
AB 1747

Comprehensive School Safety Plan

Jurupa Middle School

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Introduction

It is the policy of the Jurupa Unified School District Board of Education that all students enrolled in this District, and all employees employed by this District, have the right to attend campuses, which are safe and secure.

The Board believes that a beginning step toward safer schools is the development of a comprehensive safety plan for school safety by every school within the District. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement and other first responder entities, and approved by the Board.

In order for the development of an effective Comprehensive School Safety Plan, the plan should address the needs of the school and students and consider three essential components (Ed. Code 35294.21):

1. Assuring each student has a safe physical environment;
2. Assuring each student has a safe respectful, accepting, and emotionally nurturing environment;
and
3. Developing each student's resiliency skills.

The school site Safety Committee will review these safe school plans on an annual basis and proposed changes will be submitted to Risk Management by December 10, approved by the School Site Council by March 1, and submitted to the Board for approval by the first Board meeting in May.

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under AB 1747 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

The document is designed as a living document to be updated as necessary to meet site, district and community needs, forms, or requirements.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Guidelines for Plan Development

Pursuant to Ed. Code 35294 and Jurupa Unified School District BP0450, this document is designed to ensure compliance with the requirements of AB 1747. This Comprehensive School Safety Plan shall identify strategies and programs that will maintain a high level of school safety and address the schools' safety procedures and is required to contain the following elements:

- Assessment of school crime committed on school site/campus and at school-related functions (Ed. Code 32282). The assessment may include
 - Data from California Healthy Kids Survey
 - Data on school suspensions, expulsions, and crime rates
 - Students, parents, and staff perceptions of school safety
- Child Abuse reporting procedures
- Policies pursuant to Ed. Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Campus safety, including:
 - Weapons on campus
 - Campus visitors
 - COVID-19 considerations
- School discipline policies and procedures to prevent bullying, hazing, hate crime, and cyberbullying – including behavioral expectations and consequences
- Policy prohibiting discrimination, intimidation, sexual harassment, other harassment, and bullying (Ed. Code 200.2624)
- School wide dress code policy
- Drug free school expectations
- Parent involvement strategies to support and reinforce school rules
- Collaborative relationships with organizations to prevent violence and crime
- Crisis prevention and intervention strategies, identify possible crises that may occur and determine tasks that need to be addressed, including:
- Routine and emergency disaster procedures including natural disasters such as earthquakes, human created disasters such as active shooter, or power outages. In addition, the following must be addressed:
 - Procedures for students with disabilities
 - Procedures for public agency use of facilities in the event of a disaster or emergency
 - Development of the site/campus evacuation plan, including opportunities for students and staff to practice the evacuation
- Procedures for safe ingress and egress of students, parents/visitors, and employees to and from school
- Procedures for responding to the release of hazardous substances on or near the site/campus

In the development of this Comprehensive School Safety Plan, the Safety Planning Committee shall be composed of:

- Principal or designee
- One teacher
- One classified employee
- One parent/guardian
- Other members as desired

In addition, the Committee shall consult with law enforcement and other local emergency providers in the development of the plan. The Committee shall provide a public meeting at the school site to allow members of the public to express an opinion of the plan (Ed. Code 32288). *Certain elements that are not designed for public knowledge or might be deemed detrimental to safety plans may be omitted from public review.*

Existing law requires the School Site Council to consult with a representative from a law enforcement agency, the fire department, and other first responder entities in the writing and development of the comprehensive school safety plan and requires the comprehensive school safety plan and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The School Site Council or Safety Committee shall notify in writing, if available, the following persons and entities of a public meeting for comment on the plan (Ed. Code 32288):

- Mayor of City of Jurupa Valley
- A campus representative for CSEA
- A campus representative for NEA-J
- A representative from each parent organization at the school site
- A student body government representative, if applicable
- Any individual who has requested notification

Such strategies and assessments will ensure that a safe and orderly environment, conducive to learning is maintained. Such strategies will also ensure compliance with existing laws related to school safety. This plan outlines several elements critical to maintaining a safe school environment.

School Safety Committee

Every school campus should have an active School Site Safety Committee as directed by California Education Code and California School Board policy. An active committee is crucial to ensuring a relevant and consistent safety education and emergency readiness training program on a campus. An effective School Site Safety Committee will see to it that emergency preparedness and school site safety does not slip through the cracks amid the everyday urgencies that arise daily on a school campus.

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a School Safety Committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members:

- Principal or designee,*
- One teacher who is a representative of the recognized certificated employee organization;*
- One classified employee who is a representative of the recognized classified employee organization;*
- One parent/guardian whose child attends the school;*
- Other members if desired. (Ed Code 35294.1)*

Other members of the school or community may provide valuable insights as members of the School Safety Committee. Additional members may include:

- Local law enforcement (Ed. Code 39294,1)
- Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

School Crime Assessment

The School Safety Committee shall make an status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

Incidents that occurred on JMS campus for 2021-2022 school year:

- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
 - (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
 - (f) Caused or attempted to cause damage to school property or private property.
 - (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, ...
- end-

Principals and/or designees follow the policies and procedures outlined in EC 48900 – 48198.6, BP and AR 5144 and AR 5144.1. A copy of the JUSD Student Discipline Handbook is given to each teacher and administrator at each site at the start of the school year. All students receive a JMS planner when they register at JMS. The planner is also used as an agenda tool to write down important information for every class period. The planner displays a lot of JMS' school information: requirements & regulations, JUSD' Board policies, Education codes and legal procedures that parents can quickly access. The following are more examples:

- * Summary of PBIS * School wide Expectations * PBIS Social Skills * Bullying Prevention
- * JUSD Dress code * Mandatory Expulsion Offenses * Student's Conduct
- * Suspension Appeal Procedure * Uniform Complaint Procedures * Filing a Complaint

Parents will also receive a copy of a JUSD Student Discipline Handbook at pre-expulsion (designee) meeting. All parents are informed of their right to appeal when a student is suspended.

Based on data analysis, the School Safety Committee identifies potential challenges to create an effective Comprehensive Safety Plan. The objective is to provide meaningful data to improve the campus safety climate.

Jurupa Middle Student, Parent and Staff Perceptions

Vision Statement:

Jurupa Middle is a professional community of learners in that:

- ✓ Staff members utilize current best practices to promote success for all students
- ✓ Staff members provide a caring and safe environment where all students can learn
- ✓ Staff members work collaboratively through data teams to build collegiality through teamwork
- ✓ Interventions are in place and subject to periodic reevaluation and improvement
- ✓ A positive environment fosters learning in every classroom
- ✓ Students are focused, actively involved, motivated and excited

JMS Mission Statement:

Our mission at Jurupa Middle School this year is very simple:

Mission Statement

Jurupa Middle School makes an impact on all students by empowering all students to achieve personal excellence.

Motto

Be Respectful, Be Safe, Be Responsible

Vision Statement

Jurupa Middle School is a community of learners. Staff members analyze common assessment data and utilize current research-based practices to promote success for all students. Staff members provide a caring and safe environment where all students can learn. Staff members work collaboratively to build collegiality through teamwork. Interventions are in place and subject to periodic re-evaluation and improvement. A positive environment fosters learning in every classroom with PBIS strategies. Students are focused, actively involved, and motivated.

It is our desire that our students excel and pride themselves and others in proactive and positive ways. Our school wide Positive Behavior Intervention Supports (PBIS) program reinforces our behavior skills. Students at JMS are empowered to achieve personal excellence.

At JMS, the school theme is promoted at the beginning of the school year. It promotes a bit of excitement with JMS staff members by keeping the theme secret until the “reveal” in the new school year. The yearly school designed themed t-shirts are unveiled during Panther Day; when 7th and 8th graders pick up their new class schedules and textbooks for the new school year. It also allows the Positive School Culture team to coordinate school spirit activities with ASB coordinator(s) and to schedule these activities throughout the school year. This collaboration will be based on data analysis to review school-wide rules and expectations at each grade level; and will motivate students to increase their sense of belonging at JMS. This will also address Goal 2 of our LCAP Plan.

“All students will have a safe, orderly, and inviting environment”

Our hope is that some of these positive activities and school spirit events will begin to change student’s negative attitudes into positive ones. Perceptions from parent, teacher and student surveys, parent meetings, and direct contact; indicate parent-teacher communication has

improved. ELAC parents acknowledge that school information is available in Spanish. A PELI- (Parent Engagement Leadership Initiative) team will be formed to work on goals and activities to support parent involvement. The JMS is also working with the District Director of Parent Involvement to implement additional services and activities to support parent needs. Parents want workshops to address middle school issues such as, “bullying” and/or anti -gang solutions. Teachers continue to use data analysis to improve instruction in core and non-core classes. All teachers gone through SDAIE, SB395, SIOP, AB466, AND EETT training as well as signing up for the Boy’s Town training offered by the district. Student groups want drug education to be emphasized more and to increase access to technology.

Positive Behavior Intervention System (PBIS)

The PBIS program is now embedded in the Q system at every school site. This is a computer program that allows easier implementation of routine procedures daily. This allows each instructor to keep accurate records on a variety of mandated requirements for federal, state and district policies. The PBIS program also works to reward students that are making Positive Behavior choices. Some of these rewards include positive praise from staff members, Good Guys events, 7th & 8th grade dances, 8th grade Recognition at the end of the year, Award Night, and Most Valuable Person -MVP Awards are examples of rewards at JMS.

The PBIS system also keeps track of student data in a variety of categories that can be collected and analyzed to accurately design interventions for students not making progress or who are escalating in negative behavior in the “Student Visit” component of the Q system application.

Educators at JMS can track their students in a variety of categories by using the Q system. It will give the teacher(s) “Alerts” when their student(s) has reached the fourth entry of negative behavior and/or of behavior violations in the Q system. The teacher can then schedule a conference with parent/student/teacher/counselor to discuss further options or consequences with input by all parties concerned regarding the behavior of the student.

Staff can collect this data and analyze it, to check other options and make corrective actions or intervention for the pupil which could involve making a change to the student’s course of study or begin the referral process to the Student Study Team (SST), if needed. A teacher can now access the entire school record of all their students. This allows teachers a quick snapshot of their pupils enrolled in their courses. It also displays an accurate display of contacts when parents and/or guardians need to be included for positive or negative reasons.

Boys Town Social Skills

Another component of Student Discipline and PBIS curriculum at JMS is Boys Town Social Skills. Originally created by Father Flanagan, Boys Town training is “meat” on PBIS’s bones. The program is based on the **Boys Town** philosophy of positive values and modeling respectful behavior. This exposure to appropriate behavior and the steps needed to achieve it, allow students to practice suitable behavior in the classroom and/or in any location on the school campus. Specific undesirable or offensive behaviors are targeted, and the student is made aware of the inappropriate behavior by identifying it to the student. The student is then shown precise steps to correct the offensive behavior. This method allows the student to be successful in any “life setting” the student may encounter in school or in life. These are a low stress exercises and are presented to students and discussed during Advisory weekly, except for Thursday due to a late start schedule (no Advisory). Daily school information is revealed on

JMS TV. Some of the Life Skills are shown in the videos that were created and “acted out” by JMS/TV staff and the video production students throughout the school year.

JUSD has allocated resources under staff development and has scheduled 2-day trainings for each school site in the district, to attend the workshops throughout the school year. Personnel who attend the workshop will acquire a variety of strategies to work with both the general student population and the school’s “most difficult” students. Boys Town training will give trainees strategies to teach students specific social skills and how to prevent most students from engaging in unacceptable behaviors. It will demonstrate how to motivate students to make changes in their behaviors and what school staff can do when the student escalates his/her inappropriate behavior.

JMS continues to reinforce the three basic principles; that student(s) can easily follow to avoid problems and be successful on our campus. The three basic principles are: **Be Responsible, Be Respectful, and Be Safe**. Students are expected to always demonstrate the appropriate behaviors on campus, at school activities, and to and from school.

A copy of the JUSD Student Discipline Handbook is given to each teacher and administrator at each site at the start of the school year and made available to parents at pre-expulsion (designee) meeting. All parents are informed of their right to appeal when a student is suspended.

Youth Court

Jurupa Middle School continues to utilize the services of YOUTH COURT, an innovative program initiated by the district to help sites reduced suspensions. YOUTH COURT gives the student a second chance to stay in school in lieu of being suspended; by giving students (with their parents) the choice to participate in a mock court trial of their peers. The “court” will hear their testimony, ask questions regarding the incident(s) for clarification, and then make a judgment. The “court” will explain its verdict, dispense the punishment, and give a time frame to complete ruling for every student who opt to go to YOUTH COURT.

Jurupa Middle School 2021/2022 School year Suspension and Expulsion Data

Suspensions

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Jurupa Middle	1,309	0	0	0.0%	0.0%	0.0%

Expulsions

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Jurupa Middle	1,309	0	0	0.0%

Jurupa Middle School 2019/2020 School year Suspension and Expulsion Data

Suspensions

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Jurupa Middle	1,329	70	53	4.0%	75.5%	24.5%

Expulsions

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Jurupa Middle	1,329	6	6	0.45%

Child Abuse Reporting and Prevention

A. Definition of Child Abuse (Penal Code 11165.5, 11165.6)

Child abuse means a physical injury or death that is inflicted by other than accidental means on a child by another person. Child abuse also means the sexual abuse of a child, including sexual assault or sexual exploitation (Penal code 11165.1), or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

B. Mandated Child Abuse Reporting

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; administrators, counselors; athletic coaches, athletic administrators and directors employed by any public or private school that provides any combination of instruction for kindergarten, or grades 1 to 12, inclusive. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

C. Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

D. Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

E. Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Jurupa Valley Sheriff's Station
7477 Mission Blvd.
Jurupa Valley, CA 92509
(951) 955-2600

Riverside County Department of Public Social Services
3610 Central Ave #501
Riverside, CA 92508
(951) 358-4000
Hotline: 1-800-442-4918

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency.

(Penal Code 11166)

F. Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

G. Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

H. Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167.

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report.
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment.

3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)
4. Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor.

Child Abuse Reporting Hotline 1-800-442-4918

Suspension and Expulsion and Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

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

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then

sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))
7. Stole or attempted to steal school property or private property. (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
11. Knowingly received stolen school property or private property. (Education Code 48900(l))
12. Possessed an imitation firearm. As used in this section, imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))
 - a. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.
17. Engaged in an act of bullying. (Education Code 48900(r))
18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31. (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property. As used in this section,
 - a. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)
 - b. A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:
20. Committed sexual harassment as defined in Education Code 212.5 (Education Code

48900.2)

- a. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)
 - a. Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)
 22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

Removal from Class by a Teacher and Parental Attendance

A teacher may remove a student from his/her class for the remainder of the day and the following day only for acts specified in Education Code 48900 and listed under "Grounds for Suspension and Expulsion" above. When removing a student from his/her class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. As soon as possible after the teacher decides to remove the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal or designee. A student removed from class shall not be placed in another regular class during the period of removal. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was removed. The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to Board policy, a teacher may require the parent/guardian of a student whom the teacher has removed to attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
2. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student
3. Direct the parent/guardian to meet with the principal after the visit and before leaving school
4. Direct the parent/guardian to contact the school if there are reasonable factors that would prevent

him/her from complying with the attendance requirement

Suspension by Superintendent, Principal, or Designee

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in Education Code 48915(g)
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
5. Possessing an explosive as defined in 18 USC 921

In addition, the Superintendent, principal, or designee may impose a suspension upon a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. At the conference, the student should be informed of other means of corrections that were attempted before the suspension. (Education Code 48911)
2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911) This notice shall state the specific offense committed by the student. (Education Code 48900.8) In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent

to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence. However, possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawful possession of a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4.
5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b)) (AR 5144)

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.

4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems;
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site;
3. Not housed at the school site attended by the student at the time of suspension.

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #21-23 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

Readmission after Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073- 49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall

enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5) (AR 5144)

Appropriate Use of Suspension and Expulsion

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or other school district, regardless of when it occurs, including, but not limited to, the following: (Ed. Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Except when a student commits an act that violates Education Code 48900(a)-(e) or his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

Except when a student commits an act listed in Education Code 48915(c), the Superintendent or designee shall have the discretion to determine whether to recommend to the Board that the student be expelled.

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144 - Discipline. (Education Code 48900.5, 48900.6)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

District staff shall not suspend any student for disruption or willful defiance, unless the suspension is warranted by documented repetitive behavior of the student or the disruption or willful defiance occurred in conjunction with another violation for which the student may be suspended.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to classroom or school removal.

Supervised Suspension Classroom

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

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of

conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Decision Not to Enforce Expulsion Order

Upon voting to expel a student, on a case-by-case basis the Board may suspend enforcement of the expulsion order pursuant to the requirements of law and administrative regulation. (Education Code 48917)

Maintenance and Monitoring Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Staff Notification of Dangerous Students

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive school safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

Education Code 49079 and the districts' collective bargaining agreement with the California Teachers Association require that the school principal notify classroom teachers/bargaining unit members of students who have engaged in, or are reasonably suspected of, engaging in certain suspendable or expellable acts for the three previous years. (Education Code sections 48900 and 48915)

In order to ensure every classroom teacher and substitute have immediate access to the names of those students currently enrolled in his/her classroom who meet the criteria of Education Code section 48900, teachers are provided a link and reminded to access the information on a monthly basis via an automatically generated email from the Technology Department. Information on dangerous pupils is updated daily.

Jurupa Middle

At JMS each teacher receives an email (monthly) notifying them of students who have engaged in, or are reasonably suspected of, engaging in certain suspendable or expellable acts for the three previous years.

Campus Safety

Whenever a principal believes a condition of student unrest exists on the campus which may develop into a serious disruption of the operation of the school, the principal shall:

1. Direct all campus supervisors, administrative building certificated personnel, and available teachers to take such steps (campus control, counseling with students) as he/she deems to be helpful in controlling the problem and in leading to its resolution.
2. Inform the Superintendent's Office.
3. Inform the Riverside County Sheriff's Office.

Weapons and Dangerous Instruments

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-17350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion;
2. Ammunition or reloaded ammunition;
3. Knives, razor blades, and box cutters: dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing; weapons with a blade fitted primarily for stabbing; weapons with a blade longer than 2-1/2 inches; folding knives with a blade that locks into place; and razors with an unguarded blade;
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices;
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun;
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon; and
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Any employee may confiscate any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately;
2. Immediately notify the principal, who shall take appropriate action;
3. Immediately notify the local law enforcement agency and the principal.

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's

parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

Students shall not possess weapons or dangerous devices of any kind in school buildings, on school grounds or buses, or at any school related or school-sponsored activity away from school unless written permission has been obtained from the school principal to possess such objects. Principals may permit the possession of weapons or dangerous instruments at school only at the request of a teacher and with assurance that such possession serves a positive educational purpose.

Any employee may use reasonable force necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within control of a student. However, employees are prohibited from inflicting corporal punishment on students. All security equipment must be authorized and issued by the district. (Education Code 44807, 49001, 49331-49333)

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and act appropriately.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

If criminal or civil proceedings are brought against an employee alleging that the employee committed an assault in connection with his/her employment, such employee may request the Board of Education to furnish legal counsel to defend the employee in any civil action or proceeding brought against him/her within the limits set by law. (Government Code 995)

An employee whose person or property is injured or damaged by willful misconduct of a student may request the school district to pursue legal action against the student or the student's parent/guardian. (Education Code 48905)

Employees shall promptly report to their principal or other immediate supervisor any attack, assault, or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault, or threat made against them on school grounds by any other individual. Such reports shall also be forwarded immediately to the Superintendent or designee.

An employee whose person or property is injured or damaged by willful misconduct of a student when the property is either (1) located on district property, (2) being transported to or from a district-sponsored event, (3) present at a district-sponsored event, or (4) injured or damaged in retaliation for conduct engaged in by the employee in the exercise of his/her duties, may ask the district to pursue legal action against the student or the student's parent or guardian. (Education Code 48905)

Visitor Screening Policy

Parent volunteers should be encouraged and welcomed. However, it is imperative that an appropriate and aggressive screening process be in place to ensure only qualified visitors are present on campus. The District's visitor monitoring program, Raptor, is designed to both screen visitors from unwanted lists and log their arrival and purpose. In addition to this process, additional visitor-screening policy includes:

- Visitors must check in at front desk attendant through the Raptor system with their photo ID and receive their visitor pass indicating their purpose.

- Post signs at key arrival points directing all visitors to the entry door.
- Lock all gates and entry points to the campus after school has started to direct all visitors to a single point of entry at the front office.
- Direct visitors to sign out upon leaving campus.
- Acquaint parents and community members with visitor policy.
- Familiarize all teachers and staff with the visitor policy.
- Encourage all staff to question unidentified visitors and direct them to the office before proceeding onto campus.

COVID-19 Considerations

On February 11, 2020, the World Health Organization announced an official name for the disease that is causing the 2019 novel coronavirus outbreak, first identified in Wuhan, China. The new name of this disease is Coronavirus disease 2019, abbreviated as COVID-19. In COVID-19, 'CO' stands for 'corona,' 'VI' for 'virus,' and 'D' for disease. Formerly, this disease was referred to as “2019 novel coronavirus” or “2019-nCoV”. There are many types of human coronaviruses including some that commonly cause mild upper-respiratory tract illnesses. COVID-19 is a new disease, caused by a new coronavirus that has not previously been seen in humans

It is the policy of the Jurupa Unified School District to ensure a safe and healthy environment for employees, staff, and students. Communicable and infectious diseases such as COVID-19 are minimized by providing prevention, education, identification through examination, surveillance, immunization, treatment and follow-up, isolation, and reporting.

Due to the presence of COVID-19 in the community, the Jurupa Unified School District has implemented infection control measures, including applicable and relevant recommendations from the Centers for Disease Control and Prevention (CDC) and our state and local guidelines. The District follows the current county and state COVID-19 guidelines and protocols for safe in-person instruction. In accordance with current guidance set by the California Department of Public Health (CDPH):

- Students and staff participate in a daily self-assessment before arriving at school;
- Hand sanitizer is provided for each classroom and/or workspace;
- Classrooms and workspaces are ventilated in accordance with the current guidance; and
- Masks are optional in all preschool and TK-12 school settings.

The District will continue to follow the current county and state COVID-19 guidelines and protocols and will make adjustments to ensure compliance as the guidelines and protocols change.

School Discipline

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

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

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

Student Conduct

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats;
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption;
3. Conduct that disrupts the orderly classroom or school environment;
4. Willful defiance of staff's authority;
5. Damage to or theft of property belonging to students, staff, or the district;

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

6. Obscene acts or use of profane, vulgar, or abusive language;
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs;
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose;

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time;

Permitted devices shall:

- 1) Be turned off during class time and at any other time directed by a district employee
- 2) Not disrupt the educational program or school activity
- 3) Not be used inappropriately as determined by staff

Jurupa Middle

If a disruption occurs, the employee shall direct the student to turn off the device and/or confiscate it. If a school employee finds it necessary to confiscate a device, he/she may either return it at the end of the class period or school day or keep it until the principal or designee has consulted with the student's parent/guardian.

A student who violates this policy may be prohibited from possessing a personal electronic signaling device at school or school-related events.

10. Plagiarism or dishonesty on school work or tests;
11. Inappropriate attire;
12. Tardiness or unexcused absence from school;
13. Failure to remain on school premises in accordance with school rules.

Enforcement of Standards

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a school official may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Discipline

Students are expected to conform to the regulations of the school and obey all directions of the teachers and others in authority. Rules and regulations consistent with the laws of the State of California, the Education Code, and California administrative code, Title V, and relating to areas of discipline including corporal punishment, suspension, expulsion, exclusion, exemption, and transportation shall be spelled out in a Code of discipline for approval and periodic review by the Board of Education.

1. All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (Education code 10609)
2. Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his/her teacher and others in authority; observe good order and propriety of deportment; be diligent in study; be respectful to his/her teacher and others in authority; be kind and courteous to schoolmates; and refrain entirely from the use of profane and vulgar language. (C.A.C., Title 5, Section 300)
3. While on the school grounds (or elsewhere when under the authority of direct supervision of school personnel or when such conduct is otherwise related to school activity or school attendance), a pupil shall refrain from any and all of the following acts:
 - a. Gambling; immorality, profanity; and the use or possession of tobacco, alcohol beverage, narcotics or other hallucinogenic or dangerous drugs or substances. (Drugs shown to have been prescribed by a licensed physician for a pupil are an exception as to that pupil.)
 - b. Willful or negligent conduct likely to result in injury to other pupils or school employees or

in danger to school property.

4. A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself/herself for the schoolroom before entering. (C.A.C., Title 5, Section 302)
5. A pupil who defaces, damages, or destroys any school property or willfully or negligently injures another pupil or school employee is liable to suspension or expulsion, according to the nature of the offense. (C.A.C., Title 5, Section 305)

Principals are responsible for establishing specific regulations essential for the protection of student health and safety in the activities of the school, and for the protection of school property and equipment. Special precautions should be implemented in areas of instruction such as physical education, athletics, laboratory, and shop activities.

Each principal must review school rules with his/her faculty each year and file a copy of rules relating to health and safety with the Director of Educational Equity by October 15.

The principal must ensure the effective communication of the school rules to students and parents, and the principal must supervise their enforcement.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

Disciplinary strategies may include, but are not limited to:

1. Referral of the student for advice and counseling;
2. Discussion or conference with parents/guardians;
3. Convening a study team or other intervention-related team;
4. Referral for a comprehensive psychosocial or psychoeducational assessment;
5. Enrollment in a program for teaching prosocial behavior or anger management;
6. Participation in a restorative justice program;
7. A positive behavior support approach with tiered interventions;
8. Participation in a program that is sensitive to the traumas experienced by students and that focuses on students' behavioral health needs;
9. Recess restriction;
10. Detention after school hours;
11. Community service (including outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs);
12. Reassignment to an alternative educational environment
13. Removal from the class in accordance with Board policy, administrative regulation and law
14. Suspension and expulsion

Corporal Punishment

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. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property or to obtain possession of weapons or other dangerous objects within the control of the student. (Education Code 49001) (AR 5144)

Recess Restriction

A teacher may restrict a student's recess time when he/she believes that this action is the most effective way to bring about improved behavior, subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

Detention after School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 48980)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Bullying / Cyberbullying / Hate Crime

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

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

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

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

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

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school

climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

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

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

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

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. Students may confidentially report threats or incidents by completing a JUSD Safe Students & School Reporting form at <https://jurupausd.org>.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

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

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

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the

incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Sexual Harassment Policy

Definition

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when **any of four conditions** are met: (Education Code 212.5; Government Code 12940; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors;
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects;
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements;

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of training regarding sexual harassment and that non-supervisory employees receive at least one hour of training regarding sexual harassment. All newly hired or promoted employees shall receive training within six months of their assumption of the new position. (SB 778)

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

Jurupa Middle - Sexual Harassment Expectations

We believe at JMS, if any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements. Complaint(s) or violation(s) of the Sexual Harassment Policy shall be investigated, and, if it is determined to be sexual harassment, it will be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

Discrimination and Other Harassment Policy

Students

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

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

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

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

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

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; 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 coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Mr. Monty Owens
Director of Educational Equity
4850 Pedley Road, Jurupa Valley, CA 92509
(951) 360-4140
harold_owens@jUSD.k12.ca.us

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site, district-approved social media, and other locations that are easily accessible to students. (Education Code 234.1)
2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.
4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.
5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.
7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory

harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity;
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex;
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming;
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex;
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information;
6. Use of gender-specific slurs;
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender,

gender identity, or gender expression.

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.
4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of

the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.
6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.
7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

Personnel

The Governing Board desires to provide a positive work environment where employees and job applicants are assured of equal access and opportunities and are free from harassment in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

Prohibited discrimination consists of the taking of any adverse employment action against a person, including termination or denial of promotion, job assignment, or training, or in discriminating against the person in compensation, terms, conditions, or other privileges of employment based on any of the prohibited categories of discrimination listed above.

The prohibition against discrimination based on the religious creed of an employee or job applicant includes any discrimination based on the person's religious dress or grooming practices or any conflict between the person's religious belief, observance, or practice and an employment requirement. The prohibition against discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions. (Government Code 12926, 12940)

Harassment consists of any unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

The Board also prohibits retaliation against any district employee or job applicant who complains, testifies, assists, or in any way participates in the district's complaint procedures instituted pursuant to this policy.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids,

abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

The following position is designated as Coordinator for Nondiscrimination in Employment:

Mr. Daniel Brooks
Assistant Superintendent of Human Resources
4850 Pedley Road
Jurupa Valley, California 92509
(951) 360-4124

Any employee or job applicant who believes that he/she has been or is being discriminated against or harassed in violation of district policy should, as appropriate, immediately contact his/her supervisor, the Coordinator, or the Superintendent who shall advise the employee or applicant about the district's procedures for filing, investigating, and resolving any such complaint.

Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the principal, district administrator or Superintendent as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. Failure of a district employee to report discrimination or harassment may result in disciplinary action.

Training and Notifications

The Superintendent or designee shall provide training to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the district's policies and regulations regarding discrimination.

The Superintendent or designee shall regularly publicize, within the district and in the community, the district's nondiscrimination policy and the availability of complaint procedures. Such publication shall be included in each announcement, bulletin, or application form that is used in employee recruitment.

The district's policy shall be posted in all district schools and offices including staff lounges.

Other Remedies

An employee may, in addition to filing a discrimination complaint with the district, file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, the employee must file his/her complaint within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960. (Government Code 12960)
2. To file a valid complaint directly with EEOC, the employee must file his/her complaint within 180 days of the alleged discriminatory act(s). To file a valid complaint with EEOC after filing a complaint with DFEH, the employee must file the complaint within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier. (42 USC 2000e-5)

Employees wishing to file complaints with the DFEH and EEOC should contact the nondiscrimination coordinator for more information.

Dress Code Policy

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board of Education 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 interferes 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.

Gang-Related Apparel

Gang-related apparel is strictly prohibited. "Apparel" includes, but is not limited to, hats, jewelry, belt buckles, bandannas, exposed tattoos, colors, paraphernalia, and professional sports jerseys or logos that indicate an affiliation with a group or gang which may provoke others to act violently or be intimidated.

Appropriate Dress—General

Brief garments, such as swimsuit tops, strapless or halter tops, beach wear, tank tops with deep armholes, bare midriffs, backless shirts, tube tops, pajamas, lounge wear, sheer clothes, ripped or tattered jeans that expose private parts of the body, low necklines, and exposed undergarments are not appropriate for school. Garments with shoulder straps less than 1" in width are prohibited. Dresses, skirts or shorts must cover the full curve of the buttocks when walking, sitting, reaching or bending and should be no shorter than fingertip length with arms down.

Bagging or sagged pants shall not be worn at school. "Baggy pants" means the waistline of the pants, located at the hipbone of the student when pulled and pinched will gather more than one inch of material. "Sagged pants" means the waistline of the pants is located below the hipbone of the student. Properly fitted pants, incorrectly worn (below the hipbone) are "sagged pants".

Prohibited Items

Clothing, jewelry, and personal items (backpacks, gym bags, water bottles, etc.) shall be free from writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, or which bear weapons, drug, alcohol, or tobacco company advertising, promotions, or likenesses.

Also prohibited are clothing or other items which advocate gender, racial, ethnic, or religious prejudice or which demean or exalt any group of people such that it infringes upon the rights of others to be free from harassment or intimidation. Also prohibited are items containing messages that promote or glorify death, mutilation, or violence, or which constitute gang "silent code" messages.

Jewelry

Jewelry with gang-related or other inappropriate symbols, as described above, is prohibited. Also prohibited is jewelry designed for use as a weapon or designed to contain hazardous or contraband materials. In addition, jewelry or other accessories which display studs, spikes, chains, replica weapons, or drug paraphernalia, or which may pose a threat to student safety are prohibited. Chains greater than 1/8 inch in diameter are prohibited.

Shoes

Shoes must be worn at all times. For safety reasons, only shoes which are appropriate for school wear are allowed, as determined by school administration. Shoes should stay on when walking or running. No slippers are allowed.

Hats

Only school-approved hats, caps, or other head coverings may be worn outdoors for sun protection.

Sunglasses

Sunglasses may not be worn in the classroom.

Hair

Hair must be clean and neatly groomed. Hair lengths or styles which jeopardize the health and safety of the wearer others or which substantially disrupt or interfere with school activities are not allowed.

Drug Free Expectations

Alcohol and Other Drugs

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety, and create a well-disciplined environment conducive to learning.

The Superintendent or designee shall develop, implement and evaluate a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs. The district's program shall be scientifically based and designed to prevent or reduce alcohol or other drug use and the possession and distribution of illegal drugs. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians, and coordination with appropriate community agencies and organizations.

The Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's program in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.

The Superintendent or designee shall consult with principals, teachers, other school personnel, students, and parents/guardians when developing the district's program.

The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely distributed in the community.

Staff should encourage students to participate as responsible partners in efforts to maintain a safe, constructive school climate.

The Board encourages the establishment of site-level advisory groups to assist in promoting alcohol- and drug-free schools.

The district's drug education program shall augment county drug education services, if any. District staff shall take every opportunity to cooperate with county and county office of education staff in planning and implementing collaborative alcohol and drug prevention programs.

Instruction

The district shall provide science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use of drugs or alcohol when such use is illegal. (20 USC 7114, 7162; Health and Safety Code 11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

The curriculum of all elementary and secondary schools shall include instruction on the effects upon the human body, as determined by science, of tobacco, alcohol, narcotics, dangerous drugs as defined in Health and Safety Code 11032, and other dangerous substances. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level.

In grades 1-6, instruction in drug education should be given in health courses required by Education Code 51210. (Education Code 51260)

In grades 7-12, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by Education Code 51220. (Education Code 51260)

Secondary school instruction shall also include a study of the effects of alcohol and other drugs upon prenatal development. (Education Code 51203)

Instruction shall be provided by appropriately trained instructors who have demonstrated competencies, as determined by the principal or designee, in the following areas: (Education Code 51260)

1. The ability to interact with students in a positive way
2. Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, and shared drug apparatus
3. Effective teaching skills and competency in helping students to express opinions responsibly and to become aware of their values as they affect drug-use decisions

Intervention, Referral, and Student Assistance Programs

School staff, students and parents/guardians shall be informed about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral and other student assistance programs.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

District staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who have a reasonable suspicion that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee.

If the principal or designee, in his/her professional capacity or in the course of his/her employment, knows, observes or suspects that a student may be under the influence of alcohol or drugs, he/she may notify the parent/guardian. (Education Code 44049)

School staff shall not disclose confidential information provided during counseling by a student 12 years of age or older. A school counselor may report such information to the principal or parent/guardian only when he/she believes that disclosure is necessary to avert a clear and present danger to the health, safety or welfare of the student or other persons living in the school community. The school counselor shall not disclose such information to the parent/guardian if he/she believes that the disclosure would result in a clear and present danger to the student's health, safety or welfare. (Education Code 44049, 49602)

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds or at school-sponsored activities.

Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, Board policy and administrative regulation. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics.

Jurupa Middle Drug Free Expectations

Grounds for Suspension and Expulsion

1. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
2. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

At JMS,(7th and 8th grade), instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by Education Code 51220. (Education Code 51260) Secondary school instruction shall also include a study of the effects of alcohol and other drugs upon prenatal development. (Education Code 51203) Instruction shall be provided by appropriately trained instructors who have demonstrated competencies, as determined by the principal or designee, in the following areas: (Education Code 51260) This anti-drug statistics shall provide Science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs grade level Science classes (Family Life Unit).

Red Ribbon Week

During the month of October, all homeroom classes participate in the school wide Red Ribbon activities. Jurupa Middle School understands that factors such as hiring highly qualified teachers (HQT), having a safe and clean campus as well as high student attendance contribute to these positive educational outcomes. The goal is for all students to improve on performance targets and meet all accountability measures. With the new funding formula from the state, Jurupa will have increased funding from LCFF that will support interventions for struggling students. Jurupa will also monitor students for signs of at-risk behaviors and provide resources to help parents, in addition to monitoring behavior and discipline data and increasing the use of PBIS (Positive Behavior Intervention Supports) to motivate students to higher levels of achievement. Data teams will meet to analyze student performance by gender, economic status, language proficiency, and disability to provide timely interventions. Teachers will continue to receive training in the best instructional practices and strategies that will improve low student performance as evidenced by the data. Jurupa Middle strives to improve the educational outcomes of all its students when assessments are mandated from school, district, and state.

JMS Health and Safety

Jurupa Middle Health and Safety goal objective is to identify and assist in the removal or modification of safety and health-related barriers to learning in children through crisis management planning, as well as prevention of illness, early detection, and correction of health problems. The state, district and school recognize the importance of including parents as partners in the education of their children. Several policies and programs are in place to encourage participation, train parent leaders and keep parents informed by parent meetings and timely effective parent notices and training. As part of JMS' health and safety plan, there is funding for a part-time health clerk to handle everyday student health needs during the day. To strengthen and facilitate the educational process by maintaining a safe, healthy, disciplined, drug-alcohol-and tobacco free learning environment, thereby improving the safety and health status of all children.

PBIS

Jurupa Middle School cultivates a climate of learning using PBIS (Positive Behavior Intervention Supports) discipline strategies, rewards positive behavior and provides a safe, secure, and clean campus to all students and staff. In the Panther Plan there are three PBIS goals. They are:

1. Provide a school wide focus on improving and recognizing success in the areas of attendance, academics, and nonacademic curriculum.
2. To increase and reward positive student behavior throughout the school year.
3. Maintain and continue to refurbish and modernize furniture and fixtures throughout the school campus on an ongoing basis.

The Panther Plan also has the following component, to strengthen and facilitate the educational

process by maintaining a safe, healthy, disciplined, drug-alcohol & tobacco-free learning environment thereby improving the education, safety, and health status of children.

Parent Involvement Strategies

Title I School-Level Parental Involvement Policy Jurupa Middle School

Jurupa Middle has developed a written Title I parental involvement policy with input from Title I parents. *The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of Single Plan for Student Achievement (SPSA) and through site advisory groups, i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories, Parent Teacher Association (PTA), and District School Liaison Team (DSLTL) when in program improvement status.* It has distributed the policy to parents of Title I students. *The policy will be provided in the informational materials that are distributed to parents at the beginning of the year.* The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at *Jurupa Middle* the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- ***During the annual Virtual meeting in September.***

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- ***A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.***

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy.**

- ***An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities.***
- ***Included as part of the annual review of the Single Plan for Student Achievement (SPSA) through School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories.***

The school provides parents of Title I students with timely information about Title I programs.

- ***Through parent notifications, Back-to-School nights, SSC, ELAC, PTA, the school website, social media platforms as well as Parent Square and Peach Jar.***

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- ***At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for the Units of Study, CAASPP, and local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.***

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- ***Through informal parent requests for meetings, Back-to-School nights, SSC, ELAC, and PTA.***

School-Parent Compact

Jurupa Middle distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The school-parent compact will be sent home with every student. A copy of the compact is attached as part of the policy. The compact is reviewed and approved annually by the SSC.

Building Capacity for Involvement

Jurupa Middle engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the Common Core standards, assessments, and how to monitor and improve the achievement of their children.

At parent-teacher conferences, informal parent requests, parent trainings, and through teacher's ongoing parent communication, information on standards mastery, assessment data, intervention, and communication on how to support parents in monitoring their child's education are provided.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- *Trainings to empower parents to support and assist their children's education. This may include such activities as Parent workshops.* With the assistance of Title I, parents and staff members are made aware about the value of parent contributions, and in how to work with parents as equal partners.
 - ***At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in the SPSA.***

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- ***Coordination of parent involvement activities at the site are done by the district Director of Parent and Community involvement, the Principal, the leadership team, ASB, PTA, ELAC and/or the SSC.***
- ***Appropriate roles for community organizations will be developed and may include: The HOPE collaborative, The HERO Program, Vaccination clinics, Parent workshops such as self-defense courses, PACT, supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling.***
- ***Through parent notifications and referrals to viable parent resources.***

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

School information, including communication about the Title I program, will be distributed in all the major languages spoken by the families of the students at the school.

The school provides support for parental involvement activities requested by Title I parents.

- ***Parent involvement strategies within the SPSA are integrated based on parent input through survey data and input given at meetings.***
- ***Parents may submit comments through the Principal and/or the SSC about school planned activities.***

Accessibility

Jurupa Middle provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- ***All parents, including parents with limited English proficiency are provided information and school reports in a format and language through the use of translation of parent materials and interpreters for parents at meetings.***
- ***Access to all facilities and parking are provided to parents with disabilities.***
- ***ADA access is available at JMS .***

Collaboration Strategies

Collaborating and maintaining communication with parents and the community are important to the academic success of student at Jurupa Middle School. Two-way communication is vital for the growth and academic success for all students. The following are tools for strategic collaboration with parents and the community...

1. Q Communications,
2. Parent Connect,
3. school website: <https://jurupausd.org/schools/JurupaMiddleSchool/Pages/Default.aspx>
4. Twitter: https://twitter.com/search?q=%23JMSPantherPride&src=hashtag_click
5. Parent-Square

Prevention and Intervention Strategies

Developing and sustaining a strong safe-school culture free of intimidation or violence requires the efforts of all stakeholders, administration, staff, students, parents, and community members. At the site level, administration, staff, and student leaders should strive to help students develop meaningful connections to school. One way to achieve this is to train staff and students in a variety of violence prevention strategies as well as to provide a broad scope of opportunities for student engagement.

Maintain a School Culture Free of Violence

- Examine how policies and programs in the classroom, school building, and district office facilitate the peaceful interaction of individuals and groups
- Communicate and consistently enforce the school's policy on weapons possession and aggressive behavior
- Make it clear in all communications, verbal and written, that all threats that compromise the safety and security of any student, staff, or other school community member, will be taken seriously. This includes any threat expressed through electronic means or technological device
- Develop and implement a systematic, team-oriented threat inquiry process that includes a referral process for mental health or social services as well as the capacity to monitor and support both perpetrators and victims
- Implement staff training in nonviolent conflict resolution and threat inquiry processes
- Encourage all site staff to develop sincere relationships with students, visit classrooms, be visible on campus, and maintain a reasonable level of accessibility to students and parents
- After school program "Think Together" aids students with the completion of homework, active mobility, and craft activities

Procedures for Safe Ingress and Egress

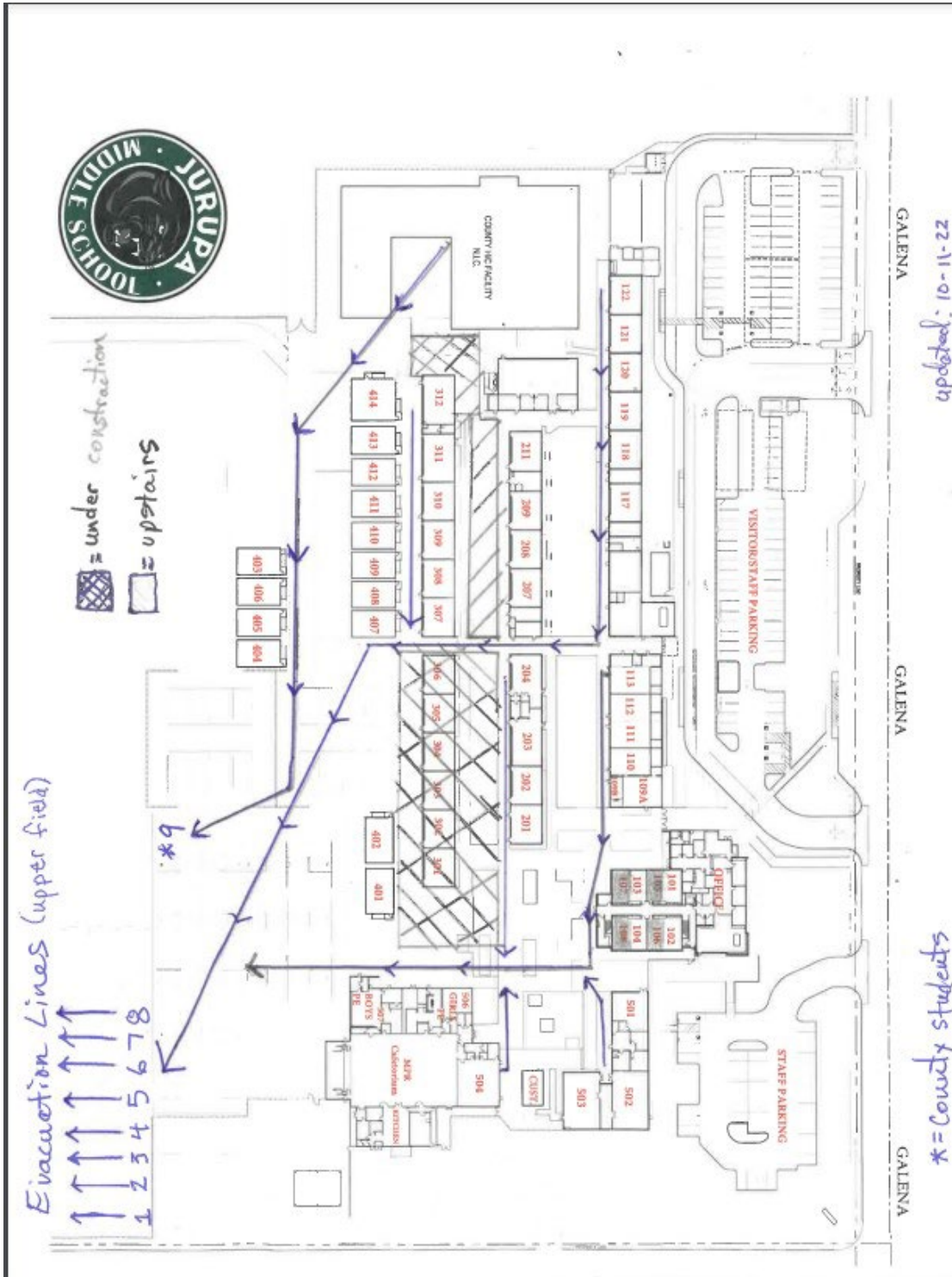
Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

The Superintendent or designee shall develop procedures for identification of staff, students, and volunteers.

Schools must include plans for:

1. Identifying the population of people with disabilities
2. Determining proper signage and equipment
3. Training staff to assist individuals with disabilities
4. Coordinating with emergency response personnel

Jurupa Middle Evacuation Map (under construction):



Off-Campus Evacuation/Assembly Location

Jurupa Middle School: 1st Agate Park 8623 Jurupa Rd., Jurupa Valley, CA 92509

2nd Patriot High School 4355 Camino Real, Jurupa Valley, CA 92509

Emergency Evacuation Routes and Procedures

Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

- Identify off-campus evacuation site(s).
- Jurupa Middle School:** 1st Agate Park 8623 Jurupa Rd., Jurupa Valley, CA 92509
2nd Patriot High School 4355 Camino Real, Jurupa Valley, CA 92509

Staff Training

Jurupa Middle School- practices (2) earthquake/evacuate scenarios as well as active shooter. All school employees have a job tasked to them in times of an emergency. All buildings display evacuation routes and evacuation “folders” that direct teachers/staff to a particular location for their job duties during an evacuation. These drills are reviewed/practiced at the beginning of the school year and are updated/practiced on specified dates. Information is dispersed to staff through email and staff meetings.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so. Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon emergency alert, assemble students for evacuation using designated routes and account for all students.
- Secure room. If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Accommodations for People with Special Needs

It is critical to make appropriate accommodations to ensure the safety of students and staff with special needs.

- Identification
 - Identify and document staff and students with special needs and the types of assistance required in an emergency.
 - Keep an up-to-date list of staff and students with special needs in the Emergency Response Boxes (2).
 - On the up-to-date list, highlight those with priority needs in the event of an evacuation. (i.e. ambulatory vs. non-ambulatory, verbal vs. nonverbal)
 - Create a system to keep this information up-to-date and accessible by all who might need it in event of emergency, including classroom teachers.
 - Allow visitors to self-identify their special evacuation needs via sign-in log.
- Evacuation routes and maps:
 - Establish a Buddy System and assign an adult or peer tutor to assist a disabled individual in exiting the building or getting to the Evacuation Assembly Area.
 - Review all paths of travel and potential obstacles to determine most practical evacuation routes.
 - For individuals with mobility impairments avoid barriers such as stairs and narrow doors.
 - Include special needs evacuation information indicating primary and secondary exits in all campus emergency packets.
 - Identify areas of rescue where students with special needs can wait for assistance if necessary.
- Training and drills:
 - Provide training for those designated to evacuate students with special needs.
 - Include individuals with special needs when conducting evacuation drills.
 - Stress self-help responsibilities and capabilities as well as the importance of self-assessment of emergency needs.
 - Review emergency protocol to address confrontational student/staff behavior during evacuation. If a person refuses to move and all possible strategies have been employed, rescuer must self-evacuate. Under no circumstances may an individual re-enter a building once evacuated.
- Equipment and supplies:
 - Have student carry medical information in wallet, purse, or backpack.
 - If reliant on battery-operated technology, have student carry extra batteries in wallet,

purse, or backpack.

Emergency and Disaster Response Procedures

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (Education Code 32282)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Earthquake

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System.

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff;
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows;
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools;
4. Protective measures to be taken before, during, and following an earthquake;
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system.

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near

buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

Earthquake procedures in a building

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure.
 - a. DROP to the ground.
 - b. COVER the back of the neck with your hands. Seek protective cover under or near desks, tables, or chairs in a kneeling or sitting position. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
 - c. HOLD onto a table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. You should remain in the HOLD position until ground movement ends.
2. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
3. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake procedures while outside

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to move away from hazards such as buildings, trees, overhead power lines, power poles, or exposed wires.
2. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks.
3. Have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.

7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire within a School Building:

In the event that a fire is detected within a school building, use the following procedures:

1. The Principal or Designee will:
 - Order an evacuation if the fire alarm doesn't work
 - Call 9-1-1
 - Notify the superintendent
2. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
3. Teachers will close doors upon evacuating.
4. Teachers will take their attendance sheets to the evacuation site and take attendance.
5. Teachers will report any missing student(s) to their Team Supervisor/ Administrator.
6. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., if necessary for evacuating, putting out the fire, etc.
7. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
8. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

The Principal or designee shall:

1. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
2. Notify the Fire Department by calling 911.
3. Notify the Superintendent's office.
4. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

It is the district's intent that schools will remain open during a power outage.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are

forecasted to be less than five (5) percent.

- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district.

During an outage

- Contact MOT immediately if your site is experiencing a blackout.
- According to SBC (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Security Alert

Purpose: The protocol will be followed if an event requires heightened security measures and/or greater presence of staff while still being at a lower level than a Lockout. The Security Alert protocol will allow for the teaching day to continue without disruption but allow for greater awareness of potential threats. School will dismiss at normal times and students may be checked in and out by parents and guardians. The Security Alert protocol can be initiated by the police department, the fire department, the school district or by the individual school site.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Security Alert. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Limit the number of students released from class.
2. Monitor the outside of the classroom for anything unusual. Immediately notify the office if you see anything unusual or suspicious.
3. Go about the teaching day, following the bell schedule.

Lockout

Purpose: To secure the school from outside events such as a police pursuit in the area or other hazardous situation. A Lockout is intended to prevent a potential community threat from entering campus. Outer gates and other entrance/exit points should be closed and locked to deter a potential

perpetrator from entering school grounds. A Lockout heightens school safety while honoring instructional time.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Lockout. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Lock your classroom door.
2. You may allow students locked out of the room to come back in if they knock.
3. Take roll and report any missing students and their location to the office.
4. Do not allow students to leave the room until the "All clear" signal is given.
5. Continue teaching.
6. Be aware you may have to hold students in the room past normal breaks.
7. Bells will be turned off. If bells sound, ignore them unless instructed to follow the schedule by PA announcement.
8. Remain in Lockout status until ALL CLEAR is issued by law enforcement.

Lockdown

Purpose: To mitigate harm caused by an intruder by securing students and staff in locked rooms. Lockdown is implemented when the threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During Lockdown, students and staff are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or an **ALL CLEAR** signal is given by site administration.

Notification: PA announcement will state: "We are in lockdown, please secure your rooms." This will repeat three times.

Lockdown is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown requires closing and locking doors immediately after which no one is allowed to enter or exit. Shelter-in-Place allows for the free movement of staff and students within the classroom or office.

Principal/Site Administrator Actions:

- Assume Incident Command role and continue until relieved by law enforcement. Put on IC vest
- Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation.
- Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Designate assigned individual to lock all doors leading into administration building.
- Instruct office staff to seek safe refuge in a pre-determined "Safe" location within the building.
- Contact school resource officer or other security personnel and provide available information.
- When able, alert Superintendent's office.
- Access the "Emergency Response Box" in order to provide law enforcement with maps, keys, rosters, etc.
- According to site communication plan, provide periodic updates to staff via public address, e-mail, or other means. Continue updates even if there is no change in the situation.

- ❑ After the emergency has been neutralized, initiate **EVACUATION** or **ALL CLEAR** procedures as directed by law enforcement.
- ❑ If evacuating, Instruct Office Manager/Secretary to initiate automated emergency phone message regarding emergency **EVACUATION** information.
- ❑ Meet law enforcement at Incident Command Post.
- ❑ According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons.
- ❑ If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Using **Mass Casualty Patient Tracking Sheet**, request victim identification and transport information. Complete tracking sheet for School Site Incident Commander. Only Coroner, police chaplain, or other public official should deliver official notification of deceased persons.
- ❑ Transfer incident command to law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.
- ❑ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath.

Staff Actions: If Students Are In Class At Time Of Lockdown:

- ❑ **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom.
- ❑ Close and lock the door. **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or Site Administrator will use keys to unlock door and clear the room.
Exception: For elementary schools. You may allow entry to a student only if you can visually determine either through window, telephone/PA to a room with view of your door or through front office if security cameras pick up your room, that the student is alone and is unarmed. This is a judgement call on your part. The overriding concern must be for the safety of the larger number of people inside your room.
- ❑ Close blinds and turn off lights. If door has a window, cover with a pre-cut piece of heavy **black** construction paper.
- ❑ Instruct students to stay quiet and out of sight. Relocate against the "Safe Wall," the wall least visible to the outside and most out of the line of fire. Control all cell phone activity (no outgoing or incoming calls).
- ❑ Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- ❑ If safe to do so, locate emergency packet including attendance rosters. Take attendance and document on appropriate form.
- ❑ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.
- ❑ If anyone is injured or wounded inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so. **Only** in the event that all available channels of communication are disabled and the injury is life-threatening, slide Red Cross placard (found in the emergency packet) under the door.
- ❑ Do **NOT** call office to ask questions; Incident Command will send out periodic updates according to site communication protocol.

- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Not In Class At The Time Of Lockdown:

- If staff member is somewhere on campus other than own classroom or office, stay put. Do not attempt to get back to a specific location.
- Direct students to nearest available safe building or location. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- Do **not** chase students that run. Let them go.
- Do **not** go into rooms that cannot be secured and offer no way out.
- Students who find themselves in a room with no adult supervision should call the designated office number immediately. Visible instructions at every classroom phone provide additional "Need to Know" information.
- If sheltering inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to move to "Safe Wall" inside the room.
- Instruct students to stay quiet and out of sight. Control student cell phone activity (not outgoing or incoming calls)
- Remain calm and communicate with authority. If safe to do so, attempt to maintain separation between students and the perpetrator.
- If anyone is injured or wounded and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so.
- If safe to do so, take attendance and document on appropriate form.
- If safe to do so and according to site communications protocol, contact designated ICS Command to report your Lockdown location as well as names of students/staff under your supervision.
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE Or Activity Classes):

- Gather students together and organize into an orderly formation.
- Inform students that as part of **LOCKDOWN** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location.
- Follow pre-arranged evacuation route to evacuation location.
- Upon arrival at the pre-arranged location, take attendance.
- By 2-way radio communication, cell phone, or other agreed-upon means, contact designated ICS Command to report class location and any absent or missing students.
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander.
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.

For Those Staff Members Who Work in an Office or Auxiliary Space:

- Through drills and training, pre-determine and practice where staff can safely hide.

- Designate specific individuals to take responsibility for locking doors; always assign a second and third alternate.
- Be alert to opportunities to improve the safety of the situation (Barricade the door, move off campus, respond proactively).

Lockdown: Active Assailant

Profile of an active assailant

An active assailant is an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, there is no pattern or method to their selection of victims.

Active assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the assailant and mitigate harm to victims. Because active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active assailant situation.

How to respond when an active assailant is in your vicinity

Quickly determine the most reasonable way to protect your own life.

1. Run / Evacuate

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

2. Hide Out

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you.

Your hiding place should:

- Be out of the active assailant's view
- Provide protection if shots are fired in your direction
- Not trap you or restrict your options for movement

To prevent an active assailant from entering your hiding place:

- Lock the door
- Blockade the door with heavy furniture

If the active assailant is nearby:

- Lock the door
- Remain quiet. Silence your cell phone and/or pager.
- Turn off any source of noise (i.e., radios, televisions)

- Hide behind large items (i.e., cabinets, desks)

If evacuation and hiding out are not possible:

- Remain calm
- Dial 911, if possible, to alert police to the active assailant's location. If you cannot speak, leave the line open and allow the dispatcher to listen.

3. Take action against the active assailant

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

How to react when law enforcement arrives:

Law enforcement's purpose is to stop the active assailant as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Remain calm, and follow officers' instructions.
- Put down any items in your hands (i.e., bags, jackets).
- Immediately raise hands and spread fingers. Keep hands visible at all times.
- Avoid making quick movements toward officers such as holding on to them for safety.
- Avoid pointing, screaming and/or yelling.
- Do not stop to ask officers for help or direction when evacuating. Proceed in the direction from which officers are entering the premises.

Information to provide to law enforcement or 911 operator:

- Location of the active assailant
- Number of assailants, if more than one
- Physical description of assailant/s
- Number and type of weapons held by the assailant/s
- Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Shelter-in-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- LISTEN. Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff, if appropriate:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone.

The person receiving the bomb threat will:

- Attempt to gain as much information as possible when the threat is received.
- Do not hang up on the caller.
- Use the "Bomb Threat Checklist" form as a guide to collect the information needed. Ask direct, specific questions about the threat. Keep the caller on the phone as long as possible.
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the site administrator of the threat received. Complete the "Bomb Threat Checklist" form.
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger bomb).

Administrator will (if necessary):

- Call 9-1-1.
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.

- Re-occupy buildings only when proper authorities give clearance

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification. Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws. Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Issue SHELTER IN PLACE or LOCKDOWN announcement, as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.
- If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and STAY CALM.
- If and when possible, call Administration and/or 9-1-1.

Poisoning, Chemical Spills, Hazardous Substances, Severe Weather

Poisoning:

If a student ingests a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.
- Notify the Health Services Office and Superintendents' Office.

Chemical spills:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of students and personnel.
- Determine whether to initiate Shelter-In-Place Protocol.
- Secure the area (block points of entry).
- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office. The cleanup will be coordinated through a designated contractor.

Hazardous Substances

Hazardous Substances include, but are not limited to, the following:

- | | |
|--|---|
| <ul style="list-style-type: none">▪ Lacquer Thinner▪ Gasoline/Diesel Fuel▪ Solvents▪ Paint▪ Motor Oil▪ Agricultural Spray | <ul style="list-style-type: none">▪ Paint Thinner▪ Kerosene▪ Stain▪ Anti-Freeze▪ Airborne Gases/Fumes▪ Brake Fluid |
|--|---|

Always call for assistance and:

- Extinguish all ignition sources.
- Shut off main emergency switch to fuel pump, if appropriate.
- Move appropriate fire extinguishing equipment to area.
- If possible, contain the spill to prevent further contamination.
- Evacuate students and staff away from contamination area, if appropriate. Move uphill, upwind, or upstream, if possible.

Severe Weather

Lightning

- Immediately seek shelter indoors if you cannot count to 30 after seeing a flash of lightning and hearing a crack of thunder.
- Close windows and blinds. Move everyone away from windows.
- Take attendance. List any missing students or staff members and their possible locations.
- Students and staff should be kept indoors until 30 minutes after the last thunder clap is heard.
- Call 911 if any student or staff member is struck by lightning.

Drills

Earthquake Drills

The earthquake emergency procedure system shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. A drop procedure whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake.
4. A program to ensure that the students and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Drop, Cover and Hold procedures:

- DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area, and be prepared to identify missing students to administrators and first responders.

Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students and staff shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area, and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

6. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG
1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority – Yellow Tag
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
1. Obviously mortal wounds where death appears reasonably certain
2. Obviously deceased

S.T.A.R.T Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag BLACK (dead) DO NOT PERFORM C P R
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag RED (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life-threatening bleeding should be controlled at this time, and if possible, raise patient's legs

to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag RED
- If patient can follow simple commands, they will be tagged YELLOW or GREEN. This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Automated External Defibrillator (AED)

All sites are equipped with an Automated External Defibrillator (AED). Effective AED programs are designed to deliver a shock to a victim within three to five minutes after the person collapses. AEDs can be placed near elevators, cafeterias, main reception areas, in secured or restricted access areas, and on walls in main corridors.

Jurupa Middle School Physical Location for AED's: (1) unit, main office, wall mounted, nurse's office, across from SRO office. AED pads have a "life expectancy" and expire. They must be checked regularly for the pads to be effective.

Operation Summary

1. Confirm patient is unconscious, no breathing, no pulse.
2. Turn on the AED and follow the voice & visual prompts.
3. Attach electrode pads to patient's bare chest (male or female) as indicated.
4. Stop CPR and do not touch patient while AED analyzing.
5. Deliver a shock by pressing flashing red light if indicated.
6. Continue 2 min. cycles with CPR between shocks if victim is still not breathing, until help arrives.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and call 9-1-1 for local emergency services.
 - Note: A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.

County of Riverside Medical/Health Emergency

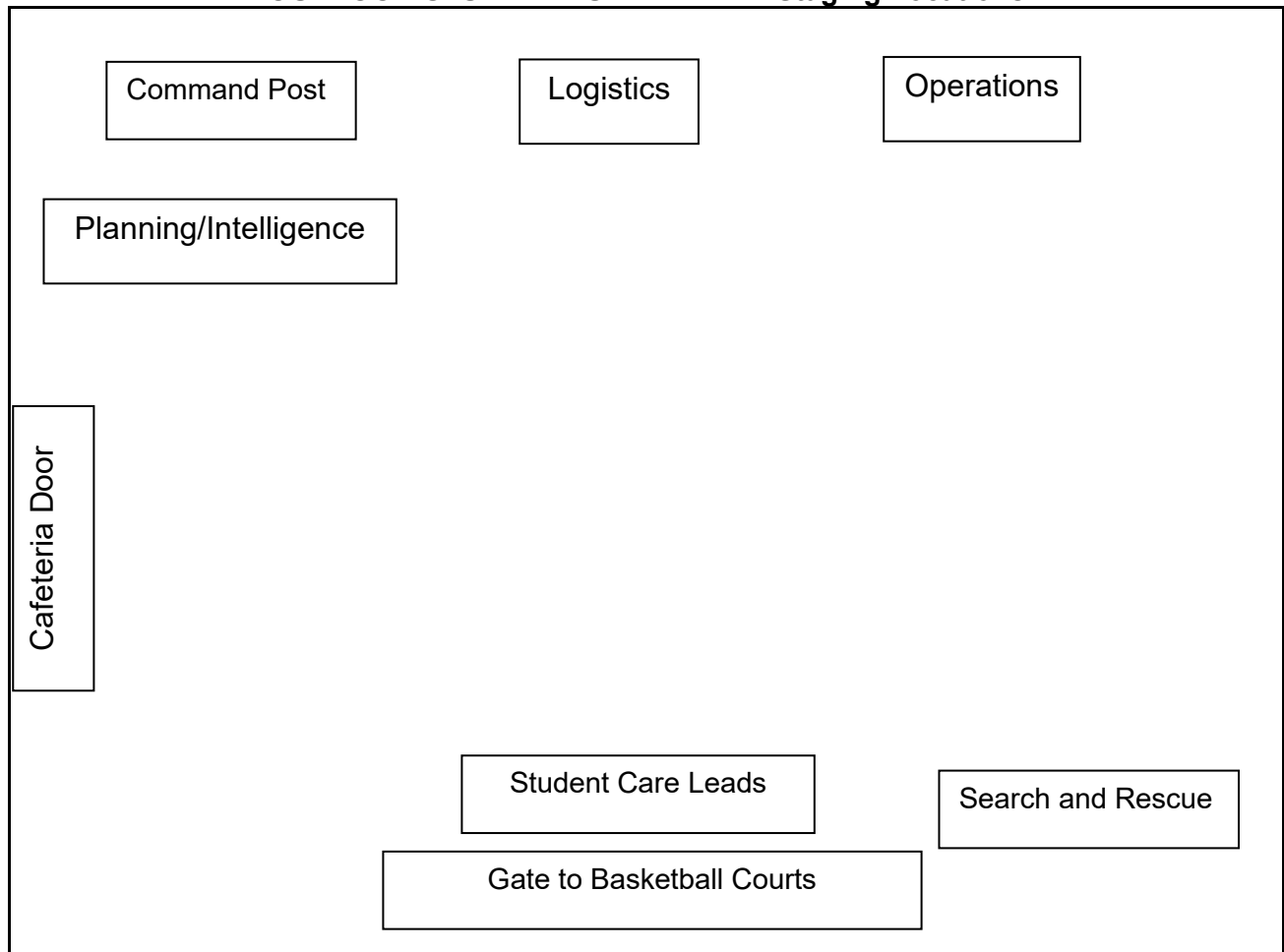
In the event that the County Health Officer declares a medical/health emergency, the District will permit the County to use the site as a Mass Prophylaxis Site (MPS) or Alternate Care Site (ACS) for the affected community during the medical/health emergency. During or after meeting its responsibilities to its personnel and students, the District will permit the County to use the services of the District's staff, at the discretion of the district, at each facility to assist County staff with the setup and operations of the MPS or ACS. District staff's participation in these types of emergency operations is voluntary at each facility. Command of District's staff during these types of emergency response, operations, and recovery will be retained by the District in coordination with the County.

Incident Command Center

JMS INCIDENT COMMAND STAGING LOCATIONS

ICS Function	Primary Site	Secondary site
Command	Outdoor student lunch area/designated location	Main Office (largest office)
Operations	Outdoor student lunch area/designated location	Main Office (Health Office)
Search/Rescue	Outdoor student lunch area/designated location	Main Office (SRO office)
Logistics	Outdoor student lunch area/designated location	Main Office (Registrar Area)
Student Care Leads	Outdoor student lunch area/designated location	Main Office (Assistant Principal's Office)
Planning/Intelligence	Outdoor student lunch area/designated location	Main Office (largest office)

OUTDOOR STUDENT LUNCH AREA: Staging Locations



Charts/Diagrams provide a quick view for times of urgency

Incident Command Center

Command Center Plan: Jurupa Middle School- outdoor lunch area

Evacuation Group- Main Office

Administration- Head to Command Center (CC)-outdoor lunch area

Principal-**Debra Sigala Incident Commander (IC)**-Coordinates and implements emergency operations and receives all data reports and updates.

Vice Principal– Latressa R. Mccullough

Logistics & Operation Chief(s) –Reports to Incident. Commander-Coordinates all interactions w/outside agencies such as; police, fire, Red Cross, media, etc.

N. Hopkins-(7th)Counselor-

Crisis Intervention Coordinator- Reports to Operation Chief to be briefed updated and implement disaster plan. Administers appropriate first aid and keeps accurate records of care given.

J. Gaona-(8th)Counselor-

Crisis Intervention Team Member-Reports to Crisis Intervention Coordinator to be briefed updated and implement disaster plan.

A.Ulloa-Counselor-(Special Programs)

Crisis Intervention Team Member-Reports to Crisis Intervention Coordinator to be briefed updated and implement disaster plan.

Principal Secretary- Evacuate and transport pertinent documentation/support Incident Commander (assume you will not return to office)

Finance/Admin Chief- Reports to Incident Commander to be briefed updated and implement disaster plan. Coordinates w/Asst. Principal and controls all internal & external communications w/staff within site and public. Coordinates w/Finance Team members status to District Office and helps maintains log of actions during emergency.

Asst. Principal Secretary-

Finance/Admin Team member & Medical Team First Aid Leader-Reports Finance/Admin Chief to be briefed updated and implement disaster plan. Coordinates w/Finance Chief Status to District Office and helps maintains log of actions during emergency.

Registrar-

Reunification Chief-Reports to Operations Chief to be briefed, updated, and implement disaster plan.

Attendance Clerk-

Attendance- Reunification Team-Reports to Reunification Chief to be briefed updated and implement disaster plan (visitor log, master student schedule/contact information, wheelchair)

SRO-Deputy- Liaison Officer- Reports to Operation Chief to be briefed, updated an implement disaster plan

Clerk/Translator-

Medical team First Aid Leader-Reports to Crisis Intervention Coordinator to be briefed updated and implement disaster plan.

Custodians

Head Custodian- ✓ **Site Facility & Security**-Report to Operations Chief to be briefed updated and implement disaster plan.

All other custodians- ✓ **Site Facility & Security team**- Report to Head Custodian for duties.

Cafeteria

Pam Kalt-

Cafeteria Chief-Report as **Supplies/Facilities Team** to the Communication Team

Campus Supervisors

M. Escobar-

Site Facility & Security team- Report to Head custodian to assist in site security.

C. Lopez-

Site Facility & Security team- Report to Head custodian to assist in site security.

Other Personnel on Campus:

Command Center Flow Chart

Student Accountability Form

JMS

Student Accounting Form

Room/Class Report

(Code Red/Disaster/Fire Attendance Form)

Teacher Name: _____ Group # _____

Room #: _____ Date: _____

How many students enrolled in this class period? _____

How many students were absent today? _____

Today's attendance total is: _____

Missing and/or Absence Students Other students who

(from your class): OCD, Speech, Counselor, ect., students (are not enrolled in your class but are in your presence):TAs

√Fill in information and give this paper to the teacher with an *

Notes: _____

Your teacher with an * is: _____

Your Student Watch Supervisor is: _____

My duty is: _____

JMS Staff 2022-2023

CLASSIFIED	CERTIFICATED
Alvarez de Morales, Martha Carranza, Esmeralda Chamberlain, Lisa Corado, Tanya Duncan, Taylor Escandon, Linda Escobar, Michael Estrada, Vanessa Goforth, Angela Gonzalez, Gloria Gonzalez, Jessica Greer, Victoria Hernandez, Maria Jara, Carolina Labra-Roman, Evelyn Leyva, Diana Lopez, Cecelia Lopez, Kevin Lopez, Sandra Mejia-Arevalo, Mariel Mendoza, Deyse Metoyer, April Mooring, Gabrielle Navarrete, Maria Reyes, Sintea Ruelas, Araceli Tordesillas, Nykos Van Holland, Erika Vega, Fatima Villa, Erika Walters, Corrie Wormuth, Julie	Alonzo, Margaret Argumosa, Dina Barajas, Sylvia Barker, Natalie Barnes, Nakeda Baule, Valerie Blanco, Juan Bope, Melissa Capata, Veronica Carr, Angel Carranza, Andrea Cumiskey, Jeri-lyn Cunningham, Nathan Duerfeldt, Brenton Duran, Tricia Estrella-Gutierrez, Martha Fawaz, Pen Gaona, Janice Giampietro, Laila Gomez, Anthony Gomez, Rebecca Gonzalez, Marisa Gonzalez-Santana, Amalia Guerrero, Jason Gurau, Casandra Hakomaki, Jay Hill, Scott Hopkins, Nora Hughes, Steven Kaanehe, Ashley Karner, Cynthia Krause, Erika Leon, Tonya Levine, Lisa Lizarraga, Humberto Macias, Catherine Massey, Richelle Matulich, Barbara McCullough, Latressa McCollum, Barbara Munoz, Delilah Ojeda, Samantha O'Rafferty, David Patton, Victor Pena, John Ramirez, Jose Rowe, Rochelle Santiago, Steven Sigala, Debra

	Soto, Hazel Tanedo, Marjorie Tapia, Melinda Tovali, Amalia Winemiller, Kristopher Woodside, Christopher Woolston, Stefny
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