

Pinacate Middle School  
Perris Unified School District

# PERRIS UNION HIGH SCHOOL DISTRICT



## Pinacate Middle School



**Comprehensive School Safety Plan**  
**Pursuant to Education Code 32280 - 32289**

2010-11

Jonathan L Greenberg, Ed. D  
Superintendent

Charles Newman  
Principal

# SAFE SCHOOLS PLAN

## Pinacate Middle School

<b>County:</b> Riverside	<b>Principal:</b> Charles Newman	
<b>School District:</b> Perris Union High School District	<b>Address:</b> 155 E. Fourth St. Perris, CA 92570	<b>Phone:</b> (951) 943-6369
<b>School Site:</b> Pinacate Middle School	<b>Address:</b> 1990 S. A St. Perris, CA 92570	<b>Phone:</b> (951) 943-6441

### List Members by Name and Position/Role

Circle Appropriate Committee for each member  
(Ref. Ed. Codes 52012, 52852)

SSC = School Site Council

SSPC = School Safety Planning Committee

Name	Title	Committee	Name	Title	Committee
Dru Morgan	Asst Principal	SSC <span style="background-color: yellow;">SSPC</span>	Grace Farazhad	Community Liaison	<span style="background-color: yellow;">SSC</span> SSPC
Dave Baker	Teacher	SSC <span style="background-color: yellow;">SSPC</span>	Vickey Mueller	Teacher	SSC <span style="background-color: yellow;">SSPC</span>
Paul Beltz	Teacher	SSC <span style="background-color: yellow;">SSPC</span>	Charles Manning	Teacher	SSC <span style="background-color: yellow;">SSPC</span>
Deanna Hamilton	AP Secretary	SSC <span style="background-color: yellow;">SSPC</span>	Nora Kaio	Teacher	<span style="background-color: yellow;">SSC</span> <span style="background-color: yellow;">SSPC</span>
Charles Newman	Principal	<span style="background-color: yellow;">SSC</span> SSPC	Rosemary Astorga	Para-Educator	<span style="background-color: yellow;">SSC</span> <span style="background-color: yellow;">SSPC</span>
Angela Knoll	Teacher	<span style="background-color: yellow;">SSC</span> SSPC	Marvin Opiyo	Teacher	<span style="background-color: yellow;">SSC</span> SSPC
Sue Carroll	Teacher	<span style="background-color: yellow;">SSC</span> SSPC	Byron Ramirez	Para-Educator	<span style="background-color: yellow;">SSC</span> SSPC
Andrew Cruz	Teacher	<span style="background-color: yellow;">SSC</span> SSPC	Dolores Aldrete (alternate)	Para-Educator	<span style="background-color: yellow;">SSC</span> <span style="background-color: yellow;">SSPC</span>
Vera Lee	Teacher	<span style="background-color: yellow;">SSC</span> SSPC	Cyndy Harris	Campus Supervisor	SSC <span style="background-color: yellow;">SSPC</span>
Lourdes DeAlba	Parent	<span style="background-color: yellow;">SSC</span>	Charles Dix	Student	<span style="background-color: yellow;">SSC</span>
Elvia Palomera	Parent	<span style="background-color: yellow;">SSC</span>	Ashley Jackson	Student	<span style="background-color: yellow;">SSC</span>
Cheryl Villalpando	Parent	<span style="background-color: yellow;">SSC</span>	Oscar Gomez	Student	<span style="background-color: yellow;">SSC</span>
Passion Valdivia	Parent	<span style="background-color: yellow;">SSC</span>	Monica Campos	Student	<span style="background-color: yellow;">SSC</span>

# Safe Schools Plan

## Table of Contents: # Indicates Notebook Tab

### **Section I** – School & District Philosophy Statements

1. *School Mission Statement*

*School Vision Statement*

*District Mission & Vision Statement*

### **Section II** - Assessment of current status of school crime committed on school campus and at school related activities

2. Suspensions and Expulsions Data

BP5144.1 – Suspension & Expulsion/ Due Process

AR5144.1 – Suspension & Expulsion/Due Process

AR 5144.2 – Suspension & Expulsion/Due Process (Special Education)

3. CSSA Reports

AR3515.1 – Crime Data Reporting

EC48902 – Reporting Crimes to Law Enforcement

AR3515.1 – Photo Identification Badges

BP5131.7 – Weapons and Dangerous Instruments

AR5131.7 – Weapons and Dangerous Instruments

BP5136 - Gangs

AR5136 - Gangs

### **Section III** - Identify appropriate strategies and programs that provide or maintain a high level of school safety

4. SEMS/NIMS Compliant Emergency Response Plan - Education Code Section 35294.2 (a)(2)(B): 35295-35297). School districts and sites must use the Standardized Emergency Management System/National Incident Management System or risk losing state assistance for emergency response-related personnel costs following an emergency declared by the state (California Government Code Section 8607 and 3100).

5. Fire Drills

AR3516.1 – Fire Drills and Fires

6. Crisis Response
7. Child Abuse
  - BP5141.4 – Child Abuse Reporting Procedures
8. Suspension and Expulsion Procedures
  - BP5144.1 - Suspension and Expulsion/Due Process
  - AR5144.2 – Suspension and Expulsion/Due Process
9. Procedure to Notify Teachers of Dangerous Pupils (Red. Ed. Code 49079)
10. Sexual Harassment Policy (Red. Ed. Code 212.6 (b))
  - BP4119.11, 4219.11, 4319.11 – Sexual Harassment
  - AR4119.11, 4219.11, 4319.11 – Sexual Harassment
  - BP5145.7 – Sexual Harassment (Student)
  - AR5145.7 – Sexual Harassment (Student)
11. School Wide Dress Code Relating to “Gang-Related Apparel” (Red. Ed. Code 35183)
  - BP5132 – Dress & Grooming
  - AR5132 – Dress & Grooming
12. Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School
13. Safe and Orderly Environment Conducive to Learning – Safe School Strategies
  - BP5137 – Positive School Climate
  - BP5142 - Safety
  - AR3515 – Campus Security
  - BP 3515.2 - Disruptions
  - AR 3515.2 - Disruptions
  - BP 0450 – Comprehensive Safety Plan
  - AR 0450 – Comprehensive Safety Plan Advisory Committee
14. Rules and procedures on school discipline – (Education Code Section 35294.2(a)(2)(I);35291; and 35291.5)
15. Procedures adopted under SDFSCA (Safe and Drug Free Schools and Communities Act)
  - Positive Action
  - Project Alert
  - Data Review Process
  - Input from Stakeholders (CPM)
  - Other: \_\_\_\_\_
16. Hate crimes procedures and policies (Education Code Section 200, 233, and 48900.3 outline the policies and procedures schools must follow in addressing hate violence. California Penal Code sections 422.6, 422.7, 422.75, 422.8, 422.9, 422.95 and 628 (Title 11.6, Civil Rights) define hate-motivated crimes.

17. SRO – School Resource Officer and Nurses Contact information and site assignments  
19.1 Riverside County Kids with Guns Protocol

18. Other conflict resolutions programs (Check and include information on only those programs implemented at this site)

- CPI Nonviolent Crisis Intervention for staff
- “Planning Ahead: PUHSD’s guide to crisis response for parents”
- Capturing Kid’s Hearts
- Peer Counselors or Peer Mediation Program/P.L.U.S.
- After School Activity Program
- Anger Management Program
- Bullying prevention program (Describe)
- Tolerance, diversity and multicultural education ( Student Forum /P.L.U.S. Forums)
- Community/parent partnerships (Describe)
- Other:

19. Integrated Pest Management Plan

20. IIPP (Injury and Illness Prevention Plan) with Reporting Form for Unsafe Conditions

21. Site Safety Inspection Checklists

## **Section IV** – Recommendations for Improvement

22. **Action Plan for Component 1- “People and Programs”** - Create a *caring and connected* school climate. Part 2 of the “safe and orderly environment” requirement of SB 187 (Education Code Section 35294).

**Action Plan for Component 2- “Physical Environment”** – Create a *physical environment that communicates respect* for learning and for individuals. Part 2 of the “safe and orderly environment” requirement of SB 187 (Education Code Section 35294)

## **Section I – School & District Philosophy Statements**

### ***TAB 1.***

#### *District Mission & Vision Statement*

##### 1. School Mission Statement

At Pinacate Middle School we pledge to ensure that all students achieve proficiency in California State Standards, utilizing engaging instruction and multiple forms of assessments. This will be accomplished in a safe and positive learning environment that focuses on teaching our students the social and emotional skills needed to overcome the challenges they will experience in life. We will provide academic and social support through targeted interventions and timely, effective parental communication in order to create an environment where failure is not an option.

##### 2. School Vision Statement

The Staff at Pinacate Middle School is committed to providing all students the following:

- An educational partnership between students, parents, and staff founded on open communication
- Learning environments designed to promote student achievement
- Standards based curriculum and instruction delivered through a variety of strategies to meet the needs of all learners

##### 3. District Mission and Vision Statement

###### BP0200 – Goals for the School District

As part of the Governing Board's responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement and needs of all district students. The district's goals shall be aligned with the district's vision, mission, philosophy, and priorities and shall be limited in number so as to be reasonably achievable within established timelines.

###### BP0100 – Philosophy, Goals, Objectives and Comprehensive Plans

As part of its responsibility to establish a guiding vision for the district, the Governing Board shall develop and regularly review a set of fundamental principles which describe the district's beliefs, values or tenets. The Board and district staff shall incorporate this philosophy in all district programs and activities.

#### BP0450 – Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

#### Section I – School & District Philosophy Statements (continued)

#### AR0450 – Philosophy, Goals, Objectives and Comprehensive Plans

Development and Review of School Site Safety Plan When developing the comprehensive school safety plan, the school site council shall consult with local law enforcement as well as other school site councils and safety committees, when practical. (Education Code 32281, 32282)



**Section II - Assessment of current status of school crime committed on school campus and at school related activities**

**TAB 2.**

Suspensions

	2007-08 PMS	2007-08 PUHSD	2008-09 PMS	2008-09 PUHSD	2009-10 PMS	2009-10 PUHSD
Incidents	408	2065	464	2420	392	2117
Enrollment	1391	9748	1420	10098	1327	10277
Suspension %	29.3%	21.2%	32.7%	24%	29.5%	20.6%

Expulsions

	2007-08 PMS	2007-08 PUHSD	2008-09 PMS	2008-09 PUHSD	2009-10 PMS	2009-10 PUHSD
Expulsions	7	49	7	38	0	23
Enrollment	1391	9748	1420	10098	1327	10277
Expulsion %	.5%	.5%	.5%	0.4%	0%	.2%

**TAB 3. Law Enforcement Interventions or Law Enforcement Crime Reports (Pupil Services)**

**Crime Response**

All personnel are expected to maintain a safe environment for students by confiscating any suspicious material or item that might cause injury or be used as a weapon. The student(s) are then interviewed, including any witnesses, to determine due process for the situation based on District guidelines.

Any incidence of graffiti vandalism is reported to District maintenance personnel for prompt removal.

In the event of a criminal emergency, staff buddy-system procedures, as well as lockdown procedures are outlined in the Pincate Middle School Plan.

AR3515.1 – Crime Data Reporting

EC48902- - Reporting Crimes to Law Enforcement

AR3515.1 – Photo Identification Badges

BP5131.7 - Weapons and Dangerous Instruments

AR5131.7 – Weapons and Dangerous Instruments

BP5136 – Gangs

R5136 – Gangs

**Section III** - Identify appropriate strategies and programs that provide or maintain a high level of school safety

**TAB 4** SEMS/NIMS Compliant Emergency Response Plan - Education Code Section 35294.2 (a)(2)(B): 35295-35297). School districts and sites must use the Standardized Emergency Management System/National Incident Management System or risk losing state assistance for emergency response-related personnel costs following an emergency declared by the state (California Government Code Section 8607 and 3100).

4.1 Incident Command Structure Worksheet

Pinacate Middle School's Disaster Response Plan meets the guidelines for California's Standardize Emergency Management System (SEMS). A committee consisting of teachers, campus supervisors, and the site administrator were involved in the formulation of the plan. The site administrator acts as the Incident Commander, with the principal's designee to be appointed in the event that the Incident Commander is unable to perform his duties.

To ensure accountability for emergency response procedures, personnel are assigned specific duties to perform in the event of emergencies. These include turning off water, gas, and electricity. Drills are conducted regularly using an Incident Action Plan to pre-plan and determine the object of the drill, along with After Action Reports to document lessons learned.

Pinacate Middle School is working with the District to update the response plan and incorporate the National Incident Management System (NIMS), which includes staff trained in the following Federal Emergency Management Agency (FEMA) courses: IS 100 (Incident Command for Schools), IS 700 (NIMS) and IS 200 (Incident Command for Single Resources and Initial Action Incidents).

To be more effective during disasters, pre-determined areas will identify the various stations, i.e., student holding, command post, and student release. Purchase of appropriate types and amounts of disaster supplies/equipment and storage units(s) are necessary in order to be prepared and effectively service the school population.

The District has recently installed three repeaters and distributed hand held radios. Each site now has radios to use for day to day communications as well as a built in emergency communication system. The radios will be incorporated into each school site's emergency drills.

It is necessary to have qualified and trained campus supervisors to ensure a safe and secure environment for the student population during break/lunch periods and during disaster situations. Campus supervisors, who are regularly trained in safety procedures, are an integral part of the safety program on campus and are utilized during any emergency to ensure student/staff safety.

**TAB 5.** Record of Drills (fire, earthquake, lockdown) (Risk Management)

5.1 Drill Record for Middle School

5.2 Drill Record for High Schools

Fire Drills: Pinacate Middle School holds fire drills on a regular basis. As amended by SB 575 (Ch 725, Statutes of 2001) Education Code 32001 requires fire drills not less than twice every school year at the secondary level.

1. The principal shall notify the staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers, and other employees shall be directed to leave the building. (5 CCR 550)
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of Superintendent or designee.

Fires: When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system.
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to a designated assembly area.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers take roll, report missing students, and provide assistance to any injured student.
6. In outside assembly areas, the principal or designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternative location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

(cf. 0450 – School Safety Plan)

(cf. 3516 – Emergency and Disaster Preparedness Plan)

# Emergency Response Protocols Classroom Summary

August 2010



## IF YOU HEAR "LOCK-DOWN" ...

- Direct people to closest **lockable** room. Check emergency maps for lockable rooms.
- Lock and secure all doors and windows.
- Take attendance of students.
- Office staff accounts for visitors/contractors.
- Use Status Cards, as appropriate.
- If possible, cover all windows.
- Turn off lights and remain quiet.
- Keep away from windows and doors.
- Do not allow anyone in or out of room until Incident Commander issues "All-Clear".



## IF YOU HEAR "STAY-PUT" ...

STAY-PUT is generally used when it is dangerous to move around building. When "STAY-PUT" command is added to another command, minimize movement.

- Get to closest secure location or hide behind an obstacle; stay there until it is safe to move or further instructed by an official.
- Outside classes should not attempt to re-enter facility.



## IF YOU HEAR "SHELTER-IN-PLACE" ...

- Direct all persons into designated areas. Check emergency maps for suitable areas.
- Take attendance of students.
- Office staff accounts for visitors/contractors.
- Close windows and doors.
- **If instructed by Incident Commander or fumes seeping into room:**
  - Place plastic sheeting or garbage bags over windows; tape in place.
  - Close outside air vents. Turn off cooling, heating or ventilating systems.
  - Cover cracks under doors with damp cloths and tape openings, e.g., outlets.
- Keep away from windows and doors.
- Do not allow anyone to leave designated areas until Incident Commander issues "All-Clear" or unless you receive permission to do so from Incident Commander.
- Use Status Cards, as appropriate.
- Prepare for possible EVACUATION or DUCK-COVER-HOLD.



## CONTINUE THE PROTOCOL UNTIL YOU HEAR "ALL-CLEAR" ...

The Incident Commander issues "All-Clear" when an incident is brought to closure.

- Always continue the Functional Protocol (e.g., LOCK-DOWN) until "All-Clear" has been issued by Incident Commander.
- If you suspect incident may not be over, continue the protocol until reassured.



### IF YOU HEAR "ON-ALERT" ...

- Direct all persons to their classroom; next class if this occurs during a break.
- Close room doors and windows.
- Take attendance of students.
- Office accounts for visitors/contractors.
- Keep away from windows and doors.
- Restrict movement in and out of room until Incident Commander gives "All-Clear".
- Prepare for possible LOCK-DOWN, SHELTER-IN-PLACE or EVACUATION.



### IF YOU HEAR "EMERGENCY EVACUATION" or Fire Alarm...

- Visually scan adjacent hallway for hazards; then select a suitable route.
- Instruct students to exit room in an orderly fashion, using a single file.
- Direct first person to hold door open until entire class is through, then fall in line.
- Remind lead students to watch for hazards en route and to lightly touch doors before opening – if door is hot do not open it and call for staff.
- Count students as students exit room.
- Ensure everyone is out. Leave room last.
- Close door, leave lights as is and take Classroom Folder and/or Kit.
- Place Status Cards on floor adjacent to room door, ensure card is visible from hallway.
- Upon arrival at Student Assembly Area seat students so staff can see others.
- Take student attendance.
- Display Status Card. Report missing or extra persons with Student Accountability Form.
- Remain with students until relieved of duties or Buddy Team takes over class.
- Do not return to building until Incident Commander issues "All-Clear".



### IF YOU HEAR "DUCK-COVER-HOLD" ...

- All persons duck under desk/sturdy table.
- Drop to knees, lean forward over knees, clasp hands behind neck, face down.
- Stay under cover, with head down between knees. Cover face and eyes.
- Hold onto desk. If it moves, move with it.

#### For people confined to wheelchairs:

- Remain in chair, set brake, and hold onto wheelchair.
- If possible, lean forward so head is lower than back of wheelchair.

If **OUTDOORS**, move to a clear area away from trees, buildings, sports (e.g. basketball hoops) or playground apparatus or downed electrical wires and poles.

- Prepare for possible SHELTER-IN-PLACE or EVACUATION.



### HOW TO USE STATUS CARDS

- Place appropriate Card under door, in exterior window and display at Assembly Area.
- Accompany Blue Card with a Student Accountability Form; except during LOCK-DOWN.

*Be sure to take the Quick Reference Guide Training Module on Hour-Zero Online ([www.hour-zero.com](http://www.hour-zero.com))*

### WHO TO CONTACT...

**If danger is imminent CALL 9-1-1 AND then contact the School Office.**

**If situation does not require Fire Responder assistance, be sure to contact your School Office.**

## School Emergency Response Overview

### *School Safety Committee*

Dru Morgan	Cyndy Harris	Vickey Mueller	Dave Baker
Deanna Hamilton	Nora Kaio	Charles Manning	Paul Beltz
Rosemary Astorga	Dolores Aldrete	Angie Eddington	

### ***Incident Command Center (Location: basketball court by gym)***

Charles Newman	Leone Hyman	Dru Morgan	Deanna Hamilton
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### ***Assembly Area***

North (upper field) **Jonathan Synnott**/ Angie Eddington

West(lower field) **Paul Beltz** / Rosie Astorga

Campus Security: Sonja Evans Tammie Alexander Joe Cox Cyndy Harris Patrick Jenkins

### ***Search and Rescue Teams (Location: Handball court – near Incident Command Center)***

<i>300/ Gym</i>	<i>601-706</i>	<i>501-510</i>	<i>200 / Library Counseling/MPR</i>	<i>400</i>	<i>100/Admin</i>
<b>Team 1</b>	<b>Team 2</b>	<b>Team 3</b>	<b>Team 4</b>	<b>Team 5</b>	<b>Team 6</b>
Nick Corselli	Kellie Cowan	Sue Carroll	Angela Knoll	Gustavo Guerra	<b>Andrew Cruz</b>
Brian Kitiyama	<b>Charles Manning</b>	<b>Daniel Morgan</b>	<b>Mike Kingsbury</b>	<b>Jose DeVicente</b>	Kim Dix
<b>Maria Mendoza</b>	Erik Anderson	Chanley Dela-Paul	Tim Langston	Shameka.McKenz ie	Sam Molina

### ***Medical Team (Location:Top of Soccer Field after receiving assignment from Command Ctr)***

Cynthia Cabotaje	<b>Dave Baker</b>	Dolores Aldrete
*Jonathan Synnott	Gwen Jones	

### ***Student Support Team: (Location: Near Command Center )***

Debbie Williams	<b>Nora Kaio</b>
Elsa Serafin	Colleene Valencia

### ***Supply Team: (Location: Boys Locker Room after receiving assignment from Command Ctr)***

<b>Vickey Mueller</b>	* Joe Arenas	Joe Daugherty	Tony Dorsey	Jose Trujillo
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### ***Release Team:***

#### Team 1 (Phones/Radios)

Natalie Navarro  
Lorrie Kardos  
Richard Romero  
Martha Valenzuela  
= AnaLuisa Gonzalez (both teams)

#### Team 2 (Identification/Check-out)

**Irma Marmolejo**  
Kim Dix  
Grace Farazhad  
Simona Hargraves-Webb

Note:After roll has been taken at the evacuation site, the teachers performing additional duties will report to the command center .

***All teachers please report to your class location on the field regardless of any other assignment and await further instruction from Incident Command center.***

# Evacuation Plan

## **Primary Evacuation Location**

Railway Elementary School  
555 Alpine Dr  
Perris, CA 92570  
951-943-3259

**Directions:** Railway Elementary School is located south of Pinacate Middle School. Evacuation to this location will be as follows: Students and staff will evacuate the school through the south gates located on Mountain Street. Students and staff will travel east on Mountain Street until they reach A Street. Students and staff will then travel south on A Street until they reach Railway Elementary School. This evacuation location is approximately ¼ mile south of Pinacate Middle School.

## **Secondary Evacuation Location**

Perris Lake Continuation High School  
418 Ellis Road  
Perris, CA 92570  
951-657-7357

**Directions:** Perris Lake Continuation High School is located northeast of Pinacate Middle School. Evacuation to this location will be as follows: Students and staff will exit the school through the front parking lot onto A Street. Students and staff will travel north on A Street until they reach Ellis Road. They will travel east on Ellis Road until they reach B Street. Perris Lake Continuation High School is located at the corner of Ellis Road and B Street.

## **Primary Command Post Location**

Perris Lake Continuation High School  
418 Ellis Road  
Perris, CA 92570  
951-657-7357

## **Secondary Command Post Location**

Railway Elementary School  
555 Alpine Dr  
Perris, CA 92570  
951-943-3259

Parent Relocation Site  
Dick G. Evans Transportation  
336 E. Ellis Ave.  
Perris, CA 92570  
951-657-7216  
951-657-7185  
951-780-6520 (after hours) Owner: Shar Evans



## **TAB 6.** Crisis Response Handbook

Pinacate Middle School's Disaster Response Plan meets the guidelines for the Strategic Emergency Management System (SEMS). A committee consisting of two teachers, one campus supervisor, and the site administrator were involved in the formulation of the plan. The site administrator acts as the Incident Commander, with the principal's designee to be appointed in the event that the Incident Commander is unable to perform his duties.

To ensure accountability for emergency response procedures personnel are assigned specific duties to perform in the event of emergencies. These include turning off water, gas, and electricity. Mock drills are required twice per year.

To be more effective during disasters, pre-determined areas will identify the various stations, i.e., student holding, command post, and student release.

Pinacate Middle School is working with the District to update the response plan and incorporate the National Incident Management System (NIMS). All administrators and classified staff were trained in the Federal Emergency Management Agency (FEMA) courses: IS 100 (Incident Command for Schools), IS 700 (NIMS) and IS 200 (Incident Command for Single Resources and Initial Action Incidents). Perris Union High School District Risk Management Officer maintains a current file of trained employees in this area.

To be more effective during disasters, pre-determined areas will identify the various stations, i.e., student holding, command post, and student release. The District has recently installed three repeaters and distributed hand held radios. Each site now has radios to use for day to day communications as well as a built in emergency communication system. The radios will be incorporated into each school site's emergency drills.

It is necessary to have qualified and trained campus supervisors to ensure a safe and secure environment for the student population during break and lunch periods.

Pinacate Middle School has assessed the emergency supplies on hand, and is formulating a plan to attempt to create a supply that would be sufficient to serve the needs of this campus in the event of a real disaster.

**TAB 7.** Child abuse reporting – (Education Code Section 35294.2(a)(2)(A) and Penal Code Section 11165.7(a): 1165.14; 11166) (Pupil Services)

As mandated reporters, the staff at Pinacate Middle School follows child abuse reporting guidelines set forth in the Child Abuse Reporting Law, which requires a telephoned report of suspected child abuse to a child protective agency as soon as practically possible. In addition, a follow-up written report is required within 36 hours of receiving the information concerning the incident (Pen. Code, 11166, subd. (g)).

The Health Technician at Pinacate Middle School has been trained to handle the disclosure of a child’s suspected physical or sexual abuse. These are some of the guidelines used to help a child through this crisis:

- A private place is found to talk to the child, while maintaining eye contact.
- The conversation remains calm, without any expression of panic or shock.
- The facts surrounding the incident are obtained.
- No assumptions are made; the child is allowed to speak, uninterrupted.
- The child is given the benefit of the doubt.
- A child’s vocabulary is used.
- Reassurance is given that he or she is innocent and did not provoke the incident.
- Reassurance is given that everything possible will be done to protect and support him or her.
- The child is made aware of what will happen once the report is made.
- An immediate need for safety is determined.
- A report to the proper authorities is made.

If the child discloses the abuse during a lesson, acknowledgement is given and the lesson is continued. Afterwards, a quiet place is found where the teacher can talk with the child alone.

As a mandated reporter, any member of our staff who reasonably suspects that child abuse has occurred must provide his or her name and the following information when making the telephone report to a child protective agency:

- Name of the child
- Present location of the child
- Nature and extent of injury
- Any other information, including that which led the person to suspect child abuse, requested by the child protective agency. (Pen.Code, 11157, subd. (a).)

The written report is filed on Department of Justice Forms SS 8572 and SS 8583, which are obtained from county welfare and probation departments and local law enforcement agencies. Medical personnel then complete a special, uniform reporting form developed by the Attorney General, entitled “Medical Report – Suspected Child Abuse” (DOJ 900).

Reports are investigated either by the local law enforcement agency and/or by the county child welfare services (child protective services) agency. Cross reporting by these agencies is required

to ensure that law enforcement, child welfare agencies, and district attorneys receive all reports they should review, whether initially reporting to them or to another child protective agency. (Pen. Code, 11166, subd. (g).)

The following signs serve as a warning to school personnel that possible abuse has taken place:

#### Physical

- Unexplained fractures, lacerations or bruises
- Burns (cigarette, rope, scalding water, iron)
- Extreme fear or withdrawal
- Destructive and/or self-destructive behavior

#### Sexual

- Precocious knowledge of explicit sexual behavior
- Fearful, withdrawn, hostile or aggressive behavior
- Attempts to run away or running away
- Pseudo-mature (seems mature beyond chronological age)
- Promiscuous behavior

#### Neglect

- Dirty, unkempt
- Inappropriate dress for weather
- Extremely offensive body odor
- Malnutrition (extremely thin, dry or flaking skin, pale, fainting)
- Unattended medical conditions (infected minor burns, impetigo)

Pinacate Middle School is aware that it is not our role to investigate suspected child abuse. Instead, it is our responsibility to report the abuse and set in motion the process of getting help for the child.

**TAB 8.** District's/School's Suspension, Expulsion, and Mandatory Expulsion Guidelines  
(Education Code Section 35294.2(a)(2)(C); 48900-48926)

Classroom discipline procedures at Pinacate Middle School are the responsibility of the individual teacher. However, serious misbehaviors including, but not limited to, fighting, openly defying adults, possession of weapons or illegal drugs results in the student being sent immediately to the office where the principal or his/her designee will conference with the student.

Depending on the severity and circumstances, further action may be required such as detention, suspension or expulsion. In these instances, parents will be notified either by phone or mail. Students may be suspended for the following:

- A. Caused, attempted to cause, or threatened to cause physical injury to another person.
- B. Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object.
- C. Possess, used, sold, or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- D. Offered, arranged or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, then sold, delivered or otherwise furnished to any person another substance and represented that substance as a controlled substance, alcoholic beverage, or intoxicant (i.e., look-alike)
- E. Committed or attempted to commit robbery or extortion.
- F. Caused or attempted to cause damage to school property or private property.
- G. Stolen or attempted to steal school property or private property.
- H. Possessed or used tobacco, or any product containing tobacco or nicotine products, including clove cigarettes, snuff or betel.
- I. Committed an obscene act or engaged in habitual profanity or vulgarity.
- J. Possessed, offered, arranged or negotiated to sell any drug paraphernalia.
- K. Disrupted school activities or willfully defied the authority of school personnel.
- L. Knowingly received stolen school property or private property.
- M. Possessed an imitation firearm.
- N. Committed or attempted to commit a sexual assault as defined as in Section 261.266c, 286,288,288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- O. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- P. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Q. Engaged in, or attempted to engage in hazing as defined in Section 32050
- R. Engaged in an act of bullying, including, but not limited to: Bullying committed by means of an electronic act, as defined in subdivision (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- S. A pupil who aids or abets the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion.

48900.2 Committed sexual harassment (grades 4-12 only)

48900.3 Caused, attempted to cause or participated in an act of hate violence (grades 4-12 only)

48900.4 Created an intimidating or hostile educational environment by intentionally engaging in harassment, threats or intimidation against a pupil or group of pupils (grades 4-12 only)

48900.7 Terrorist threats against school officials, school property, or both.

#### Due Process

All suspensions are preceded by an informal conference between the student and a school administrator during which the student shall be informed of the reason for the suspension and the evidence that supported the action. It is the policy of the school to telephone parents at the time of the suspension, but in all cases, a notice is mailed within 24 hours. Usually a parent conference is requested to take place as soon as is practicable. Parents or guardians are requested to respond to such conferences.

A suspended student shall not:

1. Be allowed to loiter on or around any school ground;
2. Be allowed to participate in any school activities not open to the public

#### Suspension Authority

Classroom teacher: 1-2 days (from classroom)

Site Administrator: Up to 20 days

When a suspension of over 20 days is desired, the case goes to the expulsion board and hearing with parents is scheduled to give and excuse/rebuttal. The expulsion board then votes on the outcome of the hearing.

Students suspended from the classroom for one-two days are sent to OCD for that period and supervised by the OCD instructor.

**TAB 9.** Procedure to Notify Teachers of Dangerous Pupils (Education Code Section 35294.2(a)(2)(D); 49079)

Teachers, as well as students, have a right to a safe school environment. When a new student arrives at Pinacate Middle School, the student and parent(s) must attend an intake meeting. The academic counselor reviews the CUM file and the Attendance Clerk disseminates any pertinent information regarding disciplinary problems, violence, etc., to appropriate staff members immediately. The counselors interview the students privately and individually to determine if any counseling is appropriate. The academic counselor then assigns a class schedule to each student.

Pinacate Middle School teachers are well acquainted with where student files are kept, what information can be found in the files, as well as how to use that information. New teachers are educated on this teacher resource through Mentor workshops at the beginning of each school year. Student cumulative files are available for qualified staff review during regular school hours.

Process of Informing Teachers of Students Engaged in Acts Described in EC 48900

In accordance with PUHSD procedures: The notification of dangerous pupils is now automated and teachers get an electronic message regarding students.

As directed in EC 49079, teachers who have students that have engaged in acts described in EC 48900, need to be informed of such, Perris Union High School District has devised this process.

Notification to Teachers: Pupils Who Have Violated or Who Are Reasonably Suspected of Violating a Subsection of Education Code 48900

Procedures for Teacher Notification-

- 1) First week of each semester the teacher will receive a list, from the school secretary, of students in their classes that are deemed “Potentially Dangerous”.
- 2) The teacher will receive daily emails of students that have had schedule changes that come to their class that are deemed “Potentially Dangerous”.
- 3) The teacher will receive daily notification by email of students that have violated or who are reasonably suspected of violating Education Code 48900 that day.
- 4) The teacher will have access to a “Potentially Dangerous Student List” through Infinite Campus.

The teachers of any and all students who have committed any disciplinary acts outside of school, involving the police and/ or juvenile justice system will be informed through the discipline office, via email that there is information on one of your students (student will be named), and can be obtained/ viewed at the discipline office.

**TAB 10.** Sexual Harassment Policy (Education Code Section 35294.2(a)(2)(E); 212.5)

Pinacate Middle School adheres to the guidelines on sexual harassment set forth by the Perris Union High School District Board of Education. The Board of Education prohibits sexual harassment in the working environment of District employees or applicants by any person in any form. Sexual harassment of or by any employee is not tolerated. The Board considers sexual harassment to be a major offense, which may result in disciplinary action or dismissal of the offending employee or suspension / expulsion of any offending student.

It is the policy of the Perris Union High School District that sexual harassment is unacceptable conduct in the workplace and is not tolerated. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature made by someone from or in the work or education setting.

Sexual harassment guidelines apply to school personnel, as well as students. Kindergartens through third grade students are not responsible for their behavior according to California State Law. However, students in fourth through fifth grade are subject to all legal actions under the law.

**Purpose**

The purpose of the policy is to provide the work environment free of sexually harassing conduct or behavior and to provide uniform guidance and procedures on this subject.

**General Procedures and Definitions**

Pursuant to Education Code 212.5, unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to the conduct is made either an explicit or implicit condition of employment or status for promotion.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee.
3. The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
4. Submission to, or rejection of, the conduct is the basis for any decision affecting benefits, services, honors, programs or other available activities.

Other examples of sexual harassment, whether committed by a supervisor or any other employee:

1. Unwelcome leering, sexual flirtations or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Touching an individual's body or clothes in a sexual manner

7. Cornering or blocking of normal movements
8. Displaying sexually suggestive objects in the educational or work environment
9. Any act of retaliation against an individual who reports a violation of the District's sexual harassment policy or who participates in the investigation of a sexual harassment claim.

The site administrator has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes discussing the District's harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting, degrading or exploitative treatment or any other form of sexual harassment.

#### Complaint Procedures

Employees at Pinacate Middle School are encouraged to avail themselves of our internal complaint procedure if they are confronted with sexual harassment or any prohibited form of harassment.

Such internal complaints are investigated promptly, confidentially and corrective action is taken where allegations are verified.

Any employee or applicant for employment who feels that he/she or another individual in the District is being sexually harassed is encouraged to immediately contact his/her supervisor, principal, other district administrator or the Superintendent or designee in order to obtain procedures for reporting a complaint.

Complaints of harassment are filed in accordance with AR4031, "Complaints Concerning Discrimination in Employment". Any supervisor who receives a harassment complaint notifies the Superintendent or designee, who ensures that the complaint is appropriately investigated.

All employees receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of the District's information sheets that contain, at minimum, components on:

- a. The illegality of sexual harassment
- b. The definition of sexual harassment under applicable state/federal law
- c. A description of sexual harassment, with examples
- d. The District's complaint process available to the employee
- e. Directions on how to contact the Fair Employment and Housing Department and Commission (Government Code 12950)

In addition, Pinacate Middle School educates its personnel on sexual harassment guidelines at the beginning of each school year. New District employees must sign that they have received a copy of sexual harassment descriptions, guidelines, policies, and procedures for filing a claim. Policy updates are disseminated to the staff throughout the year.



If further information, interpretation or advice is needed regarding sexual harassment, the Assistant Superintendent or Director of Human Resources for the Perris Union High School District may be contacted.

**TAB 11.** School Wide Dress Code Relating to “Gang-Related Apparel” (Education Code Sections 35294.2(a)(2)(F); 35183(a)(2), 48950)

## **Dress Code — Dress for Success!**

The dress code at Pinacate Middle School has been created with input from administration, teachers and students. It is aligned with PUHSD dress code policy. Please remember the dress code has been established for 3 reasons:

- to create a positive school culture
- to provide a safer, more secure school environment
- to promote a strong academic climate by eliminating possible distractions from an educational and professional setting.

Before students leave for school, they need to take a moment to make sure that they are responsibly dressed according to Pinacate’s dress code. Students must adhere to the following:

### **Words, Initials, Symbols**

Any clothing, backpacks, purses, or skin that display words, initials, or symbols that COULD BE interpreted as gang-related (for example, sport team logos), racially insensitive, gambling or drug-related and sexually suggestive (for example, images of women in bikinis or sexually suggestive poses) are NOT allowed on campus.

### **Head Apparel**

- Plain hats and hoods may be worn to school. However, they may not be worn inside any room or building on campus. Baseball caps are to be worn bill forward at all times.
- Do-rags, bandanas, hairnets may not be worn or be visible while on campus.
- Students riding bicycles to school must wear bicycle helmets; however, they must be removed while on campus.

### **Shirts and Tops**

- Nothing “see-through” or sexually suggestive
- Nothing extremely tight or excessively baggy
- No cleavage showing
- Must completely cover stomach and lower back when arms are raised
- No tube-tops, halter-tops spaghetti straps, bra-straps or halter-tops.
- Tank tops for boys are not allowed (Boys must wear shirts with sleeves at all times)
- Tank tops for girls are allowed if:
  - there are no excessively large neck or arm openings
  - straps over shoulders are at least 1½ inch wide

### **Belts and Belt Buckles**

- Belts must be worn around the waist and cannot be hanging around other parts of the body
- Buckles must be less than 2 inches in diameter, show no numbers or letters or have sharp protruding objects.

**Pants and Shorts**

- Extremely tight or excessively baggy pants and shorts are not allowed
- Holes or tears in the pants that expose underwear are not allowed
- Shorts must meet or go beyond a student's fingertips when a student is standing with hands at side
- Leggings and tights are allowed in place of pants. The shirt covering the leggings must meet appropriate length requirements as required for skirts and dresses.

**Skirts and Dresses**

- Skirts are long enough *if* the length of the skirts meet or extend beyond a student's fingertips when a student is standing with her hands at her side.
- Extremely tight or excessively baggy skirts or dresses are not allowed.

**Undergarments**

- Undergarments may not be visible (such as boxers, panties, or bra straps).

**Footwear**

- No steel-toed boots beach-style flip-flops, house or bath slippers, backless shoes, open-toe shoes or high heels.

**Jewelry and other Accessories**

- Piercing-related jewelry must not be sharp or excessively protruding. No safety-pins or spiked jewelry.
- Gloves are not allowed except during extremely cold weather and must be removed while on campus.
- Sunglasses may only be used in bright daylight. They may not be worn indoors (unless under a doctor's prescription) and they may not be worn as jewelry (i.e., on top of head or around the neck).

**Other Items**

- No blankets, pillows, or stuffed animals
- No pajamas or sweats

**PE Uniforms**

- PE uniforms are to be worn ONLY during P.E. class unless otherwise specified by an administrator.

**School Discretion**

- School officials may determine other inappropriate clothing.
- Any potential or perceived distractions, student endangerment and the behavior of a student or groups of students may be used as criteria for dress code violations.

### **8th Grade Promotion**

- Clothing should be appropriate for casual, dress/party type affairs, in an acceptable manner for general decency. Strapless and mini-dresses and tuxedos are not acceptable
- Spike heels are not allowed for safety reasons.
- All the aforementioned daily school restrictions will apply.

### **Consequences for violating the dress code**

- The school will issue a “dress code violation” shirt to wear if the violation was an inappropriate shirt or top.
- At the end of the day, upon return of the dress code shirt, the inappropriate clothing back will be returned.
- Hats, belt buckles, do-rags, backpacks, purses, jewelry, chains, sunglasses, etc. will be confiscated for the remainder of the week and will be available for return immediately after school every Friday. Parents may retrieve the items sooner by coming to the discipline office.
- For other items that cannot be resolved at school, the student will wait in On Campus Detention until a parent brings the appropriate clothing to change into.

Repeated dress code violations will result in further disciplinary action.

**TAB 12.** Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (Education Code Section 35294.2(a)(2)(H) (BP 3541-*Transportation Routes and Services*) (BP 1250-*Visitors/Outsiders*)

Egress and Ingress to the campus have been effectively handled at Pinacate Middle School. Both classified and certificated personnel have report times prior to student arrival.

Main gates to the campus are unlocked at 8:30a.m. at which time students may avail themselves of breakfast. Students arriving on campus are not allowed to leave campus once they arrive. The first bell rings at 9:00 a.m., students report to class A one minute warning bell sounds at 9:04 and the tardy bell rings at 9:05 The gates to the campus are locked at this time.

The regular school day at Pinacate Middle School lasts from 9:05 a.m. to 3:35 p.m. Monday's "late start" time is from 9:40am until 3:35pm. The access gates are unlocked approximately at 3:35 p.m. The access gates are locked again at 3:45 p.m. At this time, all ingress and egress to the campus must occur by means of the front door located in the administration building.

All unauthorized persons entering the campus must sign in and identify their purpose and destination. In addition, parents or guardians picking up students prior to the end of the school day must sign in and be authorized according to emergency card information.

In the unlikely event that a student leaves our campus without permission, the parent or guardian is immediately contacted. If the parent or guardian is unavailable, law enforcement is contacted, and appropriate steps are taken to locate the child.

If, for some reason, the office is notified that a student did not arrive home at the expected time, steps are taken to verify the following:

- Who last saw the child?
- What mode of transportation was used?
- What dismissal procedures did his or her classroom teacher follow?

Once these questions are addressed, both parents and office staff follow up on the situation until the child is located, or the need for further intervention is determined.

Absence from school breaks the continuity of learning, which may lead to frustration and acting out. According to state law, our students are required to attend school each day they are physically able. At Pinacate Middle School, valid reasons for an absence from school follow California Education Code guidelines, Section 46010.

**TAB 13.** Procedures to ensure a safe and orderly environment – (Education Code Section 35294.2(a)(2)(H))

In addition to procedures in the event of an emergency, Pinacate Middle School has incorporated many safe school strategies in the daily lives of our students. They include:

- Fencing around the perimeter of the campus
- A “closed campus’ sign-in policy for all visitors
- Campus supervisor AM and PM yard duty stations
- Campus safety rules signed by both students and parents
- Referral system for rude or unsafe conduct
- Lunch school detention available five days per week
- After School Detention available four days per week
- Tutoring Sessions

To create a school culture that promotes self-monitoring behavior, Pinacate Middle School provides its students with an education on a wide range of safety issues. Safety assemblies are held on a regular basis throughout the year. They include, but are not limited to:

- Red Ribbon Week (substance abuse)
- Recognition of positive behavior utilizing “HAT” awards (Homework-Attendance-Tardies)
- “Puma Pats” “Renaissance Gold Card” reward system for desired conduct
- Renaissance Action Team “RAT” award assemblies

Safety education is reinforced in the classroom with discussions and special projects, such as theme posters and writing prompts.

An orderly environment is an integral part of a safe school atmosphere. Parent/student intake programs, Awards Assemblies, all contribute to a school culture that is both positive and well disciplined. To further cultivate such an atmosphere, Pinacate Middle School has instituted a morning, recess, and lunch bell schedule that minimizes student overlap on the campus. Students who arrive early for school are supervised by designated personnel. There is at least a five-minute interval between classes being safe and orderly.

Students arriving to class late disrupt the learning process and detract from an orderly environment. Students who are tardy must receive a tardy pass from a campus supervisor in order to be accepted into class.

Our tardy policies are rigorously followed, with the following consequences:

- 1st Tardy Warning
- 2nd Tardy Warning
- 3rd Tardy Lunch Detention
- 4th Tardy Lunch Detention

### Subsequent Tardiness

Student will be considered willfully in defiance of authority. Appropriate action is taken.

Pinacate Middle School Inclement Weather Schedule allows students to remain in classrooms before school and during lunch. Breaks can be held in the classroom, with a restroom/snack schedule designated by the individual teacher.

In compliance with Capturing Kids Hearts, teachers are required to meet and greet the students at their door welcoming them into class prior to each period. Campus supervisors and site administrator's work together to get students to class on time. Students who require school-provided transportation are supervised by assigned staff at the boarding area. Personnel remain on duty until the buses are loaded and pulling out of the parking lot.

**TAB 14.** Rules and procedures on school discipline – (Education Code Section 35294.2(a)(2)(I);35291; and 35291.5

Philosophy

We believe that responsible citizenship begins in the home and is reinforced at school. The primary responsibility for citizenship instruction, therefore, rests with the parents. Freedom and responsibility go hand in hand and students have a responsibility to others in their school relationships. Good citizenship should be rewarded and poor citizenship should be discouraged. We believe all students can behave appropriately and must be held accountable for their actions.

Responsibility for following rules is the student's. Students must know the rules and regulations of the school, be responsible for their part in maintaining these regulations, be aware of the consequences when they are broken and be reinforced positively when they are conforming to the concept of good citizenship. We believe good citizenship and good academic performance are related.

Classroom Rules

Each classroom teacher establishes rules for their room in accordance with Capturing Kids Hearts' procedures for establishing a Social Contract and the consequences should the student choose to break those rules. These are established within the first few days of school and are usually reviewed with the parent at Back to School Night. Consequences of breaking class rules may include (but are not limited to): time out in another classroom, loss of privileges, detention, loss of special activity (such as assemblies or field trips), etc.

School Wide Expectations

RESPECTFUL

- R = Responsible for your behavior
- E = Early to school and class
- S = Studies everyday for 2 hours
- P = Prepared at all times
- E = Enthusiastic attitude
- C = Carries a backpack and all supplies
- T = Thoughtful to others
- F = Follows the rules
- U = Understands consequences
- L = Learns constantly

School Rules

1. Students are allowed to arrive at school not earlier than 30 minutes before class.
2. Students must be on time to school.



3. Students must be respectful and kind to everyone....adults and students alike. Use Mr., Mrs., Miss., or Ms., or correct title for all adults.
4. Gambling, buying, selling, trading, personal items on school grounds is illegal.
5. Students must be supervised at all times; students(s) shall not remain in a classroom without a certificated or classified adult present supervising.
6. Exemplary behavior is expected during assemblies, lunch, or whenever students are on the campus. Good manners are to be in effect at all times. Only applause is acceptable; no booing, yelling, screaming, whistling, or unacceptable noises are permitted.
7. Students leave school immediately after dismissal unless previous arrangements have been made between the teacher and parent.
8. Arrangements for after school activities are to be made prior to coming to school that day.
9. Students are to obey all safety rules.
10. Students will not push, hit, or use aggressive behavior (whether serious or in “horseplay” toward other students or use bad language or obscene gestures.
11. No skateboards, roller blades, radios, cameras, recorders/players, pocket knives or weapons or any kind are allowed on campus.

Students who choose not to follow classroom or school rules receive a referral for their misbehavior. Discipline is progressive and begins with the classroom teacher. This depends upon the individual classroom teacher’s discipline plan. If the student is sent to the discipline office, progressive discipline is utilized. The student may be counseled, given lunch detention, after school detention, campus beautification, Saturday School, On Campus Suspension, or Off Campus suspension to name the most common options to use. The appropriate discipline will depend on the gravity of the misbehavior and prior record. Students may also receive citations from the School Resource Officer (SRO) for excessive misbehavior. This includes, but is not limited to profanity, fighting, and destruction of public property.

#### Campus Safety Rules

1. There are no closed games.
2. Students stop playing when the bell rings.
3. Students will run or play in designated areas only.
4. Student are not allowed to push, cut in or run to any line.
5. Students must wait their turn.

6. Snacks may be eaten only in designated areas. No food on the playground.
7. Students may not leave the campus without permission.
8. P.E. equipment must be used properly.
9. Running through or interfering with another person's game is not allowed.
10. No objects other than balls may be thrown.
11. No physical horseplay is allowed on campus.
12. Running games are played in designated areas only.
13. Students may not hang or climb on baseball backstops, buildings, trees, fences or walls.
14. Students must walk to and from the playground and lunch area.
15. Students may not push, hit or threaten others. No swearing.
16. Common sense is expected when using all playground equipment.
17. Students must report to an adult when a ball goes over a fence.

#### Positive Re-Enforcement for Appropriate Behavior

Pinacate Middle School believes that when students choose to follow school rules, their positive behavior should be rewarded. As opportunities arise, special events or activities are used to reward student for positive behavior. Students who choose to follow the rules will have the following re-enforcements:

##### Classroom

Individual teachers determine their own procedures in collaboration with the school wide system.

##### School Wide

At the end of each grading period, award assemblies for students receiving recognition for Citizenship and/or Academic Achievement. Parents of award winners are notified by to attend.

**TAB 15.** Procedures adopted under SDFSCA (Safe and Drug Free Schools and Communities Act) (Students Services – Behavior Contract Sample, Schedule of Intervention Classes at Sites)

- Positive Action
- Project Alert
- Data Review Process
- Input from Stakeholders (CPM)
- Other: \_\_\_\_\_

Tobacco Use Prevention Education Program (TUPE) provides funding through an application process for tobacco specific student instruction, reinforcement activities, and special events. As a prerequisite for receiving funds, the Perris Union High School District has a tobacco free District board policy and is eligible for funding. Pinacate Middle School’s focus for TUPE is on education and intervention to reduce and prevent the use of tobacco among school-age youth. Programs at Pinacate Middle School are funded through a District entitlement process.

The Perris Union High School District Title IV Program expands authority to sites to encompass issues addressed in Goal Seven of the National Educational Goals in order to create learning environments that are free of violence and drugs.

Our students are encouraged to take responsibility for life-long health, promote and respect the health and safety of others. TUPE and S&DFSC targets all students attending Pinacate Middle School. The programs are based upon the state and District’s standards. Students are provided with an integrated and coordinated program based on student needs and educationally sound and legally acceptable educational practices. All students have equitable access and an opportunity to participate in and benefit from high-quality curricular and extracurricular activities. The American Heart Association, American Medical Association, and American Cancer Association are an integral part of the program, which provides support and supplemental materials.

Pinacate Middle School Health and Safety Programs offer a combination of health knowledge, skills, and motivation. The program challenges students to achieve their personal health potential in a manner that is meaningful to them. This approach has the added advantage of fostering self-concept, personal responsibility, critical thinking, conflict resolution, and many other critical life skills.

The health curriculum includes personal/mental health, nutrition and fitness, alcohol, tobacco, and other drugs, stress management/suicide prevention, human growth and sexuality, family life, disease prevention/HIV/AIDS, safety and injury prevention, violence prevention, and community and consumer health. A curriculum connection is also provided to facilitate the integration of health activities into other educational topics, such as language arts, social skills, math, and science. A parent component is also provided. The goals of the component are to keep parents informed of the health topics being discussed, to provide an avenue of communication about important health issues, and for promoting the health of all students and their families.

Teachers, administration, classified staff members, parents, and members of the community have the opportunity to assist in and support these programs. A site coordinator, in collaboration with the administration, and Director of Special Education will direct our TUPE/S&DFSC program.

It is necessary to have qualified and trained campus supervisors to ensure a safe and secure environment for the student population during break and lunch periods.

**TAB 16.** Hate crimes procedures and policies (Education Code Section 200, 233, and 48900.3 outline the policies and procedures schools must follow in addressing hate violence. California Penal Code sections 422.6, 422.7, 422.75, 422.8, 422.9, 422.95 and 628 (Title 11.6, Civil Rights) define hate-motivated crimes. (Pupil Services)

Pinacate Middle School utilizes a variety of staff to reduce and avoid violence on campus. All staff members deal on a daily basis with students who may have minor conflicts on campus. Counselors, principal, and assistant principal are on site to counsel students regarding peer relationships, conflict mediation, anger management, teen dating violence, and crisis intervention. The school utilizes an SRO (School Resource Officer) as needed to deal with violent acts on campus.

The school uses a zero period Advisory class to establish and remind students of behavioral expectations, how to apply conflict resolution, how to deal with bullying and how to handle other issues related to violent behavior. Teachers and staff on the Positive Climate Committee meet weekly to create lesson plans to meet the current needs of students.

Twice each semester, behavioral expectation assemblies are held by an administrator during PE to address specific behavioral problems and to encourage positive behavior to deal with these issues.

Pinacate Middle School has implemented the Capturing Kids Hearts Program. Teachers and support staff attend training to better assist and provide positive re-enforcement to students in and out of the classroom.

Pinacate Middle School recognizes that gangs exist locally and that students may have gang affiliations. Gang activity is not allowed on campus. The Governing Board desires to keep district schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Principal or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. School personnel will attempt to track any gang affiliation and report it to the school SRO. The school will request that this information then be forwarded to the Gang Task Force.

Clothing that may have gang implications is not allowed. This includes, but is not limited to, belt buckles (13, 14, "P", etc), sports team designations, hats other than district school issued hats, and tagging on any surface or item.

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations or disruptive activities, and respond appropriately to gang behavior.

In order to discourage the influence of gangs, school staff shall take the following measures:

1. Any student displaying behavior, gestures, apparel, or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.

- a. The student's parent/guardian shall be contacted and may be asked to meet with school staff.
  - b. The student may be sent home to change clothes if necessary. (cf. 5132 – Dress and Grooming)
2. Staff members shall be provided with the names of known gang members.
  3. Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations. (cf. 1020 – Youth Services)
  4. Any gang graffiti on school premises shall be removed, washed down, or painted over as soon as discovered.
    - a. Daily checks for graffiti shall be made throughout the campus
    - b. Graffiti shall be photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used for future disciplinary or criminal action against the offenders.

(cf 3515 – Campus Security)

(cf. 5131.5 – Vandalism, Theft, and Graffiti)

**TAB 17.** SRO – School Resource Officer Contact information and site assignments (Pupil Services)

School	Deputy	Nurse
Academy	Deputy Montano	Nikki Torres
CMI		Nikki Torres
Heritage		Nikki Torres
Paloma Valley		Nikki Torres
Perris High		Gwen Jones
Perris Lake		Gwen Jones
Pinacate		Gwen Jones

### **Riverside County Kids With Guns Protocol**

In recent years, the nation has been stunned by violent incidents involving students on school campuses. Research indicates that these potentially violent youth do not just snap; rather, they exhibit important warning signs prior to acting out. The Secret Service found that in more than 75% of the incidents they studied, other youth knew about the attack before it occurred, and an adult had expressed concerns about the student. In more than half of the cases, more than one person had expressed concern. Over half of the attackers developed the idea to harm the target at least two weeks prior to the incident. Noting the devastation and wishing to avoid the tragic experiences of other communities which have suffered senseless violence on school campuses, a Multi-Agency Team (MAT), consisting of the Superior Court, Riverside County law enforcement agencies, in conjunction with Probation, the District Attorney, County Office of Education, local school districts, Mental Health, Department of Public Social Services and community based organizations, established this Protocol.

This Protocol is to be used within Riverside County in school related incidents for prevention, threat assessment, intervention and services to youth at-risk of violence. Members of the MAT have also agreed to the uniform implementation, enforcement and reporting of incidents involving youth and guns/explosive devices. **Note:** Based upon law enforcement’s assessment of the situation, the Protocol may also be used for other weapon offenses.

The members of the Multi-Agency Team (MAT) have also agreed in principle that:

1. Law Enforcement will investigate and report the circumstances of the offense and will expand the investigation by contacting the parent(s) and/or legal guardian(s) and by making a home visit to conduct an evaluation.
2. Probation will detain the minor pursuant to a law violation and will administer the Problem Behavior Inventory instrument and coordinate the efforts of the MAT by making appropriate referrals to the various agencies. Information and assessment from the

combined members of the team will be employed in determining future intervention strategies.

3. Riverside County Office of Education will respond rapidly to make available information concerning the minor to the appropriate agencies, and serve as a liaison between MAT and local school districts.
4. A Mental Health clinician will interpret the results of the Problem Behavior Inventory given to the minor by Probation. When indicated by the results of the PBI, Mental Health will complete an assessment on cases to determine the danger of the minor to himself/herself and others. Information from other cooperating agencies will be considered while completing the assessment, which will be shared with other members of the team where appropriate.
5. The District Attorney's Office will review all reports for legal sufficiency and strictly enforce the law by prosecuting any minor found in possession of a gun, explosive device or other dangerous weapon on a school campus. Violations against the parent or legal guardian will be strictly enforced when a juvenile is found in possession of a gun, explosive device or other dangerous weapon. The District Attorney's Office will coordinate with the task force to ensure the interests of public safety and the youth.
6. Child Protective Services (CPS) will respond upon request from law enforcement to conduct family and child welfare assessment to help assess the overall well-being and functioning of other children in the home. CPS will also research its database to determine whether there is an open file or CPS history on the youth or his/her family and share the information with MAT.
7. Riverside County Office of Education, in conjunction with local school districts and Social Services Agencies, will develop an adjunct protocol to deal with threats or acts of violence, excluding acts where firearms are involved. The primary assessment tool will be the personality assessment profile developed by the Mental Health Department.
8. The Juvenile Court judge will hear and make an order on Kids with Guns cases whenever a juvenile Court petition has been filed.
9. This Protocol will be reviewed and updated annually. Within one year a database will be established by the Probation Department. Kids with Guns pamphlets will be released within 90 days.





# A COMMUNITY RESPONSE PLAN

## KIDS WITH GUNS PROTOCOL

ANY MINOR WHO POSSESSES A GUN,  
EXPLOSIVE DEVICE OR OTHER DANGEROUS  
WEAPON ON OR ABOUT A SCHOOL  
CAMPUS IN RIVERSIDE COUNTY



REPORTED

**LAW ENFORCEMENT  
CHARGE OFFENSE**  
Application for Juvenile Court  
Petition (J132)



**PROBATION/JUVENILE  
HALL**  
DETAIN 24-48 HOURS

### DECISION

#### “High Risk” Offender

Process per Protocol;  
Detain;  
Petition Filed;  
Court Hearing;  
Informal Prob./654.2 PC  
Deferred Entry of  
Judgment 790 PC  
Formal Prob./725a WIC  
Decl./Cont. Ward-home,  
Placement, Out of County  
transfer, DJJ.

### EVALUATE

PARENT  
SCHOOL  
MENTAL HEALTH  
DPSS  
FRIENDS  
ROOM  
AFFECT  
OTHER

### DECISION

#### “Low Risk” Offender

Process per Protocol;  
Release;  
Referral for Mental  
Health Services;  
Referral to Community  
Based organization;  
Referral for Diversion



**TAB 18.** Other conflict resolutions programs (**Check and include information on only those programs implemented at this site**)

- CPI Nonviolent Crisis Intervention for staff (Obtain list of currently trained staff from Risk Management)
- “Planning Ahead: PUHSD’s guide to crisis response for parents” (English and Spanish) (Obtain current year version from Risk Management)
- Capturing Kid’s Hearts
- Peer Counselors or Peer Mediation Program/P.L.U.S.
- After School Activity Program
- Anger Management Program
- Bullying prevention program (Describe)
- Tolerance, diversity and multicultural education (Student Forum/P.L.U.S. Forums)
- Community/parent partnerships (Describe)
- Other:

Pinacate Middle School utilizes multiple staff members to counsel students to avoid conflict between students. The counselors, teachers, campus supervisors, other classified personnel, and administration are all involved to some degree working to resolve low level student peer conflicts through counseling techniques.

For more serious conflicts, the principal, assistant principal and counselors are involved in in-depth counseling. They utilize behavior and peer contracts when appropriate.

## **TAB 19.** Integrated Pest Management Plan (Risk Management—Healthy Schools Act of 2000)

Healthy Schools Act of 2000 - In September 2000 Governor Davis signed into law the Healthy Schools Act of 2000 (Assembly Bill 2260). This law requires schools to notify parents, guardians and school employees about pesticides used in their schools, and require the Department of Pesticide Regulation to promote the voluntary adoption of integrated pest management (IPM) practices in California schools. Most provisions of the law took effect January 1, 2001.

### Integrated Pest Management Plan

The District has a written plan and is working with each school site to ensure implementation. The plan includes the following:

- Annual notification of all pesticide products the school District expects to use on school grounds. These products include over-the-counter pesticides available at retail outlets, but do not include certain products exempted under the law. The notifications list the active ingredients in each pesticide product and the Internet address for the Department of Pesticide Regulation (DPR) to access additional information.
- Notices in areas where pesticides will be applied, posted 24 hours in advance and 72 hours after application of pesticides, and contain information as specified in the law.
- Procedures for maintaining records of all pesticides use at each school.
- Monitoring and record keeping, strategies and tactics to keep pest numbers low to prevent unacceptable damage or annoyance.

Important Guidelines - These guidelines should be followed by all staff to assist in effectively managing the use of pesticides on our sites:

- Site staff should notify their site administrator when pest control is needed.
- Administrative staff should notify Maintenance and Operations via a work order when pest control is needed.
- Staff must not use any type of pest control chemicals at any school site.
- Staff should eliminate food stuffs in their work areas that might attract pests i.e. cakes, cookies, candies, sack lunches, sugary beverages, etc.

For immediate pest control response, i.e. swarming bees or ants, Maintenance & Operations should be contacted via phone @ 940-5302 X37701.

With the migration of Africanized Honey Bees (AHBs) into California, awareness and preparation are key elements for protecting our staff and students. Although its “killer” reputation has been greatly exaggerated, the presence of AHBs will increase the chances of people being stung. Learning about the AHBs and taking certain precautions can lower the risk of being injured by this new insect in our environment.

“Bee” Prepared

Africanized honey bees (AHBs) also called “killer bees” became established in Texas in 1990 and are spreading to other southern states. The AHB has migrated into California. The first swarms arrived at the southern border of California in October 1994 and are predicted to continue moving northward into other areas of California that domestic European honey bees (EHBs) now inhabit.

AHBs look the same and in most ways behave like the EHBs that currently reside in the United States.

One very important difference between the two varieties is the ultra defensive behavior AHBs can display while protecting their colony location. In some South American attacks, AHBs have seriously stung or killed pets, livestock, and humans. This behavior has earned AHBs the common name “Killer Bees”.

#### Africanized Bee Avoidance & Survival Tactics

- Bees only attack when the colony is threatened
- Loud noises, strong odors or fragrances, shiny jewelry, and dark colors are all perceived as threats
- They typically attack the face and ankles
- An extremely aggressive colony may attack and threat within 100 feet
- Bees may pursue you for up to ¼ mile
- They are slow fliers and most healthy people can outrun a bee
- Run away in a straight line, protecting your face and avoiding other people, or they too may come under attack
- DO NOT try to hide underwater, the bees will wait for you to surface
- If you see someone under attack, stay away and shout instructions
- Seek medical attention

#### General Precautions

- Listen for buzzing indicating a nest or swarm of bees
- Use care when entering sheds or outbuildings where bees may nest
- Examine work area before using lawn mowers, weed cutters, and other power equipment
- Examine areas before tying up or penning pets or livestock
- Be alert when participating in all outdoor sports and activities
- Don't disturb a nest or swarm – contact a pest control company or an emergency response organization
- Teach children to be cautious and respectful of all bees
- Check with a doctor about bee sting kits and procedures if sensitive to bee stings
- Develop a safety plan for your home and yard
- Organize a meeting to inform neighbors about the AHB to help increase neighborhood safety

#### What to do if stung

- Go quickly to a safe area
- Remove stinger as soon as possible
- Don't squeeze stinger; pressure will release more venom
- Scrape stinger out with fingernail, knife blade or credit card
- Wash sting area with soap and water like any other wound

- Apply ice pack for a few minutes to relieve pain and swelling
- Seek medical attention if breathing is troubled, if stung numerous times or if allergic to bee stings.

**TAB 20.** IIPP (Injury and Illness Prevention Plan) with Reporting Form for Unsafe Conditions)

The Perris Union High School District is committed to providing a safe and healthful workplace for all of its employees and to providing a safe and healthful facility for all students and site visitors. To fulfill its obligation the District has incorporated an Injury and Illness Prevention Program. The intent of this Program is to prevent or minimize the probability of injuries and illnesses to workers, students and visitors, and to comply with applicable State, Federal and local health and safety codes, standards and regulations.

The Injury and Illness Prevention Program is intended to standardize various safety programs and procedures into one effective, uniform program and to ensure compliance with State and Federal safety regulations.

The Program identifies the District's responsibilities and also defines responsibilities of the Program Coordinator, administrators, managers, supervisors and all other employees.

The components described in the District's IIPP are:

- Communication
- Identification & Evaluation of Workplace Hazards
- Corrections of Unsafe or Unhealthful Conditions
- Investigations of Occupational Injury, Illness or Exposure to Hazardous Substances
- Employee Training
- Record Keeping
- Plan Review

The District, its Board and its management pledges support of this Program to ensure that it remains a viable method of protecting all employees and all other site occupants.

**TAB 21.** Site Safety Inspection Checklists (Risk Management—Inspection Checklist, Final Week Cleaning Checklist, Cleaning Procedures for PUHSD Health Offices)

Pinacate Middle School participates in quarterly safety inspections conducted by campus staff. The purpose of quarterly site inspections is to help identify and evaluate unsafe conditions.

Safety inspections are part of the District’s written Injury and Illness Prevention Program.

The safety inspections are documented. The safety inspection checklists are documentation of inspections and include lists of areas inspected, the date of the inspection, name of inspector, signature of site administrator, and Work Orders submitted.

Safety Inspections are completed, signed, and sent to the District office, quarterly, for documentation.

Some areas on the checklist include but are not limited to athletic facilities, grounds & fields, multi-purpose room, and gymnasium.

Pinacate Middle School participates in the District-wide Hazardous Materials Inventory and Inspection (HMII).

Keenan & Associates, the District’s Third Party Administrator for Property and Liability coverage, conducts an annual Hazardous Materials Inventory and Inspection throughout the Perris Union High School District.

The purpose of the inspection is to assist our District in obtaining a current, detailed inventory of hazardous material supplies on school sites and throughout the District and to meet the regulatory requirements under Worker Right-to-Know, Hazardous Materials Disclosure Laws, and as required by Cal/OSHA – CCR, Title 8, Section 5194.

The inventory not only provides information to management, it is also a valuable tool to be used to monitor and control chemicals in the workplace.

The inspection also provides the District with a hazardous materials survey that addresses and identifies specific conditions regarding storage, labeling, compatibility, fire extinguishers, eyewash stations, etc., which were present at the time of the inventory.

Using the chemical inventories District staff put together binders that contain Material Safety Data Sheets (MSDS) for each item listed. These binders can be found in the staff workrooms or lounges, in the science chemical storerooms, and in the custodial closets. In addition, electronic MSDS folders have been created and are located at <http://puhsd.ca.schoolsmsds.com>.



## **Section IV** – Recommendations for Improvement Instructions

**TAB 22. Action Plan for Component 1- “People and Programs”** - Create a *caring and connected* school climate. Part 2 of the “safe and orderly environment” requirement of SB 187 (Education Code Section 35294).

ACTION PLAN FOR COMPONENT #1- (*Look at your site data, SASI, Healthy Kids Survey or any other surveys taken to see if current programs are working. Where do they need to be improved?*)

22.1 ACTION PLAN FOR COMPONENT #1

Component #1. “People and Programs” – Create a “caring and connected” school climate. (Part 2 of the “safe and orderly environment” requirement of SB 187 (Education Code Section 35294).

Goal(s): (What area related to people and programs will we focus on in the near future to accomplish our mission and vision?)

Students are able to freely communicate their needs to all Pinacate staff. Provide opportunities for student involvement.

Objective #1-1: (What measurable results will show us that we are meeting our goal? When will we see them? How much change do we want to see? Who is responsible?)

Campus concern boxes are placed at various locations....How many students have accessed these boxes? Positive Climate committee is responsible and addressed quarterly. The concerns are read and evaluated monthly. Look at the number of students involved in after school activities.; club advisors provide attendance to secretary and a report is created from the administration for the Positive Climate committee.

Related activities:

ASB TASC Renaissance School Electives NJHS

Resources needed:

Boxes for campus concerns (already made by PHS woodshop class)

Staff involvement and communication (continued)

Money for club advisors and coaches

Person(s) responsible for implementation:

Positive Climate Committee

Administration and/or person designated over this committee

Timeline for implementation:

- Read concerns monthly at Positive Climate Committee meeting to be held 3rd Friday of the month at 8am
- VP Secretary notify club and activity advisors to submit monthly club attendance last

- working day of the month.
- Designated person creates a quarterly spreadsheet of the number of student participating
- Report is shared at PC meeting once per quarter; Nov/Feb/May.

**TAB 22. Action Plan for Component 2- “Physical Environment”** – Create a *physical environment that communicates respect* for learning and for individuals. Part 2 of the “safe and orderly environment” requirement of SB 187 (Education Code Section 35294)

ACTION PLAN FOR COMPONENT #2 – *Have you evaluated site safety issues having to do with your buildings and grounds? What changes need to be made here?*

## 22.2 ACTION PLAN FOR COMPONENT #2

Component #2. Place—Create a physical environment that communicates respect for learning and for individuals. Part 2 of the “safe and orderly environment” requirement of SB 187, (Education Code Sections 35294).

Goal(s): (What area related to our site’s physical environment will we focus on in the near future to accomplish our mission and vision?)

Maintain a safe, orderly and presentable campus environment that will make staff, students and parents proud.

Objective #2-1: (What measurable results will show us that we are meeting our goal? When will we see them? How much change do we want to see? Who is responsible?)

The school plant will be well maintained and attractive and, free of physical hazards, and designed to prevent accidental harm or criminal activities.

Related activities:

- Administrators will insure that all staff know their role in the school safety plan
- School staff and students will be trained in dealing with emergency procedures and will continue to have monthly fire and earthquake drill, shelter in place and lockdown drills.
- Standard school procedures will be reviewed and updated as needed.
- All classrooms will establish and maintain a clean and orderly environment to support academic growth as measured by student, staff and parent surveys.
- Site Administrators will review guidelines and procedures regarding school wide and classroom safety during the first quarter of each semester.
- Lead custodian will do daily checks of entire campus to determine safety and cleanliness.
- Campus supervisors will check campus and lunch area daily for safety and cleanliness
- Kitchen staff will check serving area for cleanliness and safety.
- School Resource Officers will evaluate and inform site administrators as needed.
- Incentive drawings will be held for “School Pride Clean Up” in which students receive a drawing ticket when they are noticed on the campus collecting litter from halls and

field

to maintain a clean campus

- Safety Tips In service will be provided to all staff on a weekly basis in principal message check-in
- A work order report will be posted on the staff board to keep staff informed of status of current work orders.

- All school buildings will be maintained in a clean and attractive manner.
- Safety inspections will be performed on a monthly basis
- Lighting fixtures will be kept up on a timely basis
- Graffiti will be removed promptly by school or district personnel
- Implement procedures through ASB, Positive Climate Committee and Renaissance

Action

- Team to keep the students involved with campus cleanliness and recycling efforts.
- 6 week discipline presentations to all students.

Resources needed:

Maintenance materials and supplies.

Person(s) responsible for implementation:

Assistant Principal in charge of facilities

Timeline for implementation:

On going