

COMPREHENSIVE SCHOOL SAFETY PLAN

Part I – Public Components

2019-2020

District: Mission Hill Middle School
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Purpose of the Comprehensive School Safety Plan (CSSP)

Sections 32280-32288 of the California Education Code outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a Comprehensive School Safety Plan relevant to the needs and resources of that particular school.

It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated Comprehensive School 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. Comprehensive School Safety Plans are required under SB 719 & AB 115 and must contain 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

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In January 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 (SARC).

A copy of the Comprehensive School Safety Plan Public Version – Part I is available for review at the Mission Hill Middle School office, and online at sccs.net.

Plan Development and Approval

The Mission Hill Middle School Comprehensive School Safety Plan has been developed by:

- X School Site Council
- X School Safety Planning Committee

Which includes the following members:

Name	Membership Role
Kris Munro	Superintendent
Kat McElwee	Principal from Mission Hill Middle School
Ana Maria Treadwell	Parent whose child attends the School
Mike Rodriguez	Classified Employee
Trevor Kendall	Law Enforcement Agency Representative
Jenny Nixen	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	2/7/2020
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	2/12/2020
School Site Council approval of the Plan	2/10/2020
School District Board approval of the Plan	2/19/2020
Submission to Santa Cruz County Office of Education for audit review	3/1/2020

Current Status of School Crime

This section presents data that will be analyzed to assess the current status of school crime committed on the Mission Hill Middle School campuses and at school-related functions. Data presented include:

Mission Hill Middle School

Incident Type	2016-17	2017-18	2018-19
Suspensions (Total #)	36	113	20
Expulsions (Total #)	0	1	4
Chronic Absentee Rate (%)	13%	12%	16.1%
Discipline for Bullying and Harassment (Total #)	10	1	0
Discipline for Fighting/Physical Harm (Total #)	2	6	13
Discipline for Substance Abuse (Total #)	1	0	0
Incidents involving Law Enforcement	n/a	0	4

Findings from the analysis of the data presented above include:

In recent years students are most often suspended for fighting, bullying/harassment, or possession/sale of controlled substances. The decline in suspension numbers from previous years may be due PBIS and Restorative Justice practices. Mission Hill has implemented alternative consequences to suspension per update with AR regarding Drugs and Alcohol. At Mission Hill, it is our belief that the purpose of discipline is to change behavior, not punish, and that there are better

means of changing behavior than suspension. We want our students to grow and learn from their poor decisions so that such decisions are not repeated. As a result, students often receive consequences that are more closely aligned with their offense (other than suspension) and that reflect a more restorative justice approach.

For 2018-19, there were 20 suspensions and 4 expulsions. In 2017-18, there were 113 suspensions and 1 expulsion.

Improving our chronic absenteeism rate is a focus at Mission Hill. This year we have created an Attendance Task Force. The Attendance Task Force includes the Assistant Principal, Attendance Technician, Health Clerk, Campus Supervisor, Counselor, and RtI Coordinator. We meet briefly 3 times per week and once a week for 30-45 minutes. Our goal is to examine the attendance data and determine supports and incentives for families and students to improve student attendance. We believe that by continuing to improve our monitoring of attendance data, maintaining a focus on creating strong relationships among students and teachers/staff, and implementing intervention programs for at-risk students, our absentee data will improve. A referral process is also in place to appropriately refer students to the SCCS Student Attendance Review Board for further support and accountability.

In 2018-19, 16.1% of students were chronically absent. For 2017-18, 12.3% were chronically absent.

School Safety Strategies and Programs

Mission Hill Middle School is committed to school safety for all students, staff, and visitors. Many strategies and programs provide and maintain a high level of school safety.

School Vision/Mission Statement

All Mavericks are learners who persevere, collaborate, and innovate. We grow into our world with responsibility, integrity, and creativity.

Providing a safe learning environment is a priority for staff, parents, students, and school community members. Mission Hill Middle School prepares students to be self-disciplined and responsible citizens who can meet the challenge of living in an ethnically and socio-economically diverse community. Mission Hill Middle School promotes caring and nurturing relationships and work cooperatively with parents, students, law enforcement representatives, and other community agencies. Mission Hill Middle School stresses prevention of violence on campus and prepares students to handle conflict, anger, and other threats to safety.

Programs are implemented to prevent drug, alcohol, and tobacco use. The Mission Hill Middle School discipline policy provides students with behavior guidelines that are aligned to the California Education Code and district policies. School-wide rules, classroom rules, the dress code, and consequences for rule infractions provide students with clear expectations for behavior. The focus is to reduce barriers to learning as well as to build protective factors leading to student success, both academically and socially.

Intervention and prevention programs focus on positive youth development. Mission Hill Middle School implements programs to create a positive school climate and promote social-emotional learning using research-based strategies. Mission Hill Middle School implements multi-tiered systems of support/response to intervention for students that promote high expectations, maintain student engagement in school, and provide systems for student success.

Strategies and programs unique to Mission Hill Middle School that provide a safe learning environment for all students, including LGBTQ students.

Strategies that continue to be implemented include the MHMS Behavior Matrix, Maverick Essentials, Organized Binder System, Cell Phone Free campus, Backpack Free classrooms, and Positive Behavior Interventions and Support (PBIS). In addition, Mission Hill's numerous student support programs include School Clubs such as LGBTQ Club, LSU, BSU, and Best Buddies, WAVE After-school Program, OCEAN Orientation, Maverick Mentors, MHTV, Mighty Mavericks and Weekly Raffles, Student of the Grading Period, Maverick Essential Excellence Awards and Assemblies, Human Health and Development Curriculum, AVID in 6th-8th grades, ELD, Counseling Services, Rtl/MTSS, and SCIL (Instructional Leadership Team), all of which help us to ensure a safe learning space for all.

Child Abuse Reporting Procedures

(EC 35294.2 [a] [2]; PC 11166)

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as child-care custodians and will immediately report all cases of known and suspected child abuse pursuant to Penal Code Section 11166. District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

Penal Code 11166. (a) Except as provided in subdivision (d), and in Section 11166.05, a mandated reporter shall make a report to an agency specified in Section 11165.9 whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written follow up report within 36 hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident.

Plans are also completed to assure ongoing monitoring of the student. School staff work closely with police and Child Protective Services with follow up actions as needed. Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting. Copies of all written reports are maintained in a confidential file in the principal's office. Board Policy 5141.4 addresses Child Abuse Prevention and Reporting and is included in the Appendix of the Comprehensive School Safety Plan.

Emergency/Disaster Preparedness Training Schedule

Mission Hill Middle School will provide all students and staff with emergency/disaster preparedness training in a variety of procedures according to the following schedule:

Training	Date(s)
Fire Procedures	9/17/19, 11/18/19, 2/13/2020, 4/24/2020
Lock Down Procedures	3/5/2020, 5/22/2020
Code Red Procedures	5/22/2020
Shelter in Place Procedures	12/12/19
Earthquake Emergency Procedures	10/17/19, 2/4/2020

Procedures for Emergency Use by Public Agency – BP 3516

As documented in Board Policy 3516, public agencies, including the American Red Cross, have permission to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. Board Policy 3516 is included in the Appendix.

Suspension/Expulsion Policies – BP 5144.1

As documented in Board Policy 5144.1, the school desires to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. Rules and regulations set the standards of behavior expected of students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. Board Policy 5144.1 is included in the Appendix.

At Mission Hill Middle School, when students return from suspension we hold "re-entry" meetings. The purpose of these meetings are to set in place positive behavior plans with specific action steps for students to follow to maintain positive behavior. These meetings include students, parent(s), counseling, and administration.

Procedures to Notify Teachers of Dangerous Pupils – BP 4158

As documented in Board Policy 4158, the Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Board Policy 4158 is included in the Appendix.

A tile, "Three Year Suspension Data", was added to our Student Information System to inform teachers of students on their rosters who have been suspended in the past 3 years.

Nondiscrimination/Harassment Policy – BP 5145.3

As documented in Board Policy 5145.3, the Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and/or bullying of any student, based on actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability,

sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics. Board Policy 5145.3 is included in the Appendix.

Strategies and programs unique to Mission Hill Middle School that provide a safe school environment for all students, including LGBTQ students.

Strategies that continue to be implemented include the MHMS Behavior Matrix, Maverick Essentials, Organized Binder System, Cell Phone Free campus, Backpack Free classrooms, and PBIS. In addition Mission Hill's programs include School Clubs such as LGBTQ Club, LSU, BSU, and Best Buddies, WAVE After-school Program, OCEAN Orientation, Maverick Mentors, MHTV, Mighty Mavericks and Weekly Raffles, Student of the Grading Period, Maverick Essential Excellence Awards and Assemblies, Human Health and Development Curriculum, AVID in 6th-8th grades, ELD, Counseling Services, Rtl/MTSS, and SCIL (Instructional Leadership Team), all of which help us to ensure a safe learning space for all.

Dress Code – BP 5132

As documented in Board Policy 5132, the Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Students are prohibited from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Board Policy 5132 is included in the Appendix.

Rules and Procedures for School Discipline – BP 5144

As documented in Board Policy 5144, the Board of Education is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Understanding that consequences and interventions represent "teachable moments" is fundamental to a positive approach to discipline. The goal of progressive consequences and interventions is the teaching of pro-social behavior. Progressive consequences seek accountability and behavior change. Prevention of negative behavior occurs by helping students learn from their mistakes. Essential to progressive discipline is helping students who have engaged in unacceptable behavior to: 1) Understand why the behavior is unacceptable and the harm it has caused, 2) Understand what can be done to repair relationships of those harmed, 3) Understand what they could have done differently in the same situation, 4) Take responsibility for their action(s), 5) Be given the opportunity to learn pro-social strategies and skills to use in the future, and 6) Understand the progression of more stringent consequences if the behavior reoccurs.

Consultation, Cooperation and Coordination with other School Site Councils or School Safety Plan Committees

A representative from Mission Hill Middle School worked with representatives from other district secondary sites and the Director of Student Services on 2/5/2020

Bullying Prevention – BP 5131.2

As documented in Board Policy 5131.2, the Board of Education is committed to creating a safe learning and working environment for all students and employees. The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or groups of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Board Policy 5131.2 is included in the Appendix.

Strategies and programs unique to Mission Hill Middle School that prevent bullying for all students, including LGBTQ students.

Strategies that continue to be implemented include the MHMS PBIS Matrix, Maverick Essentials, Organized Binder System, Cell Phone Free campus, Backpack Free classrooms, and PBIS. In addition Mission Hill's programs include School Clubs such as LGBTQ Club, LSU, BSU, and Best Buddies, WAVE After-school Program, OCEAN Orientation, Maverick Mentors, MHTV, Mighty Mavericks and Weekly Raffles, Student of the Grading Period, Maverick Essential Excellence Awards and Assemblies, Human Health and Development Curriculum, AVID in 6th-8th grades, ELD, Counseling Services, RtI/MTSS, and SCIL (Instructional Leadership Team), all of which help us to ensure a safe learning space for all.

Positive School Climate – BP 5137

As documented in Board Policy 5137, the Board of Education 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.

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools. Board Policy 5137 is included in the Appendix.

In February 2019, 77% (180 of 234) seventh grade students participated in the California Healthy Kids survey. Some interesting data points from the survey include:

88% of students reported that they have not been harassed or bullied for reasons of race, ethnicity, or national origin

97% of students reported that they have not been harassed or bullied for reasons of religion

93% of students reported that they have not been harassed or bullied for reasons of gender,

91% of students reported that they have not been harassed or bullied for being gay or lesbian

94% of students reported that they have not been harassed or bullied for having a physical or mental disability

97% of students reported that they have not been harassed or bullied for being an immigrant

This data points to the success of recent safety work, and the positive inclusion provided by the continuation of LGBTQ+, BSU, and LSU clubs.

64% of students reporting that there are caring adults in school, and 63% of students reported feeling school connectedness

65% of students reported perceiving school as very safe or safe

22% of students reported chronic sadness/hopelessness

This data indicates that we still have work to do in supporting students' school connectedness. The implementation of PBIS should help us address this issue as well as continued offerings of Arts Academy classes such as Mindfulness, MENtors, and school Social Workers 7 Challenges groups.

In November 2019, the Social-Emotional Health Survey (SEHS) was administered to 397 students (123 - 6th grade, 120-7th grader, 154 - 8th grade). This survey tool was created at the University of California, Santa Barbara. It measures four general student mindsets: Belief in Self (subscales = self-efficacy, persistence, self-awareness), Belief in Others (subscales = family coherence/support, peer support, school support), Emotional Competence (subscales = emotional regulation, empathy, self-control) and Engaged Living (subscales = gratitude, zest, and optimism).

The results for the Mission Hill overall data was very positive. The SEHS algorithm shows that students demonstrate the four social-emotional strength areas "most of the time", that students "sometimes" have emotional distress, and that most students have a positive connection to school. The individual student survey data helps us identify which students might need Tier 2 or Tier 3 social-emotional support.

Overall school strategies that continue to be implemented and promote a positive school climate include the PBIS, MHMS Behavior Matrix, Maverick Essentials, Organized Binder System, Cell Phone Free campus, Backpack Free classrooms, and staff focus on student connectedness.

The MHMS Counselors, School Social Workers, School Psychologist/Behaviorist, District Nurse, Health Clerk, School Resource Officer, Administration, RtI Coordinator, Teachers, Staff and outside agencies (as needed) provide Tier 1 (all students), Tier 2 (additional support) and Tier 3 (more individualized support) strategies and supports to Mission Hill students and families.

Strategies and programs unique to Mission Hill Middle School that create a positive school climate for all students, including LGBTQ students.

At Mission Hill Middle School, there is ongoing and dedicated learning about LGBTQ student inclusivity and support by and for the whole school. This support is evidenced via staff knowledge of laws and policy, as well as expected behavior and interactions between students and staff. Mission Hill's programs to strengthen student connectedness and support include PBIS and School Clubs such as LGBTQ Club, LSU, BSU, and Best Buddies, WAVE After-school Program, OCEAN Orientation, Maverick Mentors, MHTV, Mighty Mavericks and Weekly Raffles, PBIS Store and PBIS grade level incentives, Student of the Grading Period, Maverick Essential Excellence Awards and Assemblies, Human Health and Development Curriculum, AVID in 6th-8th grades, ELD, Counseling Services, RtI/MTSS, and SCIL (Instructional Leadership Team), and Arts Academy classes all of which help us to ensure a safe learning space for all.

Uniform Complaint Procedure – BP 1312.3

As documented in Board Policy 5137, the Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation. Board Policy 1312.3 is included in the Appendix.

Strategies and programs unique to Mission Hill Middle School that encourage early resolution of complaints for all students, including LGBTQ students.

Our site Leadership and Counseling teams immediately address and investigate complaints. All complaints are taken seriously in an effort to find resolutions to promote safety for all students. We work in partnership with district administration and follow Board Policy. Specific efforts are made to ensure that all students are supported socially, emotionally, and physically at our sites, and that they are aware of their rights and available supports.

Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act

Pupils who have witnessed a violent act at school or at a school-sponsored activity, while going to or coming from school or a school sponsored activity, or during a lunch period on or off campus, will need attention to address their mental health. Witnessing violence and being a victim of violence at school have been found both positively and significantly associated with child psychological trauma symptoms and self-reported violent behavior, even after controlling for the effects of various demographic factors. Serious emotional and behavioral consequences can occur for students who are merely witnesses to violence (Flannery, D. J., Wester, K. L., & Singer, M. I., 2004).

Mission Hill teachers have been trained in Trauma Informed Brain Based learning to bring strategies to our classrooms to support students that have experienced trauma. In specific instances we provide students counseling with our School Counselor, School Psychologist, School Social Workers and Interns, and outside agencies, if needed, to support our students who have witnessed or been victims to violence.

Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school

In an effort to assure the safety and welfare of students, parents, and visitors to Mission Hill Middle School, the following procedures should be followed when traveling to and from the school site:

- Daily Bus Drop-off & Pick-up at School:
- Students Walking to School:
- Students and Adults visiting the school site after hours or on weekends:

The students arrive and leave campus via King Street. Students are dropped off either immediately in front of the school (white zone) or a nearby street (Kirby/Peyton). About 80% of drop-off or pick-up occurs on King Street in the north-to-south direction. There are crosswalks at Peyton and Kirby that are utilized by students. At least one Mission Hill staff member supervises the drop-off/pick-up area in front of the school for the first ten minutes before and after school. This supervision includes bus drop-off and pick up. Students who bicycle, skateboard, or scooter are required to wear helmets, lock their wheels, and park them in the bike cage which is locked during school hours. In January 2020, a handicap parking space was added in front of the school to assist our students and their families. Students and adults visiting the school site after hours or on the weekends are encouraged to follow the same safety guidelines.

Appendix

Board Policy 5141.4 Child Abuse Prevention and Reporting

Board Policy 3516 Emergencies and Disaster Preparedness

Board Policy 5144.1 Suspension and Expulsion/Due Process

Board Policy 4158 Employee Security/Teacher Notification

Board Policy 5145.3 Nondiscrimination/Harassment

Board Policy 5132 Dress and Grooming

Board Policy 5144 Discipline

Board Policy 5131.2 Bullying Prevention

Board Policy 5137 Positive School Climate

Board Policy 1312.3 Uniform Complaint Procedure