

2022-2023 TMS School Safety Plan

Table of Contents

Comprehensive Safety Plan Purpose and Compliance 2-3

Introduction 4

Assessment of School Safety..... 5

District/Campus Safety Strategies and Programs 6

Child Abuse Reporting Procedures.....7

Emergency Response Guidelines/Emergency Preparedness and Crisis Response Plan..... 7-14

School Suspension, Expulsion and Mandatory Expulsion Guidelines.....15-16

Procedures to Notify Teachers of Dangerous Pupils.....16-17

Discrimination, Harassment, and Bullying Policies.....17-18

School Dress Code.....18

Procedures for Safe Ingress and Egress to and from School.....19

Comprehensive Safety Plan Purpose and Compliance

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans must include the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

According to CUSD Board Policy 0400, the Governing Board believes that careful planning is essential to effective implementation of district programs and policies. Comprehensive plans shall identify cohesive strategies for school improvement and provide stability in district operations. The process for developing comprehensive plans shall invite broad participation for school and community representatives. Committees may be appointed to assist in the development of plans. Comprehensive plans shall be available to the public and shall be reviewed at regular intervals specified in the plan. It is the intent of the Toyon School Site Council to adhere to this policy.

The Comprehensive School Safety Plan will be reviewed and updated by March of each year. In July of every year, the school will report on the status of its school safety plan including a description of its key

elements in the annual school accountability report card. A copy of the Toyon Comprehensive School Safety Plan will be available for review at the Toyon Middle School Office and Calaveras Unified District Office.

The CUSD Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff (Board Policy 5137(a)). This Comprehensive Safety Plan will specifically address the programs, services, and initiatives that are embedded in the Toyon vision and goals set forth by our School Site Council to ensure that students have a safe and positive learning environment and experience at Toyon Middle School.

Members of TMS School Site Council 2022-2023:

- Matt Medellin, principal
- Lynette Herman, parent
- Tysha Auld, classified
- Daniel De La Cruz, teacher
- Rhonda Merrill, teacher
- Audrey Biehle, teacher
- Alexis Mestas, student
- Eva Powers, student (chair)
- Karina Flores, parent (ELAC)
- Allisa Clifton, parent

Introduction

Toyon Middle School is the only middle school in the Calaveras Unified School District located in Northern Calaveras County. Students from Valley Springs coming from Jenny Lind Elementary and Valley Springs Elementary attend Toyon in 6th grade. Every 7th and 8th grader will pass through Toyon from the other four elementary schools in the district as they make their way to Calaveras High School. Current enrollment for the 2022-2023 school year is 529 students. Overall, CUSD has experienced a long steady decline in student enrollment but that trend appeared to have stopped in 2019-2020. Since the COVID-19 pandemic, CUSD has once again declined in enrollment. Toyon enrollment increased by 145 students in 2019-2020, mostly caused by the addition of 6th grade that year. Built in 1985, Toyon has a history of promoting elective class opportunities to explore career interests and develop their skills. Due to budget constraints, several elective opportunities have vanished such as Woodshop and Home Economics. However, the school community has remained steadfast to maintain this important part of the Toyon Middle School program by sustaining a number of elective classes such as Leadership/Yearbook, Band, Guitar, Robotics, Tech Squad, and Art. The Art class includes units on Landscape/Gardening/Cooking. Toyon also offers Homeroom, Independent Learning Center, and Independent Learning Lab for intervention support. In all elective classes students Second Step (SEL) curriculum to develop life skills for citizenship and leadership qualities. Students also have access to Naviance, a program designed to build college and career readiness. In all, Toyon has maintained a rigorous academic program focused on achieving student learning outcomes and developing students to be lifelong learners and responsibly participate in a democratic society.

Staff, students, and visitors have the right to learn, work, and be present in a safe and secure environment and Toyon Middle School is committed to ensure that there are policies and procedures in place to protect all stakeholders while they are on the campus. Homeschooling during the middle grades increased as well as other alternative education programs. School-wide initiatives, such as PBIS implementation, is an attempt to reduce at risk behavior and improve the culture and climate of Toyon Middle School. Toyon believes an important pillar of academic success is a safe school climate and campus where students are free and safe to grow, learn and express themselves without fear of harassment, danger, or isolation.

Assessment of School Safety (*Ed Code, Section 32282(a)1*)

The Healthy Kids survey data will be updated for the current year.

The 2021-2022 California Healthy Kids Survey Results:

Table A2.1**Key Indicators of School Climate and Substance Use**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness [†] Φ	70	70	60	A6.7
Academic motivation [†]	70	69	63	A6.7
Monthly Absences (3 or more) ^Φ	13	6	8	A6.2
Maintaining focus on schoolwork [†]	37	32	28	A6.13
Caring adult relationships [‡]	70	68	60	A6.7
High expectations-adults in school [‡]	79	73	70	A6.7
Meaningful participation [‡] Φ	21	26	22	A6.7
Facilities upkeep [†] Φ	83	71	55	A6.16
Promotion of parent involvement in school [†]	67	60	50	A6.7
School Safety				
School perceived as very safe or safe ^Φ	77	79	58	A8.1
Experienced any harassment or bullying [§] Φ	24	29	35	A8.2
Had mean rumors or lies spread about you [§] Φ	33	30	35	A8.3
Been afraid of being beaten up [§] Φ	19	18	18	A8.3
Been in a physical fight [§] Φ	14	6	10	A8.4
Seen a weapon on campus [§] Φ	20	5	10	A8.6
Substance Use				
Current alcohol or drug use [¶]	4	6	12	A9.5
Current marijuana use [¶]	0	4	6	A9.5
Current binge drinking [¶]	0	2	3	A9.5
Very drunk or “high” 7 or more times, ever	0	0	5	A9.7
Been drunk or “high” on drugs at school, ever	0	1	3	A9.9
Current cigarette smoking [¶]	0	4	2	A10.3
Current vaping [¶]	4	5	6	A10.3

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

[§]Past 12 months.

[¶]Past 30 days.

^ΦIn-School and Hybrid Models only.

District/Campus Safety Strategies and Programs *(Education Code 32282 (a) 2 (A)-(J))*

The CUSD Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff (Board Policy 5137(a)).

The current Local Control and Accountability Plan (LCAP) outlines Calaveras Unified prioritized areas of focus in accordance with the State priorities identified in Ed Code sections 52060 and 52066; Conditions of Learning, Pupil Outcomes, and Engagement. CUSD's LCAP goal #3 effectively addresses school climate. The Expected Annual Measurable Outcomes include "providing a safe and productive learning environment in/out of the classroom and maintain/sustain programs that address inclusion and anti-bullying. Actions include continuing to provide counseling/intervention services to at-risk students and continue to provide programs and strategies regarding inclusion and anti-bullying (Circle of Friends, Positive Behavior Systems).

The following is a list of current School Climate Programs and Initiatives being implemented at Toyon Middle School:

- **Positive Behavior Interventions and Supports (PBIS).** System of data collection, analysis and tiered intervention support to address behavior and improve school culture and academics. Toyon staff delivers instruction based on the school-wide expectations: We Are safe, Respectful, and Engaged Warriors. Students receive incentives for meeting the expectations.
- **Breaking Down the Walls.** A comprehensive program designed to unify, empower, and engage every student to create a positive and supportive campus climate.
- **Club Live/Friday Night Live Mentoring.** Provides opportunities for young people to be in ongoing, mutually beneficial, caring relationships, which strengthen a young person's resiliency to the challenges they face in life.
- **Second Step.** Curriculum offered in elective courses designed to empower students with new knowledge regarding how they can contribute to their school and community. Central themes include understanding of self, respect for others, and personal responsibility for school and community improvement. Units also focus on planning for high school and career interests.
- **Celebration Assemblies.** Student led assemblies celebrate students with improved and perfect attendance, improved academics and 4.0 G.P.A.'s, and improved behaviors.

Child Abuse Reporting Procedures *(Education Code 35294.2 (a) (2); Penal Code 11166)*

According to Board Policy 5141.4, the Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent shall develop and implement strategies for preventing, recognizing and promptly reporting known or suspected child abuse and neglect. S/he may also provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

All district employees including contractual employees are legally required to inform school administration by the end of the regular school day when the knowledge or substantiated suspicion of child abuse was attained. All Toyon Middle School staff are legally required to directly contact Child Welfare Services at 209-754-6452 and provide information regarding the suspected abuse or neglect. A CPS report can also be downloaded at ag.ca.gov/childabuse/pdf/ss_8572.pdf and faxed to (209) 754-4536.

All new district employees must participate in a New Employee orientation prior to the start of the school in which this information is presented to them and they are aware that they are a legally mandated reporter for child abuse and neglect.

Emergency Response Guidelines/Emergency Preparedness and Crisis Response Plan *(Ed Code 35295-35297)*

CUSD Board Policy 3516 (a) outlines the requirements for viable emergency and disaster preparedness plans in each school. The Governing Board recognizes that all staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

Toyon Middle School uses the Standard Response Protocol for responding to emergency circumstances.

In-Class Lockdown Procedure:

1. Students and staff are to barricade the door as quickly and quietly as possible. They can get underneath a desk or spread out to a safer area of the classroom out of sight from doors or windows.
2. If teacher believes conditions are safe, S/he will quickly look outside for any students who in the hallways or other parts of campus and direct them to the classroom.
3. Teacher will remove lock blocks, lock doors, close windows and lower blinds and turn off lights so there is minimal to no visibility in the classroom.
4. Students and staff can find objects in case they need to counter a breach to the classroom.
5. Teacher will silently take roll and make a note of any staff or students in need of medical attention.
6. Once roll has been taken, all teachers will email "TMS Office Staff" and provide the following information
 - a. All students are accounted for.
 - b. Any medical needs or issues for any staff or student.
 - c. Any missing students identified by their first and last name
 - d. Any additional students identified by their first and last name

7. Office Staff will receive emails and compile lists of medical needs and missing students and account for their location based on the information received from each teacher.
8. Staff and students will hold in this position until an ALL CLEAR has been granted from TMS administration or law enforcement agency. TMS administration or law enforcement will announce who they are and unlock the classroom doors.
9. Teachers will need to create a list of students who are physically in your room by first and last name. This is critical in the event of an evacuation due to the impact.
 - a. Separate the lists into two categories
 - i. Students who are on your roster and are physically present in your room.
 - ii. Students who are not in your room and are supposed to be. These may be students who were released to the restroom or an errand prior to the lockdown announcement.

Out of Class Lockdown Procedure:

1. During an unstructured time such as lunch or break, students and staff must find the closest and safest building that is lockable. If you are on the field, use your best judgement to move away from danger areas and take cover not drawing attention to yourself or others.
2. Yard Supervision will assist in notifying students by repeatedly blowing the whistle informing students to find the nearest adult and proceed to a safe location.
3. If a student is out of class without adult supervision (restroom break) and they hear that there is a lockdown, they are to go to the safest building or nearest adult immediately.
4. Once safety has been determined TMS administration and law enforcement agencies will begin to account for each student and assess damages.

IF THERE IS A MEDICAL EMERGENCY AT ANY TIME DURING A LOCKDOWN PROCEDURE CONTACT TMS OFFICE STAFF AND THEY WILL CALL 911. THE EMERGENCY PHONE NUMBER EXTENSION THAT CALLS ALL PHONES IN THE OFFICE IS 4299.

Parent Reunification Procedures

In the event of on site or off site evacuations, it is important to have clear procedures and expectations in place to ensure students and their parents are safely reunited.

On-Site Reunification

1. Reunification will take place in the MPR facility. Office Staff will move operations from front office to MPR and set up a row of tables across the middle of the MPR with computers, current rosters and sign out sheets and phone lines.
2. Parents will be directed to enter the MPR from the front entrances. They will wait until called by office staff. Parent will state student's name and sign them out on the sign out form.
3. Office staff will contact student's current classroom and have that student come to the MPR and will be released to parent.
4. NO STUDENT WILL BE RELEASED TO ANOTHER PARENT OR PERSON UNLESS THE LEGAL PARENT OR GUARDIAN OF THAT STUDENT HAS DIRECTLY CONTACTED THE OFFICE AND INFORMED THEM THAT THEIR STUDENT IS LEAVING WITH A SPECIFIC PARENT OR PERSON. THIS COMMUNICATION MUST HAPPEN PRIOR TO STUDENT PICK UP.

5. Students and parents will be released to the front parking lot. They are not to walk through campus during their exit.
6. No parents will be allowed to access campus during the reunification process.

Off-Site Reunification

In the event students are evacuated from Toyon Middle School:

If buses are available and safely able to enter lower parking lot, students will board buses and be transported to the district office. If buses are not available, staff and law enforcement will lead and direct students down Double Springs Rd to the district office. Law enforcement will provide road and traffic support.

1. A reunification table will be set up in the back of the parking lot with a complete student enrollment list.
2. Parents will park near the transportation building and approach the reunification site on foot.
3. Parents will provide the name of their student and complete the sign out sheet. The student will be retrieved and released to the parent or guardian.
4. NO STUDENT WILL BE RELEASED TO ANOTHER PARENT OR PERSON UNLESS THE LEGAL PARENT OR GUARDIAN OF THAT STUDENT HAS DIRECTLY CONTACTED THE OFFICE AND INFORMED THEM THAT THEIR STUDENT IS LEAVING WITH A SPECIFIC PARENT OR PERSON. THIS COMMUNICATION MUST HAPPEN PRIOR TO STUDENT PICK UP.

Use of School Buildings for Emergency Shelters

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

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

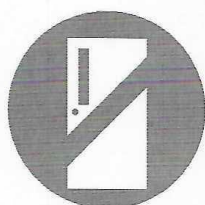
Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.

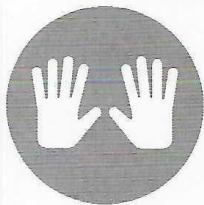


IN AN EMERGENCY

TAKE ACTION



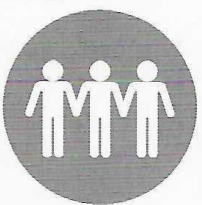
HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

Standard Response Protocol – Public Address

Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!



Standard Response Protocol (SRP)

SAMPLE MOU or Addendum with Law Enforcement / Fire / EMS

Name of School/District (Organization):

Name of Agency (Agency):

This Memorandum of Understanding ("MOU") between the Organization and the undersigned Agency is effective as of the date it is signed and countersigned.

Standard Response Protocol Program Description:

The I Love U Guys Foundation (The Foundation) created its *proprietary* Standard Response Protocol ("SRP") for classroom response based on five actions. When communicating these actions, the action is labeled with a "**Term of Art**" and is then followed by a **Directive**. Execution of the action is performed by active participants, including students, staff, teachers and first responders.

Purpose of Using Terms of Art:

By standardizing vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers and staff this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

Terms of Art:

- The "Term of Art" **Hold** is followed by the Directive "**In your room or area**" (or announce a location). The action is for the purpose of keeping halls and/or common areas clear until an incident is resolved.
- The "Term of Art" **Secure** is followed by the Directive "**Get Inside. Lock Outside Doors.**" The action associated with Lockout is to bring participants into the Building, and secures the building's outside perimeter by locking appropriate windows, doors or other access points.
- The "Term of Art" **Lockdown** is followed by the Directive "**Locks, Lights, Out of Sight**" The action associated with Lockdown is to secure individual classroom doors, move away from inside corridor line of sight and maintain silence until first responders release the room.
- The "Term of Art" **Evacuate** is followed by the Directive "**To a Location**" (Where Location is announced.) The action associated with Evacuate is to move students and staff from one location to another.
- The "Term of Art" **Shelter** is followed by the Directive "**Type and Method**" (Where Type is dictated by weather and other hazards which can be present in the region, and Method is an appropriate shelter method for those weather and other hazards.) The action associated with Shelter is dependent on the stated Type and Method.

Agreement by (insert name of) _____
(Organization)

Organization agrees to incorporate SRP in the official, existing, written safety plans for the district or school, as applicable, either in the body or as an addendum or amendment.

1. Organization agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with the Agency and other department, district or agency SRP Liaisons.

Fire Drill Procedures

Toyon has a campus wide fire alarm system issued, managed, and maintained by **Signal Service, Inc out of Vallecito, CA. Phone Number is 1-800-983-5300.** The alarm manifold and panel is located in the TMS kitchen office. There are accessible keys to this panel; Attendance Desk drawer, Maintenance and Operation Office at District Office, Lead Custodian also has a key.

Toyon conducts a regular fire drill, once a quarter, and invites the local fire department to observe our response. We have set a goal of 8 minutes from the moment the alarm sounds until all students are accounted for on the athletic fields. We consistently meet this goal.

There are two designated relocation areas at Toyon Middle School. The primary relocation area is the lower athletic field for the majority of our campus. The upper practice field is the location for the classrooms closer to that area. Depending on where the disaster is located on campus, staff and students will be directed to one of these two areas.

Teachers are required to be equipped with current student rosters for attendance, a first aid kit, identifiable safety vest, and a set of cards indicating current status of self and students. These items are compiled in an emergency bag located in each classroom. Maps and evacuation routes are also posted in each classroom and building.

THE FIRE ALARM WILL BE A HIGH PITCHED ALARM SOUND

Once this alarm sounds:

1. Teacher is to quickly inform students that this is the fire alarm. Students prepare to exit the classroom in an orderly fashion, leaving their backpacks in the room. *Students with medical needs or health issues (such as diabetes) must take their medical items with them when they exit the classroom.*
2. Teacher will grab emergency bag and current class roster and put on the identifiable safety vest.
3. Teacher must keep classroom unlocked during the duration of the fire alarm.
4. Teacher will lead and direct students out of the classroom and to identified relocation area and line up in their designated area.
5. Teacher will promptly take attendance once students are lined up on the field and visibly display status cards.
 - a. GREEN CARD-all students are accounted for and everything is OK.
 - b. BLUE CARD-signals a medical or health related issue.
 - c. RED CARD-alert that a student is missing or unaccounted for.
6. Teachers and students will hold in this position until the fire alarm has been turned off and the ALL CLEAR has been granted by TMS administration or Fire Department.

School Suspension, Expulsion and Mandatory Expulsion Guidelines (Ed Code 48900, 48915 (d) and (c))

CUSD Board Policy 5144.4 outlines behavioral expectations for students on all campus and establishes the standards of behavior by CUSD students. The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law and the accompanying administrative regulation. Except with otherwise permitted by law, a student may be suspended or expelled only when his or her behavior is related to a school activity or school attendance occurring within any district school or other school district, regardless of when it occurs including but not limited to the following:

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

Board policy ensures that district staff shall enforce the rules concerning suspension and expulsion fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

The Toyon Middle School Parent and Student Handbook specifically outlines the 48900 offenses that can result in suspension.

- Assault and Battery
- Weapons
- Alcohol/Intoxicants/Controlled Substances
- Substances in lieu of Alcohol, Intoxicants/Controlled Substances
- Robbery or Extortion
- Property Damage
- Property Theft
- Tobacco and Nicotine Products
- Obscenity
- Drug Paraphernalia
- Disruption or Defiance
- Receiving Stolen Property
- Possessing Imitation Firearm
- Sexual Harassment
- Threats or Intimidation
- Prescription Drug Soma
- Hazing
- Bullying
- Aided or Abetted to Inflict Physical Injury
- Hate Violence
- Terrorist Threats

The Toyon Middle School Parent and Student Handbook specifically outlines the 48915 offenses that can result in expulsion.

- Causing serious physical injury to another person except in self-defense.
- Possession of any knife, explosive or other dangerous object of no reasonable use to the student.
- Unlawful possession of any controlled substance
- Robbery or Extortion
- Assault or Battery upon any school employee
- Possessing, selling, furnishing a firearm (mandatory)
- Brandishing a knife at another person (mandatory)
- Selling a controlled substance (mandatory)
- Committing sexual assault or battery (mandatory)
- Possessing an explosive (mandatory)

Procedures to Notify Teachers of Dangerous Pupils

Under CUSD AR 4158, 4258, and 4358, the superintendent or designee shall inform the teachers of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years, which could constitute grounds for suspension or expulsion under Ed Code 48900 with the exception of the possession or use of tobacco products. This information shall be based on district records maintained in the ordinary course of business or records received from a law enforcement agency.

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institutions Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

Discrimination, Harassment, and Bullying Policies (Ed Code 200-262.4)

Toyon Middle School does not allow Discrimination, Harassment, and Bullying and the school has implemented many initiatives and educational programs to combat the epidemic in schools. The Governing Board recognizes in BP 5131 the harmful effects of bullying on student learning, school attendance, and desires to provide safe schools environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

The following is a list of programs initiated at Toyon Middle School to combat bullying and harassment.

- **Warrior Welcome.** Student orientation on the first day of school. Teachers and outside agencies focus on Social Emotional Learning standards (CASEL), school-wide expectations, and team-building activities. The school has also maintained a Warrior Room Google Classroom for each grade level.
- **Warrior Room.** Students can have a rotation of up to 10 minutes to meet with a staff member and discuss any issue they are having. This room is used for de-escalation strategies, such as journaling. It is also a space for conflict mediation, facilitated by a staff member.
- **Breaking Down the Walls.** A comprehensive program designed to unify, empower, and engage every student to create a positive and supportive campus climate.
- **Club Live/Friday Night Live Mentoring.** Provides opportunities for young people to be in ongoing, mutually beneficial, caring relationships, which strengthen a young person's resiliency to the challenges they face in life.
- **Second Step.** Curriculum offered in elective courses designed to empower students with new knowledge regarding how they can contribute to their school and community. Central themes include understanding of self, respect for others, and personal responsibility for school and community improvement. Units also focus on planning for high school and career interests.
- **Celebration Assemblies.** Student led assemblies celebrate students with improved and perfect attendance, improved and 4.0 GPA's, and improved school behaviors. Assemblies focus on PBIS school expectations: We are Safe, Respectful, and Engaged Warriors.

With the support of our school psychologist and counselor during the Warrior Welcome, students receive an educational lesson and activity that defines the different types of bullying, the short and long term effects of bullying on individuals and specific ways to combat these behaviors as a student at Toyon.

The Parent Student Handbook also outlines behavioral expectations and consequences. Harassment is categorized as a Level C offense and results in 3-5 discipline points as well as a Detention, Saturday School, or Suspension. Bullying, including electronically is categorized as a Level D offense. These are major violations and result in 6 demerit points each. All Level D offenses result in a 3-5 day suspension and possible referral to police and the school board for expulsion.

Anti-Bullying and treating each other with respect and kindness is a pillar of our middle school program. We hold students and staff accountable for treating every person in our school community fairly and respectfully.

School Dress Code (Ed Code 35183)

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school related activities in which they participate. Student clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The Parent Teacher Handbook outlines the Dress Code as follows:

The Simple rule is “dress for success.” Avoid clothing, accessories, and styles that entertain or distract other and disrupt the educational process. The Board sanctions the expression of a student’s individuality through dress. However, restriction on student apparel and grooming while in school or engaged in a school activity will be imposed whenever the mode of dress

- Creates a safety hazard for students or disrupts campus order
- Constitutes a serious and unnecessary distraction to the learning process
- Promotes unhealthy or unsanitary conditions
- Conflicts with the Districts philosophy and goals on the prevention of substance abuse and gang activity

Dress code violations are a Level A offense. Students will be given a set of PE clothes to wear for the remainder of the day and may receive demerit points and/or detentions. If dress code violations continue, parent meeting will be scheduled to review dress code expectations and policies and help support the family determine more appropriate clothing for the student.

Procedures for Safe Ingress and Egress to and from School

Through a collection of Board Policies, Calaveras Unified School District has established procedures to ensure the Safe Ingress and Egress of students, parents, and school employees to and from school. The list below shows applicable board policies and administrative regulations and how they contribute to this safety component:

- BP 5142: “To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.”
- AR 3543: provides a framework for school bus transportation safety plans and procedures including student and parent education, bus evacuation exercises, limitations on school bus operation in limited visibility conditions and exceptions to school bus capacity limits in emergency situations where students must be moved immediately to ensure safety.
- BP 5131: holds students accountable for conduct not only on campus but also on their way to and from school.
- BP 5131.7: prohibits the possessions of weapons, imitations firearms or dangerous instruments of any kind with specific reference to times where students are on their way to and from school.

Each school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threats or other similar hazards.