

**PIEDMONT HIGH SCHOOL& MILLENNIUM HIGH SCHOOL  
COMPREHENSIVE SCHOOL SAFETY PLAN  
2010-2011**

**Piedmont High School annually updates the following documents that address student safety:**

- **Comprehensive School Safety Plan**
- **Emergency Preparedness Binder**
- **Parent and Student Handbook**
- **Transportation and Emergency Information Forms for Athletics**
- **Fieldtrip Permission Forms**

**In order to meet the needs of high school students, the focus for safety addresses the physical aspects of the daily classroom and campus environment, the practices for ensuring safe and healthy participation in extra-curricular activities, and the considerations related to the social and emotional well-being of teenagers in the high school environment generally. The following assurances are afforded:**

- 1. Buildings are well maintained, the ingress and egress to the campus and the athletic complex are monitored for accessibility and there are adequate arrangements for communication with the custodial or maintenance staff as needed in emergencies. A campus supervisor monitors students during the regular school day on the central campus, before and after school, during brunch and lunch. As needed, the campus supervisor and administrators monitor in the park adjacent to and behind the school because this is an open campus during brunch and lunch. One administrator (Shipp) is assigned oversight responsibility for all campus emergency procedures and drills.**
- 2. The school environment is generally non-threatening, respectful, accepting, and emotionally nurturing because of the influence of a variety of support and participatory programs including: academic and personal counseling; Wellness Center; peer support groups; a community service program; diverse student-designed clubs, several of which have respect themes; organized adult supervision at extra-curricular events provided by staff and parents; timely intervention, such as through Student Study Teams, by administrators, counselors and teachers when students show signs of difficulty in taking full advantage of the school's academic program; after school tutoring; and opportunities for students to assume leadership roles for betterment of the school and the community.**
- 3. Students learn resiliency skills through formal coursework, organized programs, and assemblies including: a graduation requirement course in decision-making (Social Psychology); programs sponsored by the Wellness Center or the Associated Student Body on topics such as eating disorders, alcohol poisoning, drinking under the influence, the hazards of smoking and drug abuse plus AIDS awareness; peer support groups such as Peer Listeners and Youth Educators. The administration, in collaboration with students and staff, has organized a number of assemblies addressing the theme of alcohol abuse. Assemblies have addressed topics including of assemblies**

prevention, binge drinking awareness, risky sexual behavior (HIV/AIDS/sexually transmitted disease education), and drunk-driving prevention, which entails our Every 15 minutes program.

### **Components of the Safety Plan**

- 1. Assessment of current status of school crime: low incidence with 4 reports of crime this school year in the areas of property crime, crimes against persons, and drug or alcohol offenses.**
- 2. Appropriate strategies/programs that maintain school safety and address procedures for complying with school safety laws:**
  - a. Child Abuse reporting procedures: Copies of reporting procedures dictated by district policy are available in the Main Office, the Counseling Office, and the staff Policy and Procedures Handbook. Procedures are reviewed in a staff meeting at the beginning of each school year and administrators assist any staff members who find it necessary to file a child abuse report.**
  - b. Routine and emergency disaster procedures: A comprehensive collection of disaster preparedness information that is both site and district specific is maintained in the Assistant Principal's office. The drills conducted each year include: fire drills, duck-and-cover drill and intruder drill. The school participates in a district-wide evacuation drill once a year. Routine and emergency procedures are discussed in a faculty meeting each year. Substitutes are provided with an overview of emergency procedures in folders they are issued as they start their assignment. First aid and emergency supplies are centrally located in a shed outside the 20's building; minimal supplies of food and water are stored in the Student Center and Witter Field Concession to be used in the event of emergency. General first aid supplies are also located in the main office, the gym, and Witter field and are restocked by the administration and school trainer. Each classroom is supplied with an emergency backpack, that are portable and displayed in a prominent location, that include role sheets, 2-way radios, extra batteries, flashlights, a 1<sup>st</sup> aid kit, Powerbars, and water bottles. Coaches carry first-aid kits to games and ice is available in the gyms and at the athletic complex. AED equipment has been installed in "Binks" Gym and Witter Field. An Athletic Trainer (Stan Nakahara) is generally available to work with athletes on injury prevention measures and to assist athletes with minor rehabilitation of injuries. All department offices, the counseling department, the library and the main office have telephones; the public address system controls are located in the main office for notifying the campus of general emergencies. Student emergency information is organized and easily accessible for transfer if evacuation from emergency shed as required. Administrators and custodians carry cellular phones and two way radios for use in emergency situations. The team leaders in our emergency plan also have radios to communicate with the administrative team. These radios allow for more effective communication amongst school-site leaders and the district office personnel. During a severe emergency, cell tower may be inoperable making cellular communication unreliable.**
  - c. Policies related to acts by students that would lead to suspension, expulsion or mandatory expulsion recommendations: Staff members are expected to review the**

**Student and Parent Handbook, which is updated annually, for consequences applied to school-designated serious acts; all information related to school discipline in the handbook is consistent with district policies. General procedural guidelines are reviewed in faculty meetings at the opening of the school year and when there are incidents on campus or at school activities that are of such a serious nature as to affect school climate or result in expulsion recommendations. The Student and Parent Handbook is available online at [www.piedmont.k12.ca.us/phs](http://www.piedmont.k12.ca.us/phs). The Policies and Procedures Handbook for staff contains updated information about how to handle behavior that is subject to school suspension; information is consistent with district policies and updated annually. Substitutes are provided with guidelines for addressing problematic behavior in their substitute folders. The Emergency Procedures binder contains a copy of the district *Discipline Code/School Rules and Procedures*.**

- d. Procedures to notify teachers of dangerous students: When teachers receive their class lists at the opening of the school year or the change of the semester, they are provided a confidential list of students pursuant to Education Code Section 49079 “to inform the teacher of each pupil who has engaged in, or is reasonably suspected of engaging in, and acts punishable by suspension or expulsion. Information about such students continues to be reported for the mandated 3 years.**
- e. Discrimination and harassment policy: The district’s discrimination/hate crime/harassment policy is distributed to all staff at the beginning of the school year, and reviewed at faculty meetings annually. Teachers are asked to review with students the section of the Student and Parent Handbook which summarizes definitions and warnings to students about incidents of sexual harassment. Reporting forms for incidents of harassment are included in the Policies and Procedures Handbook for use by staff or students.**
- f. Dress code policy: A dress code for students is included in the Student and Parents Handbook. The code stresses appropriate dress for the school day and school activities. It specifically prohibits the following: unsanctioned social club insignias; clothing that is too revealing; promotion of illegal behavior; obscenity or sexually explicit messages; graphics or messages demeaning to individuals, groups or people or any category of diversity. Inappropriate dress is subject to detention or suspension. There is a system in place for students or staff to make referrals to the administration of students who dress inappropriately.**
- g. Procedures for safe ingress and egress of students, parents/guardians and school employees: Maps illustrating exits and evacuation locations are posted in each classroom and included in the Emergency Preparedness Binder. Regular drills assist students and staff in gaining familiarity with the predetermined routes. Over seven years ago, citizens requested that the District conduct a Tier 1 screening of our school buildings, applying current standards to evaluate how school buildings would perform in a major earthquake. Since Loma Prieta earthquake in 1989, there have been major advancements in building engineering and an increased understanding about how buildings behave in major earthquakes of magnitude 7 or greater. The findings from the initial screening were presented to the PUSD Board of Education in 2004 by community volunteers Janiele Maffei-Yovani and John Sumnicht. Based on the report, the PUSD Board of Education made a decision to**

develop a multi-year plan to improve identified weaknesses in our District's facilities. Out of fourteen buildings or areas on school campuses that were screened, eight were recommended for further study. Guided by input from the Division of the State Architects(DSA) during the Summer of 2005, the PUSD Board of Education entered into a contract with ATI Architects and Engineers and Vila Construction to conduct a more detailed and comprehensive district wide seismic evaluation of the buildings identified in the initial screening, and a review of all school buildings and compliance with the Americans with Disabilities Act Law (ADA) AT the beginning of the 2005-2006 school year, the evaluation (now called the Seismic Risk Reduction Program(SRRP) identified the Piedmont High School 30's Building Complex (30's Classrooms, Library, Wellness Center offices), and the Student Center as needing significant seismic strengthening and ADA attention. Although all of the high school buildings are currently in legal compliance, seismic concerns have been identified. Work is needed to bring our buildings to a state of "life-safe" as well as improving the accessibility that is required by the Americans with Disabilities Act. The Board of Education is moving forward to make improvements, the seismic fixes will not make the buildings earthquake-proof, rather deem them "life-safe" (the ability to exit the building after a major (7.0+) earthquake). Much of the seismic deficiencies are in the 30's building. Although at the time, this building was constructed within the parameters of the legal specifications, today engineers simply understand more about the effects of earthquakes to major facilities. As of the fall of 2010 this work is now complete. Handicap parking and access is provided at the entrance of the school and classrooms are handicapped-accessible. Handrails and safe surfaces on stairs are upgraded as appropriate by the maintenance staff. A campus supervisor monitors the main entrance to the school in the mornings and at the close of the school day when there is the greatest amount of congregation by students in congested areas and especially when there is street traffic because of drop-off and pick-up. Hired security is made available for the most highly attended athletic or extra-curricular activities and school dances; the Campus Supervisor and administration also assist at these events.

- h. **Safe and orderly environment conducive to learning:** Classrooms and general purpose facilities are attractive and clean; custodial staff is available throughout the school day, for Adult School evening classes and for extra-curricular events evenings and on the weekends. Major and long-term projects are managed by a district maintenance team; the grounds are maintained by district gardeners. Teachers are responsible for the organization of their classrooms; there are standard forms for them to request repairs or notify the administration of problems. Vandalism and graffiti are expected to be reported immediately on discovery; graffiti is removed as soon as feasible. Through joint efforts of the administration and faculty, classroom disruptions are kept to a minimum. Campus supervision is the full-time responsibility of a trained Campus Supervisor and administrators share a rotating schedule of supervision on campus during the brunch and lunch periods. The Campus Supervisor joins the administration for some of the supervision at athletic and other evening activities at school. Parent

volunteers generously share supervision at school dances and other student-body activities as requested.

To address the emotional and social needs of students, counseling and guidance services are provided on a full-time basis by 4 FTE counselors (PHS and MHS). Counselors maintain contacts with outside agencies that will accept referrals for specific cases. During the fall of 2007 we established additional mental health and healthy living services at the new Wellness Center. The purpose of the Wellness Center is to provide health education as well as short-term and on-going counseling to students who are experiencing social/emotional challenges. Many adolescents struggle with social and academic pressures that impede their academic success as well as their general well being. The Wellness Center is staffed with mental health professionals and interns who support students in a place of safety, free of judgment. Students on a drop-in or appointment basis may access Wellness Center services. Student-administered programs that provide support for peers include Peer Tutors and Peer Listeners; conflict resolution skills are taught in the Social Psychology classes. Student attendance problems are monitored by the assistant principal; resolutions are a collaborative effort of counselors and assistant principals.

- i. **Rules and procedures on school discipline:** General campus rules are updated and distributed to students at the opening of each school year in the annual *Parents & Student Handbook*. Disciplinary consequences are consistent with district policy and also outlined in the handbook. The school has a detention program designed to encourage appropriate, rule-abiding behavior and attendance. The Campus Supervisor is also the supervisor for detention. In certain instances, Saturday School may be assigned for disciplinary reasons. Because participation in extra-curricular activities is a privilege, expectations for academic performance and conduct are outlined in the school's Activities Code. The code also designates the disciplinary response related to extra-curricular activities, which include school sports, cheerleading, ASB leadership positions, school dances, Youth Educators, Peer Listeners, musical, mock trial, and specified off-campus activities such as tours. Athletic coaches and the directors for extra-curricular activities are expected to review the Activities Code with students at the start of the season or in the preparation stages of an event; all-school bulletins remind students of the ground rules for dances or other school-wide events. An Academic Integrity Code is printed for students in their school organizer; consequences for breaches of academic integrity are summarized in the code and discipline is applied by either teachers or administrators, depending on the severity.
- j. **Hate Crime Reporting Procedures:** The district's discrimination/hate crime/harassment policy is distributed to all staff at the beginning of the school year, and reviewed at faculty meetings annually. Teachers are asked to review with students the section of the Student and Parent Handbook which summarizes definitions and warnings to students about incidents of harassment. Reporting

forms for incidents of harassment are included in the Policies and Procedures Handbook for use by staff or students.

3. Additional strategies for providing a safe environment:
  - a. To further promote respect for diversity, the teaching staff adheres to accommodations outlined in a Jewish Holidays Policy contained in the Policies and Procedures Handbook.
  - b. To integrate parent involvement strategies, the parents team up regularly with the administrative staff to provide supervision at extra-curricular activities. The Parents' Club Executive Board includes a position for an Emergency Preparedness Liaison; collaboration with the assistant principal occurs annually to update communications to parents around safety issues and to assess emergency supplies inventories.
  - c. To promote multi-cultural education, the curriculum in the Social Psychology class required for all sophomores includes units that promote the appreciation of diversity and conflict resolution. Many courses also have lessons that give students the opportunity to be exposed to diversity.
  - d. To promote alcohol-free school dances, all students are expected to take a breathalyzer test before they are allowed to enter a school-sponsored dance.

The School Site Council recommends the 2010-11 Comprehensive School Safety Plan to the PUSD Board of Education for Approval. Approval received by electronic signatures.

**Staff**

**Randall Booker**

**Signature**

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**Students**

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