

Cajon Valley Union School District

2022-2023

Comprehensive School Safety Plan

Hillsdale Middle School

Pursuant to Education Codes 32280-32289


Date of Public Hearing:

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

Safe Schools Planning Committee

Group/Organization (Required Membership)	Name
1. Principal or Designee	Roberta Ewing
	
2. Teacher (Representative3Un091 {6-----	

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What Contributes To a Safe And Orderly School Environment

Safe School Component 1

Assuring Each Pupil A Safe Physical Environment

- The school is an important part of the community.
- Classrooms and grounds are pleasant places to meet and learn.
- The eating area is pleasant, and students are encouraged to eat healthy food.
- Bathrooms are kept clean and safe.
- Students and the community may be engaged in campus beautification projects.
- School property is appropriately inventoried and maintained.
- The campus is secure and closed to outsiders; entry points are monitored.
- Vandalism is dealt with immediately.
- Staff monitors that weapons and drugs are not on campus.
- Procedures for reporting and dealing with threats are clearly established.
- Staff and students know how to report incidents of violence, discrimination, harassment, and abuse.
- Procedures are in place for notifying teachers about dangerous pupils.
- Student crime and truancy information is shared with the community and law enforcement.
- The site emergency operations plan (EOP) is communicated to staff, students, and parents.
-

Safe School Component 3

Providing Each Pupil Resiliency Skills

- A science-based Tobacco prevention program is implemented in grades 7 and 8.
- Instruction includes a focus on developing citizenship, positive choices, refusal skills, and decision-making.
-

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Mission Statement

Review Of Our Current Mission Statement

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

MISSION STATEMENT
(Include Below)

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

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Worksheet #5

2022-2023

Data Summary

Gathering and Analyzing Data About Our School And Community

Possible Data Sources:

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

Data Analysis

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

Attendances:

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

Disciplines:

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

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

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

What is currently in place?

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

What are our school's areas of strengths?

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

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Identifying Areas of Desired Change

A. Areas needing improvement or change.

1. Students with attendance and/or truancy issues often exhibit poor academic progress.
(Component 1 - Assuring Each Pupil A Safe Physical Environment)
(Component 2 - Assuring Each Pupil A Safe, Respectful, Accepting, and Emotionally Nurturing Environment)
(Component 3 - Providing Each Pupil Resiliency Skills)
2. The effect of bullying others and being victimized can significantly impact a student's performance in the classroom. Bullies and victims of bullying are more likely to have lower academic achievement and/or declining grades than their peers.
(Component 1 - Assuring Each Pupil A Safe Physical Environment)
(Component 2 – Assuring Each Pupil A Safe, Respecting, Accepting and Emotionally Nurturing Environment)
(Component 3 – Providing Each Pupil Resiliency Skills)
3. California Healthy Kids Survey (CHKS) and middle school suspension data indicates a need to continue to reinforce with students the dangers that tobacco use presents.
(Component 1 - Assuring Each Pupil A Safe Physical Environment)
(Component 2 - Assuring Each Pupil A Safe, Respectful, Accepting, and Emotionally Nurturing Environment)
(Component 3 - Providing Each Pupil Resiliency Skills)

B. Possible causes of safety concerns in these areas.

1. Students with poor attendance may be left unsupervised at home and/or be involved in illegal activities in the community.
2. Lack of bullying prevention efforts and activities may lead bullies and their victims to have poor relationships with classmates, higher rates of smoking and alcohol abuse and more frequent fighting than their peers.
3. Student perceptions that the use of tobacco products is not dangerous present potential serious health issues and possible safety concerns on campuses.

C. Desired actions.

1. To increase the average daily attendance rate and to reduce the number of chronically absent students, the site will continue to identify two school-wide activities to promote attendance
2. To reduce the number of incidents of bullying the site will identify and implement two activities to prevent bullying.
3. To support students in making healthy choices and to promote a safe and positive learning environment the site will:
 - provide the Stanford Tobacco Prevention Toolkit curriculum to all 7th & 8th grade students.

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Safe School Components

Component 1

Assuring each pupil a safe physical environment

Component 2

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

Component 3

Providing each pupil resiliency skills

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Action Plan

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

Goal 3:

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

Objective 3.1:

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

Rationale for Selecting This Objective:

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

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

Data to Measure Progress:

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

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Communicating The Plan
Time Line For Communicating Your Safe School Plan

Date of Public Meeting: 12/15/22

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

Date Shared With Staff: 12/15/22

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

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

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

Annual Comprehensive School Safety Plan Update

Sample Public Meeting Notification Letter

Date

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

Dear Law Enforcement Partner,

Sample Public Meeting Notification Letter

Date

Mayor Bill Wells
200 Civic Center Way
El Cajon, CA 92021

OR County Supervisor Joel Anderson
County Administration Center
1600 Pacific Highway
San Diego, CA 92101

Dear Mayor Bill Wells, ---- OR ---- rw---- Oor Bill Wells, ---- OR ---- rw---- Ob cm BDC BT /FAAAAJ 11 Tf 1 0 0 -1 0 10.47399998 T

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Worksheet #11
2022-2023

Required Safe School Plan Component Write Up

POLICIES RELATED TO DISCIPLINE – SAFE AND ORDERLY ENVIRONMENT

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

A student discipline plan is developed at each school site and is filed with the District Office. The discipline plan is

UNSAFE SCHOOL CHOICE OPTION/PERSISTENTLY DANGEROUS SCHOOLS

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

NON/DISCRIMINATION/HARASSMENT

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

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

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

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

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

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

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

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

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

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

BULLYING- EC 48900 r/EC 234.1

The Governing Board is committed to maintaining a learning environment that is free from bullying. Any student who engages in bullying of anyone in the district may be subject to disciplinary action up to and including expulsion. Bullying

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

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

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

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

SEXUAL HARASSMENT POLICY

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

Instruction/Information

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

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

Complaint Process

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

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the principal or any other ent, toat90(of)-60(sexual22w-180(d4(oth) /P 4[94499817]) TJ 1 0iany)-32(case817)) 0 mlvinvictim of the

Disciplinary Measures

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

Record-Keeping

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Hillsdale Middle School
Discipline Plan

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

Site Bullying Prevention Plan
2022-2023

Hillsdale Middle School

School

Evaluation of 2021-2022 Bullying Prevention Activities

1. The Site Bullying Plan includes several activities.

HMS reported 1 bullying incident in 20/21

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

2. School and District Programs

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

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

