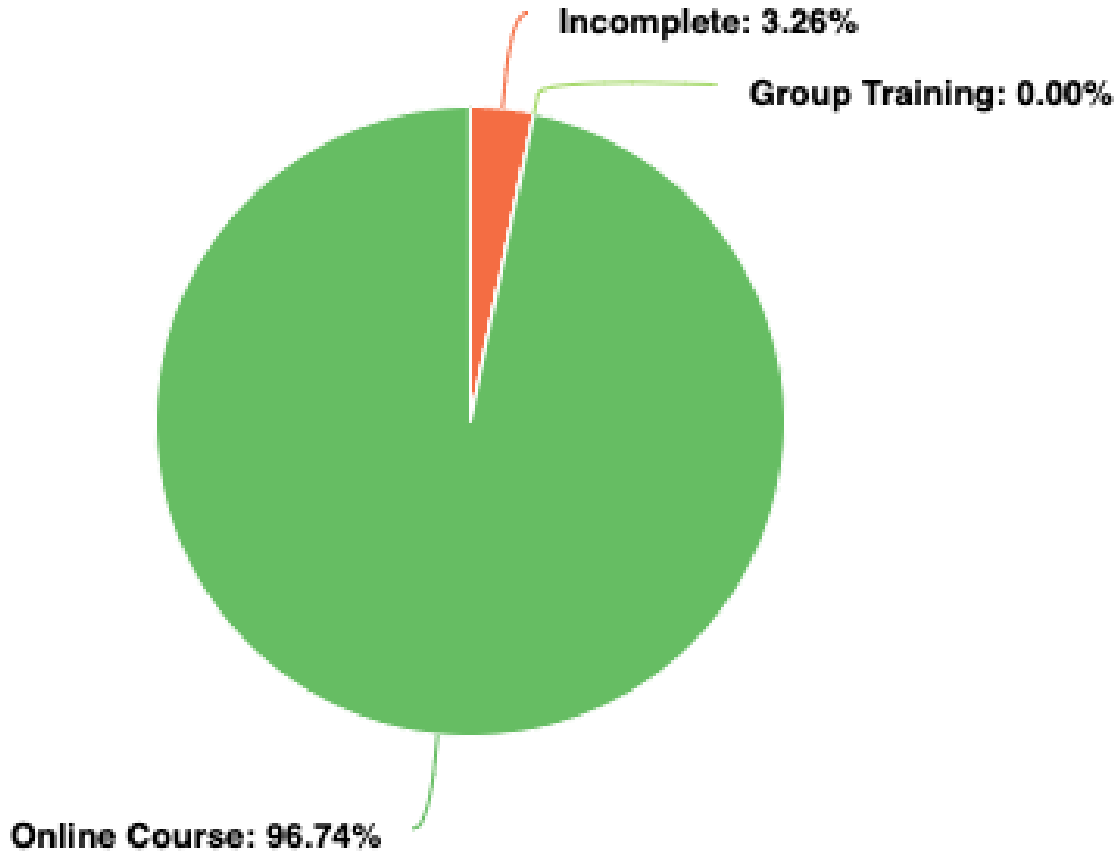
Staff Training Records

Period 7/1/20 - 6/30/21

District(s): San Jacinto Unified School District

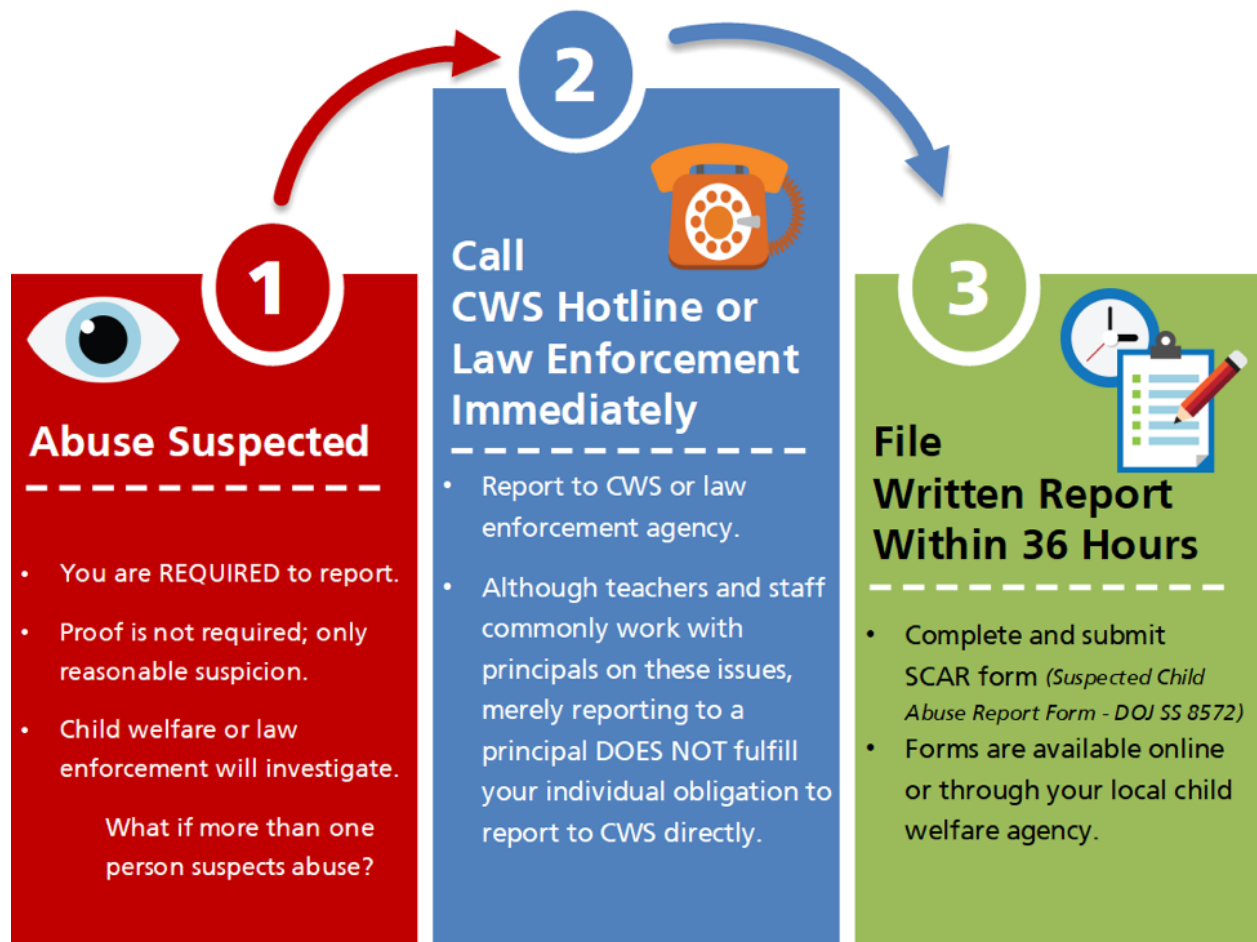
Site(s): Monte Vista Middle School

Course Name: Mandated Reporter: 901.102_GNRL



Any known or suspected instances of child abuse must be reported by telephone, immediately or as soon as practically possible, to one of the designated Child Protective Agencies. Following the telephoned report a written report must be sent within 36 hours of receiving the information concerning the incident. A copy of the SCAR form used to report suspected child abuse can be found in Appendix [A]

Through training, staff are instructed to follow the steps outlined below to report known or suspected abuse.



[SCARForm](#)

Child Abuse and Neglect Reporting Phone Number: Child Welfare Services 1-800-442-4918

Police Department 951-654-2702

Sheriff's Department 1-800-950-2444

These numbers are posted in the staff room at the school.

DISASTER PROCEDURES

ED Code Reference

EC 32282(a)[2](B); GC 8607; GC 3100

Board Policy Reference

AR 3516, Emergencies and Disaster Preparedness Plan

The District’s disaster procedures build on broad-based foundational principles that impact many operational areas of the District and each of its schools.

The procedures aim to strengthen the District’s and schools’ ability to assess risks and to prevent/mitigate, prepare for, respond to, and recover from disasters, emergencies and crises.

The Plan is organized into annexes, with each annex maintained as a separate entity while still enabling the respective components to work together. Each annex is independently updated and/or revised as needed to ensure the Plan is compliant with legislative requirements, aligns with industry standards, incorporates current best practices, and addresses issues identified in After-Action Reports.

Major annexes (also referred to as sections) of the District Safety Plan include those listed below. The Plan is amended to incorporate additional annexes as needed. Highlights of those annexes are summarized here.

The District's disaster procedures are adapted to meet the unique needs of the school through site-specific procedures.

The District has a robust Emergency Response Plan (ERP) that aligns with the Standardized Emergency Management System (SEMS) as detailed in the California Emergency Services Act 8607 and the supporting California Code of Regulations.

The ERP uses a core set of concepts, principles, procedures, processes, standards, and terminology that creates a common operating picture, promotes mutual goals and responsibilities, and advances a more efficient and effective response.

The ERP addresses the four phases of emergency management: mitigation, preparedness, response, recovery. It uses the NFPA 1600 standard as its framework, applies the fourteen principles of the Incident Command System, and incorporates current best practices for



school emergency plans.

Site-specific procedures address risks, hazards and other emerging issues identified through on-going reporting, site assessments, annual reviews, and After Action Reports.

Overview

The Overview establishes the lexicon to define and clarify the terminology used throughout the various components of the Plan. It is regularly updated to ensure the currency and completeness of the Plan.

The section describes the overall purpose, goals, scope, access control, partnerships, organizational structure, legal considerations, approval process, and requirements for Plan updates, training and testing.

Emergency Preparedness and Response

Standardized emergency protocols and procedures are used to address hazard assessments and mitigation, emergency preparedness and response, along with initial recovery activities.

The District uses the Hour-Zero School Emergency Program as its Emergency Preparedness and Response Program (referred to as the District Emergency Response Plan). The program is documented and maintained on HZ Online and is accessible to authorized users via secure web access.

The Plan utilizes an all-hazard approach. As such, there are two protocol categories.

FUNCTIONAL PROTOCOLS

Functional Protocols		
On Alert	Lock-Down	Evacuation
Hold and Secure	Shelter In Place	Drop-Cover-Hold
Active Shooter	All Clear	

INCIDENT-SPECIFIC PROTOCOLS

Level 1 Protocols		
		Medical Emergency
		Suspicious Person
Trespassing		
Level 2 Protocols		
Bomb		
Missing Child		
Level 3 Protocols		
	Armed Intruder	
	Earthquake	
Fire Incident		
<i>(See Pandemic Plan)</i>		<i>(See Active Assailant)</i>
Severe Natural Disasters — / / / Earthquake /		

Earthquake Preparedness

According to the U.S. Geological Survey (USGS), schools in California have a high probability of experiencing an earthquake. As such, the school’s emergency response includes specific protocols to follow should an earthquake strike.

To ensure these protocols are well-understood, schools participate in earthquake drills at regular intervals throughout the year. (See Drill and Training chart below).

All schools in the district, along with the District Office, annually participate in the Great Shakeout. The exercise allows students and staff to practice, on a larger scale, what action they need to take to stay safe both during and immediately following a quake.

The school's earthquake preparedness activities include strategies to address:

- Lessening the potential physical impact of an earthquake
- Encouraging personal preparedness at home
- Identifying and acquiring needed resources
- Structural and non-structural mitigation strategies
- Extended student care and lodging requirements

These activities align with The Field Act (Garrison Act and Riley Act), and The Katz Act.

Additional California Earthquake Hazards Mitigation Legislation can be referenced at <https://www.wsspc.org/public-policy/legislation/california/>

Active Shooter Preparedness

"While an attack by an armed assailant on school grounds is possible—and can have significant psychological and educational impact if it happens—it is not as probable as other types of crisis events." - National Association of School Psychologists

Yet an active shooter situation is one of the most feared scenarios of a school and can be devastating for the entire community.

The school's emergency plan contains protocols to address the potential risk. The active shooter response protocols are considered part of the school's Tactical Plan and are not made public for security reasons.

All schools in the District are required to conduct age-appropriate drills for an incident of this nature. When such drills are held, the school takes into consideration the developmental maturity, psychological history, prior traumatic experiences, personality, and special needs of participants. For that reason, the type of activities included in these drills and/or scenario enacted will vary from school-to-school within the District.

The goal of these drills is to empower participants and save lives, and prepare professionals and staff for this role and responsibility.

Student Release

Controlled student release, also known as Reunification, is a crucial component of the school emergency plan. During an emergency or disaster traditional student release procedures may be unsafe or inoperable.

Therefore, the following procedures are to place to expediently and safely reunited students with their parents/guardians.

- A Parent-Child Reunification Area will be established. Parents will be notified at the time of the emergency of the Reunion Area's location. The location may not be at the school — the location will depend on the specifics of the emergency.
- Parents/Guardians will be required to fill out a Student Release Request Form. This ensures all students are accounted for at all times and students are only released to authorized individuals.
- Students will only be released to an individual designated as legal guardian or emergency contact on the student's Emergency Card, which is completed at time of school registration. Please be sure to keep this information current with your school, as the school will only release a child to someone listed as an Emergency Contact — there will be no exceptions.
- Valid identification is required to pick up your child. This is required to protect your child from any unauthorized individuals attempting to pick up students. Even if school personnel know you, you must still present I.D. as the school may be receiving assistance from other schools or outside agencies.
- Parents/Guardians will be required to sign for the release of your child. This is extremely important, as it ensures your child, along with other students, is accounted for at all times. Please do not just take your child from the school or evacuation center without signing for his/her release.
- Once a parent/guardian has been reunited with their child, they will be asked to please leave the area immediately.
- If a parent/guardian is unable to pick up their child, the child will be kept at the Parent-Child Reunification Center until alternate arrangements can be made. The child will be supervised by a member of the Release Team at all times.

Crisis Communications

Communications is a critical component of the District's overall response efforts. As such, a Crisis Communications Plan is part of the District Emergency Response Plan. The Crisis Communications Plan addresses both District and school communications processes during and following an emergency or crisis.

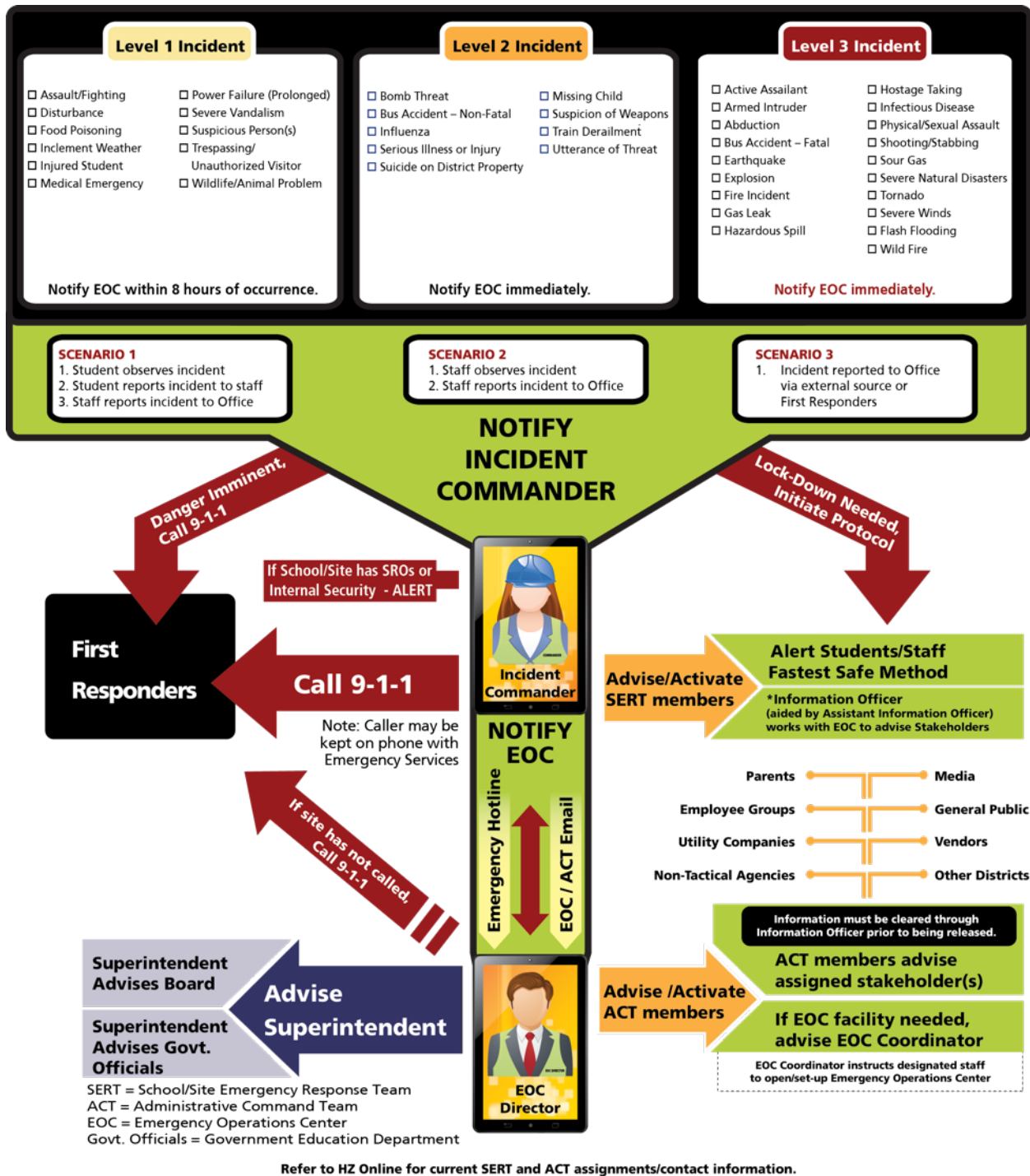
The processes follow, as close as practical, the procedures listed below.

The District endeavors to keep parents, and other affected stakeholders informed of emergency situations involving their child's school in a time-sensitive manner, as is safe to do so. Response activities directly related to keeping students and staff safe always take priority over any other activity, including parent notifications during the initial response phase. This is to ensure available resources are first directed to life safety activities.

A variety of communications methods are used by the District during an emergency. The methods used during a particular incident are based on safety considerations, delivery speed/time requirements, reliability of mode and availability of infrastructure/technology. Redundant/multiple methods are in place to help attain greater reach of messages.

Communications during an emergency follow the processes identified in the Crisis Notification Network chart below. The incident's classification, i.e., Level 1, 2 or 3, serves as a guide to which positions/persons should be notified and the prioritization of the notifications. In general, the number of people notified will increase as an incident expands or intensifies in severity.

- Upon notification or observation of an emergency - always notify those whose lives may be threatened by the incident first, i.e., if there is a volatile intruder or trespasser in the school—announce/call out Lock-Down at the school first; then proceed with further notifications.



Crisis Intervention

The District Crisis Intervention Plan addresses matters pertaining to early intervention activities, e.g., student behaviors that pose a potential risk to other students, staff and members of the community.

The details of Crisis Intervention protocols and procedures are contained within the Crisis

Intervention and Crisis Response Plans. From time to time these Plans may change to reflect evidence-based findings, best practices and emerging strategies.

The Crisis Intervention Plan includes strategies for the following items.

- Early Intervention and Prevention - anti-bullying programs, peer mediation programs, social skills training, self-esteem building, conflict resolution, etc.

Crisis Response

A crisis is a traumatic event that seriously disrupts a person's coping and problem-solving abilities. It can present a drastic and tragic change in the school environment. The change may create a sense of helplessness, hopelessness, and vulnerability combined with a loss of safety.

The District's Crisis Response Plan focuses on the psychological impact of school crises; assisting students and staff, who have been emotionally or psychologically affected by the critical incident or emergency event.

The intent of the Plan is to address the trauma in such a way as to prevent or reduce long-term negative impacts. The response process is typically broken down into three stages.

Triage: Reaffirm physical health and ensure the perception of safety.

Evaluation: Evaluate victims and responders' levels of psychological risk (low, moderate, high) and appropriate interventions or self-care are administered.

Response Interventions: Appropriate interventions for each level of risk for psychological trauma.

Intervention strategies may include, but are not limited to, the following activities:

- Providing individual and group counseling

Occupational Health and Safety

California school districts face several occupational safety and health issues that affect school employees, and by extension, these issues affect the schools where the employees work and/or support.

The District has a comprehensive program to address these issues and to help maintain an effective injury and illness prevention program, along with promoting health and safety in the workplace. The program includes strategies to address a board range of issues, such as, but not limited to:

- Air quality
- Mold and Moisture
- Asbestos
- Noise pollution
- Art Hazards
- Bloodborne pathogens
- Drinking-Water
- Heat exhaustion
- Lead SafetyRemoval of PCBs
- Radon
- Vapor Intrusion / Toxic Substance Control

The District's program addresses the required elements of an effective health and safety program as required of California school districts under the Injury and Illness Prevention Program (IIPP) standard. (Title 8: California Code of Regulations, Sections 1509 and 3202)

Risk Management

The District has a robust risk management program that includes activities to identify, analyze, assess, control, minimize, or eliminate unacceptable risks affecting the school.

The program helps the school manage and mitigate risks that impact the operations, ranging from ongoing risks of day-to-day activities at the schools, to risks for one-off field-trips, events and projects, to athletic events, to oversea travel.

School staff are responsible for following District risk management policies, and ensuring risk management processes are integrated into all planning and implementation activities.

These risk management activities, when properly executed, help protect student and staff

wellbeing, along with reducing disruption to academic programming, lost time, and financial stress on the District.

Business Continuity (Continuity of Operations)

The District Business Continuity Plan addresses the essential services – both educational and business processes – needed to ensure the District can continue to function throughout disruptive events such as an emergency, a disaster or a crisis.

An event can range in severity from a localized short term situation to a prolonged global event such as a pandemic to a permanent loss of a facility.

As a critical element of maintaining continuity of services, there needs to be adequate redundancy of facilities, people, communications, documentation, training, and services.

The Business Continuity program includes an ongoing process of risk assessment and management, along with maintaining adequate redundancy of supplies, facilities, people, communications, and documentation.

The Business Continuity Plan is different from other components of the District’s disaster procedures, which focuses on the well-being of students and staff; keeping them safe and attending to their physical and psychological needs during and following an event.

The District is committed to ensuring schools have the capabilities to:

- Attend to student and staff safety and well-being,
- Addresses the needs of students who participate in meal programs,
- Continue essential critical activities in the event of a disruption
- Ensuring sufficient capacity to sustain critical activities, and
- Recover from disruptions and return to “normal” delivery of educational services.
- Be prepared to deal with events, such as pandemics.

Disaster Recovery (Information Technology)

Disaster recovery activities focus on maintaining a reliable Information Technology infrastructure to keep the District operational during unforeseen disasters or emergencies. This includes recovering critical technology platforms and telecommunications infrastructure which interrupt information systems and/or business operations, along with

safeguarding student, staff and district information against data breaches.

SEMS/NIMS Overview

Effective emergency response requires systematic, repeatable processes; processes that are well-organized and carefully coordinated.

The Standardized Emergency Management System (SEMS) is the cornerstone of California's emergency response system. It provides the fundamental structure for the response phase of emergency management.

Additionally, the National Incident Management System (NIMS) further expands on the principles of SEMS and addresses multi-jurisdictional on a national basis.

Applying SEMS and NIMS to the District's emergency plan helps unify all elements of the response - both internal and external - into a single integrated system and standardizes key elements.

The Petris Bill (California Government Code Section 8607) and Homeland Security Presidential Directive HSPD-5 require California's schools to use the SEMS and NIMS in planning for and responding to school emergencies and disasters.

SEMS and NIMS both use the Incident Command System (ICS) as a base. The Incident Command System, which originated in California, is recognized as a best practice for emergency response.

ICS embraces 14 key principles that construct a system to achieve a common operating picture, set priorities, manage resources, clarify roles and responsibilities, provide consistent planning strategies, formulate action plans, monitor progress, establish a chain of command, create a common nomenclature, and stabilize interoperability of communications and information management.

One of those principles includes a well-defined organizational structure that is adeptly suited to schools due to its flexibility, scalability, and integration with first responder agencies.

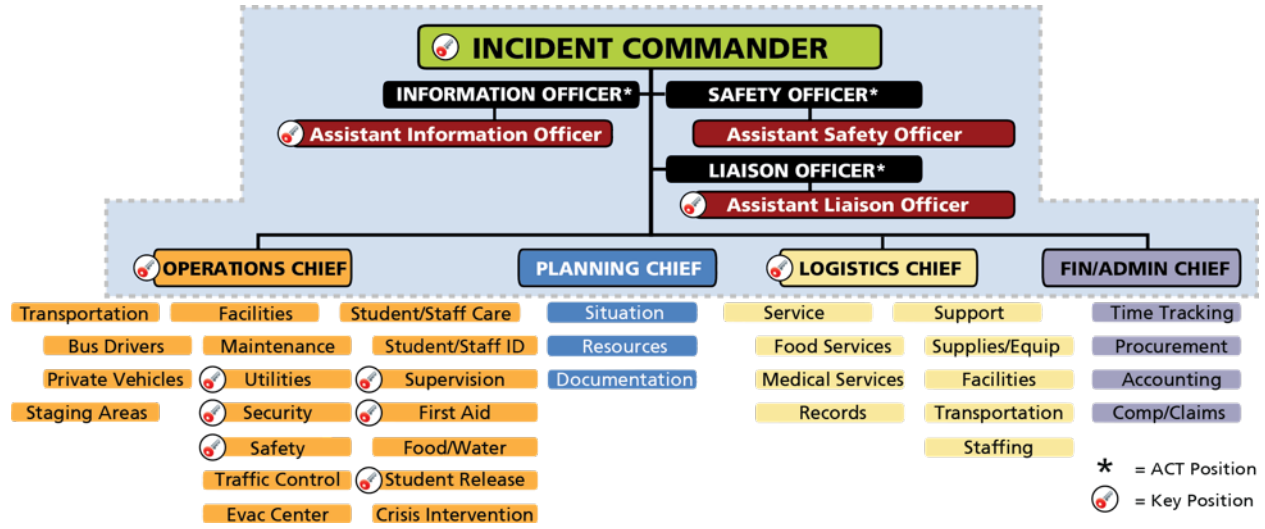
The School Emergency Response Team (SERT) leads the on-site response until first responders arrive (if needed). Once emergency agencies have arrived, command transitions to "Unified Command," where representatives from the respective agencies and school collaboratively plan, delegate and carry out response activities.

SERT assignments are based on suitability, availability and completed training.

In accordance with California Government Code Section 3100, all school employees are considered disaster service workers when:

- A local emergency has been proclaimed
- A state emergency has been proclaimed
- A federal disaster declaration has been made

SCHOOL EMERGENCY RESPONSE TEAM (SERT)



ADMINISTRATIVE COMMAND TEAM (ACT)/EOC

The District maintains an Emergency Operations Center (EOC), which serves to support the response efforts of schools.

The EOC is the physical or virtual location from where the District team coordinates information and resources to support incident management activities.

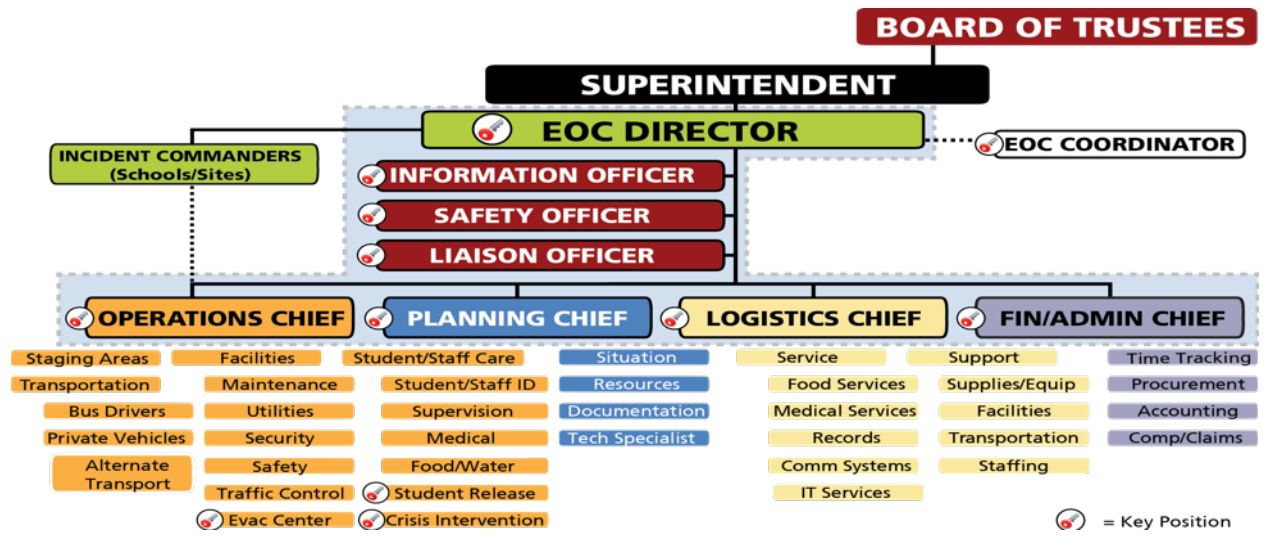
The EOC is staffed by members of the Administrative Command Team (ACT). The ACT is comprised of central administrators who have the training and authority to perform their assigned functions.

The SERT Incident Commander, or delegate, is responsible for conferring with the District Emergency Operations Center.

The Administrative Command Team (ACT) is responsible for four primary functions at the District-level.

1. Support the School/Site Emergency Response Teams (SERT)
2. Coordinate response activities at the District-level
3. Provide Command and General staff for District EOC
4. Develop and update district emergency policies and procedures

These responsibilities encompass a broad range of activities that occur beyond the scope of EOC operations, which help ensure the District's state of preparedness.



DRILLS AND TRAINING

Training and testing are essential to the Plan. All District students and staff are required to participate in training as it relates to their roles and responsibilities.

Schools are responsible for conducting training with their staff; ensuring staff are fully acquainted with the School Emergency Response Plan and able to perform their assigned tasks. The Principal is responsible for scheduling the training throughout the school year.

A record of all training and drills is maintained HZ Online.

The school completed the following drills and training during the timeframe of this CSSP.

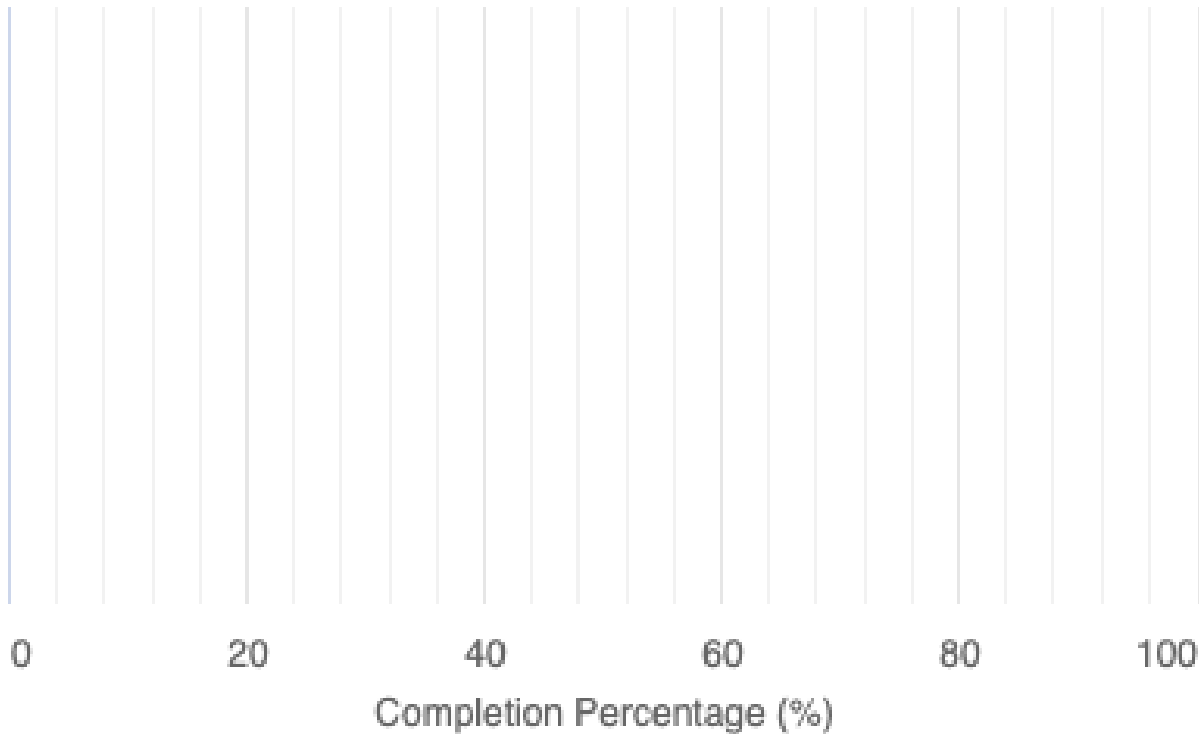
Course Completion

Period 7/1/20 - 6/30/21

District(s): San Jacinto Unified School District

Site(s): Monte Vista Middle School

Course Status: Mandatory



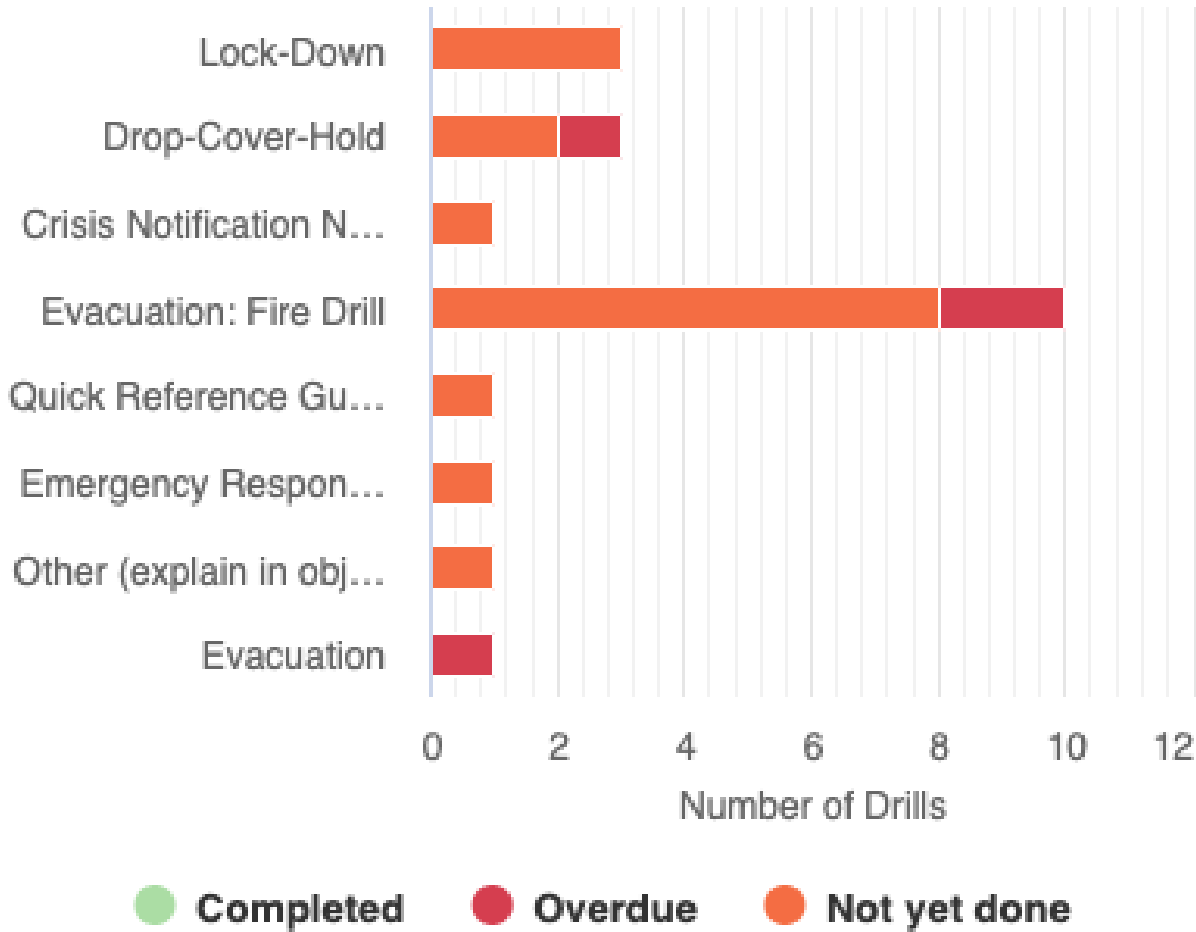
- Incomplete
- Online Course
- Group Training

Drill Report

Period 7/1/20 - 6/30/21

District(s): San Jacinto Unified School District

Site(s): Monte Vista Middle School



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SAFETY ASSESSMENTS

The Plan addresses risks and threats identified through subject-specific assessments.

Assessments identify situations, hazards or behaviors which have the potential to disrupt operations, cause casualties, do damage to a facility and/or property, or otherwise have a negative effect on students, staff, facilities and/or the District's reputation.

The Plan incorporates suitable assessment processes, including the type of assessment to be conducted and activation/review schedule. E.g., emergency plans incorporate an annual risk assessment; crisis intervention plans require a risk and threat assessment process that allows for timely intervention; disaster recovery requires vulnerability assessment, etc.

A change in condition(s), e.g., natural disaster, act of violence, system failure, etc., may also precipitate an update or review.

Due to the broad-reaching nature of the Plan, some terms may have different meanings across the various disciplines. Whenever possible, the Plan attempts to attribute a distinct meaning for each term. As this is not always possible, it is important to understand the context in which a term is being used.

The District's Property and Liability Insurance provider contracts with a subject-matter-expert consultant annually to perform a Safety Hazard Assessment.

AID AGREEMENTS

In addition to forming partnerships with various organizations, the District has established formal aid agreements with external agencies to address any deficiencies in facilities, equipment, or personnel needed during emergency conditions.

The Emergency Operations Center (EOC) Director is responsible for negotiating and managing these aid agreements, subject to approval by the Superintendent.

The Incident Commander for each site annually reviews the agreements pertaining to their site (e.g., Evacuation Center Agreements), updates as required and rectifies deficiencies.

The District maintains a Mutual Aid Agreement with the City of San Jacinto for response to community crisis events.

STRATEGIES TO ADDRESS NEEDS OF STUDENTS WITH DISABILITIES

The school has identified the following number of students, who may require special assistance or provisions in the event of an emergency at the school.

The strategies outlined below have been incorporated into the schools' Emergency Response Plan to address the needs of these individuals. These strategies have been discussed with first responders as a part of the review process of the CSSP.

Impairment	Visual	Orthopedic	Auditory	Cognitive	Life-threatening Health Condition
Students	0	1	0	12	68

The following strategies have been incorporated into the schools' Emergency Response Plan to address the needs of these individuals. These strategies have been discussed with first responders as a part of the review process of the CSSP.

STRATEGY 1	Individualized emergency procedures have been incorporated into the student's IEP, discussed with the student's parent/guardian, and reviewed with the student's teacher and aide(s).
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SUSPENSION & EXPULSION POLICIES

ED Code Reference

EC 32282(a)[2](C) 48900.5

Board Policy Reference

AR 5144.1, Suspension and Expulsion/Due Process

At Monte Vista Middle School staff, students and parents work together to create a positive school environment whereby our code of conduct requires everyone to be respectful and responsible.

The District has established policies and standards of behavior that aim to promote learning and protect the

safety and well-being of all students and staff.

The school strives to keep every child in school; allowing the student to spend more time engaged in learning and be better positioned to achieve academic success. However, if these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Everyone has a role to play in promoting healthy relationships and contributing to a school climate which helps to encourage appropriate student behavior.

When inappropriate student behavior occurs, the school will use progressive discipline and interventions to promote positive student behavior. A range of options will be considered to determine the most appropriate way to respond to each situation and help students learn from their choices. In some cases, a suspension or an expulsion may be necessary.

Data Sources

- Data from the Student Information System (Aeries) and CalPADs will be reviewed.

	2018 - 2019		2019 -2020		2020-2021	
Student Enrollment	1045		914		887	
Office Referrals	2655	254.07%	1121	122.65%	0	0.00%
Suspensions	49	4.69%	28	3.06%	0	0.00%
Expulsions	2	0.19%	0	0.00%	0	0.00%
Truancy	354	33.88%	227	24.84%	0	0.00%

The policies outline the expectations set out for students, along with the consequences of violating those expectations. These policies are made clear to all students, parents, and staff through several methods.

- The policies, procedures and student conduct expectations are made available through the school's website under Parent Information. Expulsion/ Zero Tolerance information is included in student planners that are handed out to all students at the beginning of the school year. Teachers receive and review each year the School Behavior Management Flow Chart which explicitly outlines how to respond to student behavior. Personnel new to the District will receive training on the Suspension Expulsion Policies as part of their orientation held at the time of hire.
- Expulsion/ Zero Tolerance information is included in student planners that are handed out to all students at the beginning of the school year

Classroom discipline procedures are the responsibility of the individual teacher. However, severe misbehavior including, but not limited to, fighting, openly defying adults, possession of weapons or illegal drugs will result in the student being sent immediately to the office where the principal or his/her designee will meet with the student.

Depending on the severity and circumstances, further action may be required such as detention, suspension or expulsion. In these instances, parents will be notified either by phone, postal services or email.

Suspension Authority:

- Suspension Authority: Administration
- Classroom teacher: 1-2 days (from the classroom)
- Site Administrator: Up to 5 days

To further address the suspension and expulsion rates at the school, the following strategies will be implemented in the upcoming school year.

STRATEGY 1	When staff starts to notice high levels of at risk behaviors, staff members will refer students for external services (GIFT, CASA). Administration will meet with the campus security staff and PBIS TOSA to develop strategies to influence social skills during after school and lunch detention. Second Step (Tier 1) and Why Try curriculum (SSR; Tier 2) will be used to teach new strategies to decrease student referrals.
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NOTIFYING TEACHERS OF DANGEROUS PUPILS

ED Code Reference

EC 32282(a)[2](D); EC 49079, EC48900

Board Policy Reference

AR 4158/4258/4358, Employee Security

The safety and well-being of students and staff is a top priority for the District and the school. To that end, the District has set forth Board Policy to help ensure teachers, along with other essential staff, e.g., counselors, are notified of students committing or reasonably suspected of committing a "dangerous act" within the last 3 years.

Notices are given to the teacher, and other designated parties, in a confidential manner. Teachers receive, or are provided reasonable access to pertinent information and reports.

PROCEDURES FOR TEACHER NOTIFICATION

1. The first week of each semester the teacher will receive a list, from the school secretary, of students in their classes that have been deemed to have violated or been suspected of violating one the 48900 Education Codes.
2. The teacher will receive daily emails identifying students with schedule changes, and that come to their class, who are deemed to have violated or been suspected of violating one of the 48900 Education Codes.
3. The teacher will receive notification by email of students that have violated or who are reasonably suspected of violating Education Code 48900 that day.
4. The teacher will have access, through the District's Student Information System, to a list of students in their classes that have violated or been suspected of violating Education Code 48900.

To address the potential concerns of staff and to support identified students, the following strategy will be implemented in the upcoming school year.

STRATEGY 1	Teachers will work with school counselors and the Dean of Students as needs arise.
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SCHOOL-WIDE DRESS CODE

<p>ED Code Reference EC 32282(a)[2](F)</p> <p>Board Policy Reference BP 4119.22, Dress and Grooming</p> <p>AR 5132, Dress and Grooming</p>	<p>Parents/guardians are encouraged to have all student clothing free of any writing, pictures, or insignias. Students are not allowed to display by wearing or placement of apparel which would signify the affiliation or intent of affiliation in a student group advocating or participating in disruptive behavior.</p> <p>The Board of Trustees has identified guidelines governing dress and grooming. Each site has developed its own specific dress code policy.</p>
	n/a

*BP 5132: The Board of Trustees 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 dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Student as to war clothing that fits the following guidelines:

1. Shoes must be worn at all times
2. Clothing must be free of writing, pictures or any other insignia which are gang affiliated, crude, vulgar, profane, or sexually suggestive, or which advocates racial, ethnic, or religious prejudice or the use of drugs or alcohol. Additionally, clothing shall be free of writing, pictures or any other insignia which identify any group advocating or participating in disruptive behavior.
3. Hats and caps are at the discretion of the classroom teacher.
4. Clothes shall be sufficient to conceal undergarments. Clothing such as see-through or fish-net fabrics, halter tops, low cut tops, bare midriffs and excessively short shorts or skirts are prohibited.
5. Gym shorts may not be worn in class other than physical education, school sponsored activity or when allowed by the Principal or designee.

UNACCEPTABLE APPAREL

- 1st Infraction: Opportunity to comply-documented warning (non-compliance results in disciplinary action)
- 2nd Infraction: Opportunity to comply-documented warning (non-compliance results in disciplinary action)
- 3rd Infraction: Parent contact/Opportunity to comply/Social Skills Development (non-compliance results in disciplinary action)
- 4th Infraction: Parent contact and Progressive Discipline
- 5th Infraction: Parent/Student/Administration conference/Progressive Discipline
- Habitual: Repeat offenders will be placed on a Behavior Contract/Behavior Support Plan

SAFE INGRESS AND EGRESS

ED Code Reference

EC 32282(a)[2](G)

Board Policy Reference

AR 3515, Campus Security

AR 4032, Reasonable Accommodations

BP 410, Nondiscrimination

Monte Vista Middle School makes every effort to assure the safety and welfare of students, staff, parents, and visitors to the school by adhering to the procedures outlined below.

n/a

In addition to these procedures, site emergency and evacuation maps, which designate planned evacuation from the building and routes to evacuation centers, along with staging areas for assembly, first aid, parent reunification, bussing, and Incident Command Post.

ARRIVAL / DEPARTURE PRACTICES

- Parents that drive students to school are asked to please drop off students along Ramona Boulevard curb area just before the right turn onto Tahquitz Street, along Tahquitz Street, or at the back of the campus off Washburn Avenue.
- After school pick-up locations are only along Tahquitz Street and Washburn Avenue – Ramona Blvd. curb area generally features school buses in the afternoon.
- Parents/guardians must follow California pedestrian laws and City of San Jacinto parking regulations when dropping off and picking up students.
- “Double parking” and “jaywalking” on any of the streets and in the parking lot is strictly prohibited by law, with San Jacinto Police Department regularly enforcing city parking and pedestrian laws.
- Please do not leave your child at the school before 6:45 a.m.
- Parents are reminded to drive slowly and safely no matter where they meet their child.
- If they are using the LOADING ZONE, they must pull as far forward as possible before stopping and stop only at the curb.
- Do not to leave your car parked in the unloading zone or double parked.

All SJUSD schools have closed campuses. All visitors, including itinerant staff, parents/guardians, and vendor/contractors, must check-in at school front offices and log their visit in the LobbyGuard Visitor Management System. LobbyGuard screens visitors against a national database of registered sex offenders. Visitors without valid photo identification will not be allowed to enter the school grounds (beyond the school office).

STRATEGY 1

Provide training staff, volunteers, and parents training in the proper flow and control of traffic in parking lots during drop-off and pick-up time to help reduce the risk of vehicle - pedestrian accidents.

SAFE AND ORDERLY ENVIRONMENT

ED Code Reference

EC 32282(a)[2](H)

Board Policy Reference

BP 5131.2, Bullying

BP 5137, Positive School Climate

AR 5142, Safety

The ultimate goal of Monte Vista Middle School is to see students succeed in school, in life, and in personal pursuits. While this goal may appear lofty, the school plays a major role in making a lasting difference in a child's life.

A contributing factor to achieving this goal is ensuring students have a safe and orderly environment to learn, because when safety is compromised - learning stops.

n/a

In addition to the strategies documented elsewhere in this Plan, the improvement initiatives documented below highlight specific goals that relate to the social and physical environments of the school, and provide a road map to how and when these goals will be achieved.

TIMELINE OF MAJOR ACTIVITIES

ACTIVITIES	RELATES TO	2019/2020	2020/2021	2021/2022
.	SocialEnvironment:			

SOCIAL ENVIRONMENT: GOAL 1

By June 2021, decrease all student incidents involving peer disrespect by 10%.

OBJECTIVE 1.	Use SEL curriculum (Tier 1/PBIS: Second Step) to sustain positive culture on campus, continue to decrease suspension and incidents involving aggression.
ACTIVITIES	<input type="checkbox"/> Teach conflict resolution skills in Advisory to reinforce class/school expectations.
LEAD	Luquanda Hawkins
RESOURCES	0h0m, 0, .
EVALUATION	Send out teacher and student surveys to help us target interventions and lessons for Tier 1-3 students. Teachers will be given the time to collaborate and analyze which students are in need of a targeted intervention plan. We have teachers, counselors, administration and security that are mentors to students in need of checking in with them for academic/behavior strategies. Strategies are provided to students. Mentors are to follow-up with their students and encourage them to continue to make positive choices.

RULES AND PROCEDURES ON DISCIPLINE

ED Code Reference

EC 32282(a)[2](l)

Monte Vista Middle School provides an exemplary educational program for all students. Good teaching and an orderly environment set the stage for academic excellence.

Board Policy Reference

AR 5144, Discipline

All students should be aware that their parents and teachers share the expectation of them to achieve to their highest potential, be on their best behavior while in school, in the cafeteria/MPR, on the playground, on their way to and from school or on the bus.

n/a

Monte Vista Middle School Discipline Plan is focused on developing responsibility for ones own actions. The Plan is based on a code of conduct, which is reinforced through specific rules developed for classrooms, playground, lunch, and bus travel.

The Plan also includes the offenses for which a student may be suspended under the California Education Code 48900. Parents are encouraged to discuss the Plan at home to assure the students full comprehension of the rules and the reasons why these rules exist.

CODE OF CONDUCT

1. Duty of Pupils (California Code of Regulations, Title 5 (5 CCR) Sec. 300 & BP 5140) requires pupils to conform to school regulations; obey all directions; be diligent in study and respectful to teachers and others in authority; and refrain from the use of profane and vulgar language.

CLASSROOM STANDARDS

1. MVMS is in the fifth year of implementing Positive Behavioral Interventions and Supports (PBIS). PBIS is based on principles of applied behavior analysis and focuses prevention, relationships, and supporting positive behavior. PBIS is a universal framework that many schools utilize across the nation to assist school personnel in behavioral interventions that overall lead to an increase in positive academic and social/emotional behavior for all students.

GENERAL BEHAVIOR GUIDELINES

Rules are necessary to ensure the safety and welfare of all children. These rules apply before, during, and after school anywhere on the campus.

SCHOOL RULES

1. Under (BP 5140) Students shall be under the supervision of the school authorities from the time they arrive on the school premises until they leave the school premises. When students are provided transportation to and from school premises by the school district, they shall be under the supervision of school authorities from the time they board the school bus until the time they leave the school bus. Students shall be under the school's supervision at all school-sponsored functions.

LUNCH RULES

1. At MVMS PBIS is a way that MVMS helps to support the schools goals and encourage college and career readiness for all. The school expectations (rules) are Be Respectful, Be Responsible, and Be Safe. These three school-wide expectations are imbedded in the way that MVMS is organized. Daily teachers remind students of the expectations during Advisory. In buildings across the campus, the three expectations are posted along with how students are to behave in the environment. When students are following the expectations, staff encourages their compliance by giving a "Caught Card" the card reminds the students of the expectations and supports their continued behavior. Weekly students place their cards in the front office bin. At the end of the week, students receive positive incentives for their behavior if their name is selected.

PLAYGROUND RULES

At MVMS PBIS is a way that MVMS helps to support the schools goals and encourage college and career readiness for all. The school expectations (rules) are Be Respectful, Be Responsible, and Be Safe. These three school-wide expectations are imbedded in the way that MVMS is organized. Daily teachers remind students of the expectations during Advisory. In buildings across the campus, the three expectations are posted along with how students are to behave in the environment. When students are following the expectations, staff encourages their compliance by giving a "Caught Card" the card reminds the students of the expectations and supports their continued behavior. Weekly students place their cards in the front office bin. At the end of the week, students receive positive incentives for their behavior if their name is selected.

1. MVMS has a Sequential Discipline Policy. This policy is in place to support the California Educational Codes and to ensure all students are safe and able to attend school free from harm and danger.
2. *Extreme/Rapid Exit Incidents Automatic Referral to the Discipline Office.

CONSEQUENCES

When a student fails to observe the rules, the following disciplinary actions will be taken:

1. Sequential Discipline and Restorative Practice Policy
2. *Extreme/Rapid Exit Incidents Automatic Referral to the Discipline Office
3. DISRUPTION (Except Rapid Exit Offenses)
 - 1st Infraction: Teacher warning (documented Intervention Log)
 - 2nd Infraction: Teacher contacts parent & assigns teacher detention (documented) Social Skills development
 - 3rd Infraction: Teacher contacts parent & assigns teacher detention (include previous documentation) Social Skills development
 - 4th Infraction: Teacher contacts parent/Discipline Office & assigns 2 hour ASD (include previous documentation)
 - 5th Infraction: Referral to discipline office – with Intervention Log/ Social Skills development Parent/Student/Teacher conference (document agreement) Administration can be invited to attend meeting.
Habitual Repeat offenders will be placed on a Behavior Contract/Behavior Support Plan/Social Skills development
4. DEFIANCE OF AUTHORITY (Except Rapid Exit Offenses):

Verbal or non-verbal refusal to comply with a reasonable request from a teacher, staff member or administrator, and/or refusal to obey school rules which results in the disruption of the educational process:

 - 1st Infraction: Teacher warning (documented Intervention Log)
 - 2nd Infraction: Teacher contacts parent & assigns teacher detention (include previous documentation) Social Skills development
 - 3rd Infraction: Teacher contacts parent & assigns teacher detention (include previous documentation) Social Skills development
 - 4th Infraction: Teacher contacts parent/Discipline Office & assigns 2 hour ASD (include previous documentation)
 - 5th Infraction: Referral to Discipline Office – with Intervention Log completed*/Social Skills Development
Parent/Student/Teacher conference (document agreement) Administration can be invited to attend meeting
Habitual Repeat offenders will be placed on a Behavior Contract/Behavior Support Plan/Social Skills Development
5. PROFANITY/VERBAL ABUSE/GESTURES TOWARDS SCHOOL PERSONNEL:
 - 1st Infraction: Referral to discipline office (Progressive Discipline) Social Skills Development
 - 2nd Infraction: Referral to Discipline Office (Progressive Discipline)/Behavior Contract/Behavior Support Plan/Social Skills
 - 3rd Infraction: Parent/Student/Administration conference/ (Progressive Discipline)

Social Skills Development

Habitual Repeat offenders - (Progressive Discipline) Suspended and or recommended for expulsion

6. PROFANITY/VERBAL ABUSE AMONGST STUDENTS:

1st Infraction: Teacher warning (documented)

2nd Infraction: Teacher contacts parent & assigns teacher detention (documented)

3rd Infraction: Teacher contacts parent/Discipline Office & assigns 2 hour ASD (include previous documentation)

4th Infraction: Parent/Student/Teacher conference (document agreement)

5th Infraction: Referral to discipline office – with Intervention Log

Habitual Repeat offenders will be placed on a Behavior Contract/Behavior Support Plan/Social Skills

7. BULLYING/FIGHTING (Mutual Combat) THERE IS NO SELF DEFENSE POLICY; WE SOLVE DIFFERENCES WITHOUT VIOLENCE:

1st Infraction: Parent Contact/(Progressive Discipline) possible referral to law enforcement

2nd Infraction: Parent Contact/Progressive (possible referral to law enforcement)

3rd Infraction: Parent Contact/Progressive Discipline and referral to law enforcement

4th Infraction: Recommend expulsion

8. DRUGS/NARCOTICS/ALCOHOL/WEAPONS POSSESSION:

1st Infraction: Progressive Discipline, contact parent and law enforcement (citation from law enforcement); possible SDM

2nd Infraction: Progressive Discipline, contact parent and law enforcement (citation from law enforcement); possible SDM

9. TARDINESS – students are given a Tardy Card each quarter.

1st Infraction: Teacher documents in AERIES and signs Tardy Card

2nd Infraction: Teacher documents in AERIES and signs Tardy Card

3rd Infraction: Teacher documents in AERIES and signs Tardy Card

4th Infraction: Teacher documents in AERIES and signs Tardy Card

5th Infraction: Teacher documents in AERIES and signs Tardy Card

6th Infraction: Teacher documents in AERIES and signs Tardy Card -Teacher contacts parent & assigns 2 our detention (Fri)

Possible SARB recommendation and further disciplinary consequences

10. TRUANCY: Ed. Code § 48260

"a pupil subject to compulsory full-time education or to compulsory continuation education, who is absent from school without a valid excuse three full days in one

school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.”

1st Infraction: Administration/Office documents in AERIES (warning/parent contact)

2nd Infraction: Administration/Office documents in AERIES (parent contact/progressive discipline)

3rd Infraction: Administration/Office documents in AERIES (parent contact/progressive discipline/law enforcement citation)

Possible SARB/IDA recommendation further progressive disciplinary action/law enforcement citation(s) Failure to show Tardy Card automatically results in a 1-hour detention regardless of the infraction.

SEVERE CLAUSE FOR EXTREMELY SEVERE CASES, including but not limited to, bullying, fighting, theft, possession of drugs or weapon or harassment, students may be sent directly to the principal on the first offense. The principal will determine the consequences and notify parents.

TACTICAL RESPONSES

ED Code Reference

EC 32282(a)[2](j)

Board Policy Reference

BP and AR 3516, Emergencies and Disaster Preparedness Plan

In collaboration with law enforcement, tactical response strategies have been developed to address criminal incidents. As defined in EC, tactical responses to criminal incidents means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

As allowable within EC 32281 (f) (1), this portion of the CSSP has been developed by administrators of the district in consultation with law enforcement officials, and with a representative of an exclusive bargaining unit of the District.

The strategies incorporate security measures, defensive tactics, and offensive response. In accordance with EC 32281(f), the District has elected not to make the tactical response plans available to the public. This is due to the sensitive nature of this information, and the negative ramifications of its misuse.



BULLYING AND CYBERBULLYING PREVENTION

ED Code Reference

EC 32283.5; EC 234.4, AB 2291

Bullying is behavior that includes the use of any physical, verbal, electronic, written or other means.

Board Policy Reference

BP 5131.2, Bullying

This intentional aggressive behavior, which may occur in person or online can have long term harmful effects. In addition to the risk of physical injury, victims of bullying are at risk for depression, anxiety, suicidal behavior, physical health problems, substance abuse into adulthood, low academic achievement, and poor social and school adjustment.



According to research, bullying is considered a significant public health problem . National estimates indicate that between 20 and 30 percent of children and youth are bullied at school each year, with certain vulnerable groups at even higher risk, including students with disabilities and LGBTQ youth.

To combat this identified problem, the District established a Board Policy that sets the framework for the whole District. The Policy outlines the expectations and procedures for student behavior, and the expectations for all members of the school community.

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STRATEGY 1	.
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THREAT ASSESSMENT

ED Code Reference -

Currently no ED Code -

Board Policy Reference

BP 450

Comprehensive Safety Plan

This section is currently optional. As such, it is not included as part of this year's school comprehensive school safety plan.

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SECTION 3

OTHER PROFESSIONALS

ED Code Reference

EC 32282.1

Board Policy Reference

EC 56331

Creating and maintaining a safe school environment requires the concerted effort of an entire team of professionals. Professionals who may not be part of the everyday operations of the schools, but play a critical role in supporting the school during times of crisis or in helping circumvent possible crises.

These professionals may be part of a centrally pooled team of District specialists, come from a variety of external agencies or be on contract to the District.

ROLE	RESPONSIBILITY
MENTAL HEALTH PROFESSIONAL District Resource	<input type="checkbox"/> Educational Related Mental Health Service Provider

SECTION 4

PESTICIDE RELEASE NEAR SCHOOL

ED Code Reference

32284, 17608-17613, 48980.3, 16714

Board Policy Reference

AR 3514.2, Integrated Pest Management

The District has an Integrated Pest Management plan (IPM) in place. The Plan addresses the requirements of the Healthy Schools Act (HSA), which encourages schools and child-care centers to use effective, least-toxic pest management practices.

The Plan recognizes that a pesticide application or other toxic substance can drift to school properties. These drifting pesticides can pose an immediate risk to students and staff, and an extended risk due to residues.

Every child deserves a healthy school environment.

State laws require buffer zones around schools to eliminate accidental exposure. As a preventative measure, the school actively monitors the spraying of pesticides on properties adjacent to the school site, and any applications which may inadvertently affect a school site.

This is accomplished through:

- Communication between Principals and the District's Facilities & Operations Department
- Notifications to parents
- Notifications to persons specifically requested such notifications



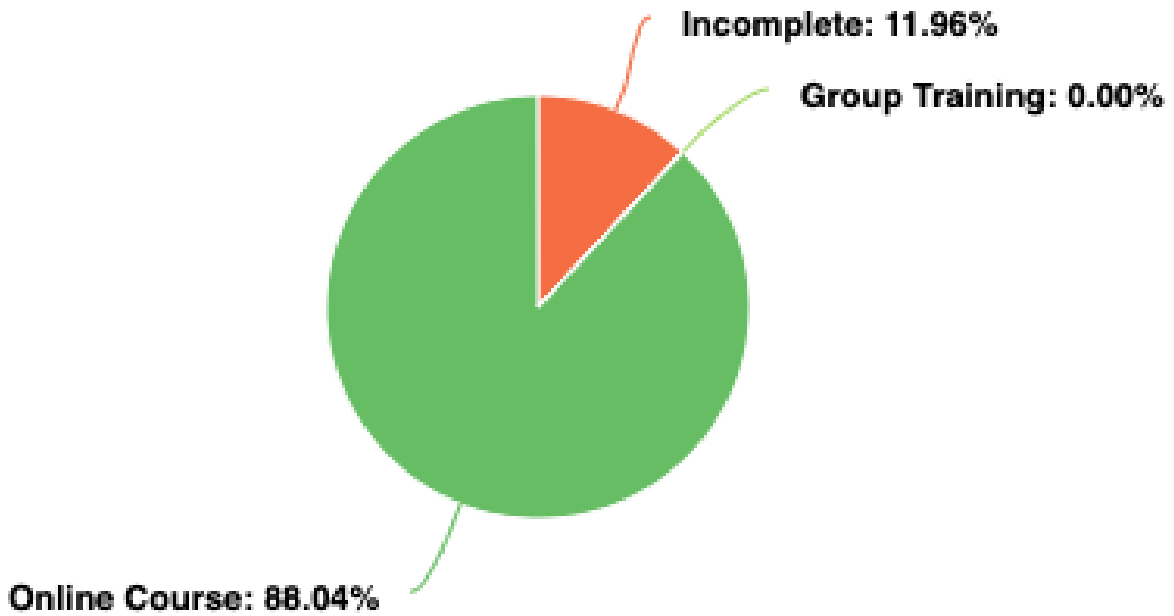
Staff Training Records

Period 7/1/20 - 6/30/21

District(s): San Jacinto Unified School District

Site(s): Monte Vista Middle School

Course Name: Integrated Pest Management 902.201



SECTION 5

COMMUNICATING THE PLAN

ED Code Reference

EC 32288

Board Policy Reference

BP 450, Comprehensive Safety Plan

An effective safety plan is dependent on strong relationships. Those relationships are built through clear and open communications, both during the planning process and in times of crisis.

It is extremely important that the District and the school engage students, staff, parents and other stakeholders through sharing information, listening to concerns, and being open to new ideas.

It is equally important to understand that communicating the plan may include educating stakeholders on their role, along with the Plan's policies, protocols, and procedures.

The school notified stakeholders of the Safety Plan through the following methods:

- Parents notified that Plan available for review via Social Media, Peachjar on 12 Feb 2021.

REQUEST TO REVIEW

- School Site Councils meet with school administration to review the plan.

PLAN PRESENTATIONS

Where	Date	Agenda Item No.
Special Meeting	1 Mar 2021	

NOTIFICATIONS

In accordance with California Ed Code EC 32288, written notification of the public meeting was sent to the following people/groups on the indicated dates:

- 12 Feb 2021 - All persons who have indicated they want to be notified and have registered their request with the school office.allRequested

SECTION 6

MONITORING

ED Code Reference

ED 332286-32

BP 612.42

Board Policy Reference

BP 450 Comprehensive Safety Plan

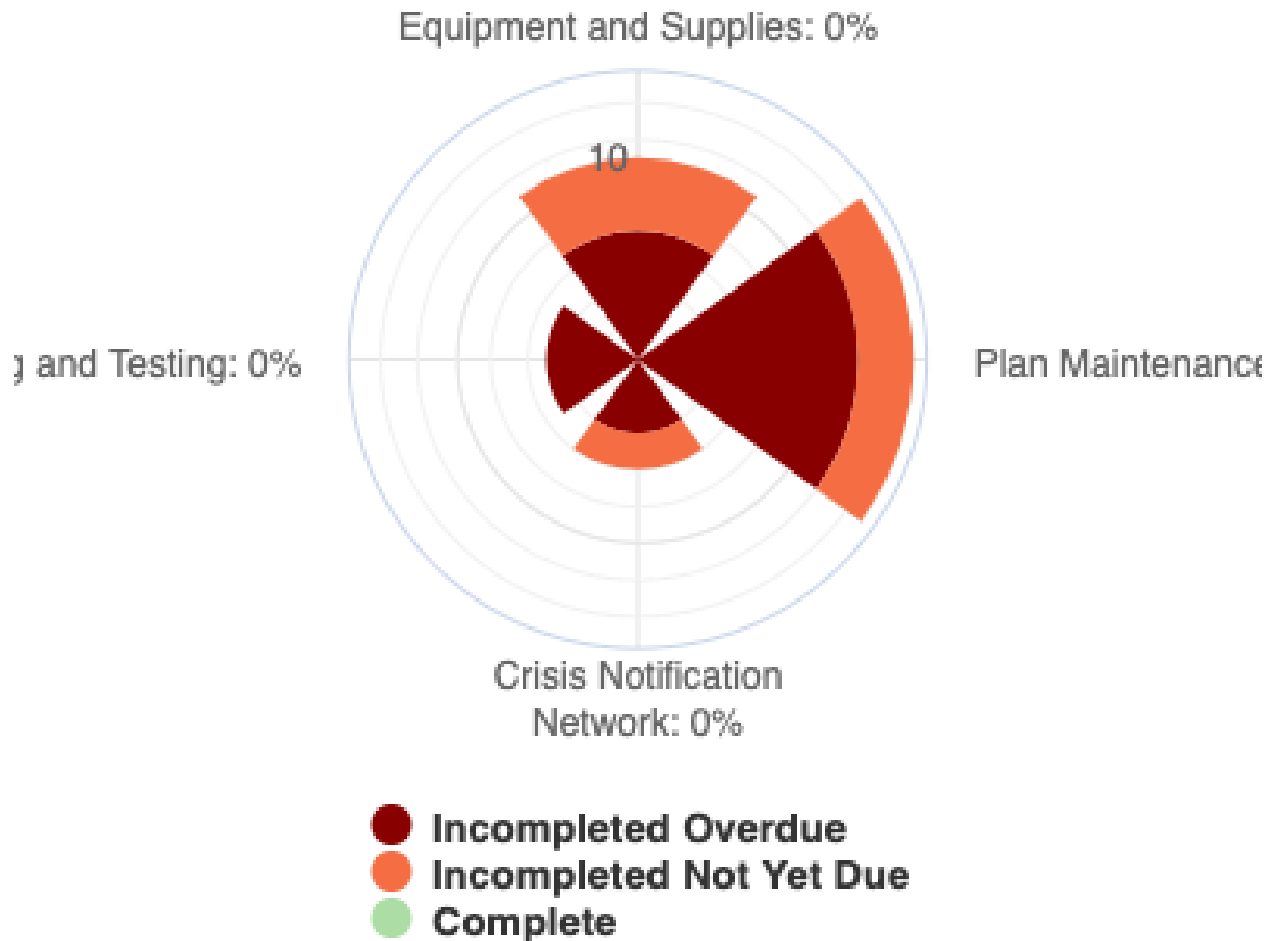
Ongoing monitoring of the Comprehensive School Safety Plan is accomplished through a combination of methods throughout the year. Oversight is provided through self-monitoring by the school site, jurisdictional monitoring, and safety committee review.

n/a

Site Compliance Status Report

District(s): San Jacinto Unified School District

Site(s): Monte Vista Middle School



Further monitoring is accomplished via an online tool, which helps the school manage and monitor their Plan. The tool, Hour Zero Online, provides a compliance report that tracks task completions, training, risk and hazards, incident reporting.

- n/a

Activity Number	Activity Name	2020/2021	2021/2022	2022/2023	Activity Status	Resources	Time	Cost
Activity 1.					completed	.	.	.

COMMITTEE MEETINGS

Meeting 1	Meeting Date	23 Sep 2020	Time	02:00 PM
	Place	Monte Vista Middle School	Facilitator	Principal Penaloza
Meeting 2	Meeting Date	8 Dec 2020	Time	02:00 PM
	Place	Monte Vista Middle School	Facilitator	Principal Penaloza
Meeting 3	Meeting Date	9 Feb 2021	Time	02:00 PM
	Place	Monte Vista Middle School	Facilitator	Principal Penaloza
Meeting 4	Meeting Date	22 Feb 2021	Time	02:00 PM
	Place	Monte Vista Middle School	Facilitator	Principal Penaloza
Meeting 5	Meeting Date	1 Mar 2021	Time	02:00 PM
	Place	Monte Vista Middle School	Facilitator	Principal Penaloza
Meeting 6	Meeting Date	23 Mar 2021	Time	02:00 PM
	Place	Monte Vista Middle School	Facilitator	Principal Penaloza
Meeting 7	Meeting Date	12 May 2021	Time	02:00 PM
	Place	Monte Vista Middle School	Facilitator	Principal Penaloza

- Sections of the plan will be reviewed at each School Site Council Meeting.

Overall Monte Vista is a safe campus for students and staff.

BOARD REVIEW AND PRESENTATION

ED Code Reference

The Board reviews and approves the plan each March.

ED 332286-32288

Board Policy Reference

The Comprehensive Safety Plan for Monte Vista Middle School was presented to the public at a meeting held on **9 Mar 2021, at District Office Board Rm, 2045 S. San Jacinto Ave., San Jacinto, CA 92583**

BP 450

The public was invited to share their comments on matters pertaining to the Plan through the following avenues:

- Speaker's comments transcribed into minutes

The meeting was publicized using the following mediums:

- Website: www.sanjacinto.k12.ca.us

The Plan was presented using the following mediums:

- Other: Online agenda attachment

APPENDIX

CODE REFERENCES

32280 (b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.