

COMPREHENSIVE SCHOOL SAFETY PLAN

Pursuant to Education Code 32280 – 32289

EFFECTIVE DATES: 2025-2026



California Military Institute

755 North 'A' Street

Perris, California 92570

951-443-2731

<http://www.puhsd.org/cmi/site>

Michael Dodson

Principal

For Board Approval
Perris Union High School District

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Superintendent

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PREFACE

California Education Code (EC) Section 32281(a) mandates the development and maintenance of a Comprehensive School Safety Plan (CSSP) for every kindergarten through grade twelve school, public and public charter, including community and court schools.

The plan aims to address campus risks, prepare for emergencies, and create a safe and secure learning environment for all students and school personnel.

On September 27, 2018, Governor Brown signed AB 1747 School Safety Plans into law.

Under the law, each school must update and adopt its Comprehensive School Safety Plan (CSSP) by March 1 annually.

Certain proprietary or sensitive information will remain confidential to safeguard the integrity of the Comprehensive School Safety Plan and ensure the security of students and staff. Such information includes but is not limited to personal identifying details, tactical response protocols, building infrastructure or asset information, sensitive emergency procedures or contact details, and campus vulnerability assessments.

Pursuant to the Department of Homeland Security Management Directive 11042.1, such information will be classified as ***“For Official Use Only,”*** reviewed exclusively in closed Board sessions, and released solely for safety assurance or emergency response purposes. Restricted materials include appendices or documents detailing emergency procedures that could compromise safety if disclosed, such as communication systems, tactical response actions, emergency facility locations (e.g., command posts, staging areas), and storage sites for critical supplies.

Copies of the Comprehensive School Site Safety Plans are on file at the respective school site, the District office, and on a secure server. School staff and responders can access the Plan through hard copy and electronic formats.

This Plan is available by appointment for public inspection during regular business hours.

No portion of this Plan may be copied, redistributed, or made available, in hard copy, digital format, or otherwise, without the expressed written consent of the District and in compliance with any copyright laws that may apply to the materials contained within.

Any data presented within this plan for the 2024-25 school year reflects year-to-date totals at the time of the plan writing.

SCHOOL PROFILE 2024-2025



California Military Institute

755 North 'A' Street

Perris, California 92570

Leadership

Principal: Michael Dodson

Faculty and Staff

Certificated Staff: 68

Classified Staff: 30

Student Population

Grades Served: 5-12

Enrolment: 1047

Program Offerings

Course of studies offered:

- California Common Core Standards for Math and English Language Arts
- Next Generation Science Standards
- All courses are approved by PUHSD Board of Education

Other program(s) at the school:

- California Cadet Corp Military Leadership Curriculum
- AP (Advanced Placement)
- Dual Enrollment
- AVID
- CTE (Career Technical Education)
- BARR (Building Assets Reducing Risks)
- Visual and Performing Arts
- World Languages

Vision Statement

Perris Union High School District will be a caring, diverse, and supportive learning environment in which all are committed towards working in relationships to foster innovative and creative learning opportunities.

Mission Statement

The mission of Perris Union High School District is to create high quality relevant learning opportunities for all in a safe and caring environment. We will develop a high quality, caring staff who will be dedicated to learning, and connect students to their education and potential goals. We will care for all students while developing a growth mindset through collaboration, creativity, communication, and critical thinking.

- Computer Sciences
 - Social Sciences
 - Physical Education
 - Special Education
-

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SECTION 1

OVERVIEW

"Safety is a collaborative effort, blending district-wide initiatives with tailored, site-specific measures to create a secure environment for every student and staff member."

California Military Institute operates under the policies and procedures established by **Perris Union High School District** and aligns with district-wide safety initiatives to ensure consistency and collaboration. As such, this plan includes several references to district protocols and practices.

The District is committed to maintaining a safe and secure environment for all students and staff, recognizing the necessity of comprehensive plans that prioritize preparedness at every level.

In addition to adhering to district policies, procedures, and emergency protocols, California Military Institute has developed site-specific procedures and safety measures tailored to its unique needs and circumstances.

Safety in schools is a complex and dynamic undertaking, shaped by a wide range of factors and grounded in specialized knowledge across multiple disciplines. The Comprehensive School Safety Plan is a compendium of critical documents, plans, policies, procedures, and programs. It summarizes the District's and school's efforts and initiatives to meet their shared responsibility of creating and sustaining a secure and nurturing educational environment.

Central to the Plan is its focus on cultivating a culture of safety that thrives through the active collaboration of all stakeholders. Students, staff, administrators, parents, first responders, community partners, and government agencies are engaged in a unified effort to uphold a safe and supportive atmosphere for learning and growth.

Beyond its role in fostering proactive risk reduction, the Plan provides comprehensive guidance for preparing for, responding to, and recovering from potential threats. By integrating

mitigation strategies and actionable protocols, the Comprehensive School Safety Plan delivers a clear and cohesive approach to safeguarding lives, supporting the well-being of students and staff, and preserving district property. Its all-encompassing design equips the school community with the tools needed to address the evolving challenges of school safety with confidence and clarity.

SAFETY PLAN HIGHLIGHTS

- Introduced initiatives to promote mental health wellness for students and staff.
- Decreased suspension rate by 56% from prior year.
- Reestablished Honor Review Board to provide another level of intervention for Cadet Corp Infractions and expectations.

SAFETY PLANNING COMMITTEE

ED Code Reference

EDC § 35294.1

EDC § 32282 SB 323

Board Policy Reference

BP & AR 0420 - School
Plans/Site Councils

APPENDIX A.1

California Education Code Section 32281 requires the District to develop a Comprehensive School Safety Plan for all its schools. The School Site Council is tasked with tailoring the Plan to the school's specific needs and resources.

The School Site Council may delegate this responsibility to a **School Safety Planning Committee**.

The School Safety Planning Committee must include:

- The principal or their designee.
- A teacher representing certificated staff.
- A parent of a student attending the school.
- A classified employee representing classified staff.
- Additional members, if desired, to enhance collaboration.

The committee meets regularly during the school year.

COMMITTEE MEMBERS		
Michael Dodson	Principal	California Military Institute
Gail Collins	High School Counselor	Certificated Staff
Heather Petersen	Teacher	Certificated Staff
David Sibley	Teacher	Certificated Staff
Anabel Rodriguez	Parent	Parents
Sarah Almeida	Parent	Parents
Maribel Nava	Parent	Parents
Oscar U. Gonzalez	Student	Students
Antonio Lopez	Student	Students
Heidi Vera	Student	Students
Luis Valdonvinos	Teacher	Certificated Staff
Kenney Sims	Teacher	Certificated Staff
Kymerli Miller	Teacher	Certificated Staff

COMMITTEE MEMBERS		
Rose Cook	Secretary	Classified Staff
Dian Martin	District Director	Perris Union High School District
Rosa Galvan	Finance Clerk	Classified Staff
Michelle Gonzalez	Community Liaison	Classified Staff

MEETING DATES

The committee met on the following dates:

Meeting 1	Meeting Date	28 Jan 2025	Time	14:45
	Place	California Military Institute	Facilitator	Gail Collins
Meeting 2	Meeting Date	25 Feb 2025	Time	14:45
	Place	California Military Institute	Facilitator	Kenney Sims
Meeting 3	Meeting Date	25 Feb 2025	Time	14:45
	Place	California Military Institute	Facilitator	Michael Dodson

INCLUSIVE SAFETY REVIEW PROCESS

The Comprehensive School Safety Plan (CSSP) is reviewed annually to ensure it includes necessary adaptations for students with disabilities and makes all safety procedures accessible. Staff, parents, guardians, or students can bring concerns about a student's ability to access these procedures to the principal at any time.

If the principal finds the concern valid, they will direct the Safety Planning Committee to make appropriate adjustments to the CSSP, either during the annual review or sooner if needed.

All discussions about individual students will comply with privacy laws, ensuring confidentiality.

- **Submission of Concerns:** Individuals, such as parents, teachers, staff, students, or advocates, may submit concerns regarding the safety needs of students with disabilities. These concerns can be communicated in writing to the principal or during a scheduled Safety Planning Committee meeting. Specific details about the issue should be included to facilitate a clear understanding of the concern.
- **Documentation and Acknowledgment:** The principal or designated staff will document the concern in detail, including any relevant context or examples provided. The concern will be acknowledged promptly (typically within 2–3 business days) and added to the agenda for discussion at the next Safety Planning Committee meeting.
- **Assessment and Review:** If the school principal determines there is merit to a concern, the principal shall direct the Safety Planning Committee to make appropriate modifications to the comprehensive school safety plan or school safety plan. The Safety Planning Committee will then review the concern comprehensively. This may involve examining Individualized Education Plans (IEPs), Section 504 Plans, or previous emergency drill observations to understand the specific needs involved. The committee will consult with the individual who raised the concern if clarification is required. If clarification is required, the committee will consult with the individual who raised the concern. The committee will then propose appropriate solutions or accommodations.
- **Plan Development and Communication:** The committee's recommendations will be integrated into the school safety plan under the principal's oversight. Any changes, updates, or accommodations will be communicated to the individual who raised the concern, including a clear explanation of the actions being taken and the timeline for implementation.
- **Implementation and Monitoring:** The updated protocols will be implemented and tested during the next scheduled safety drills, with feedback gathered from staff, families, and students to confirm that the concern has been addressed effectively; further adjustments will be made as needed.

FIRST RESPONDER CONSULTATION

First responders and emergency agencies play a critical role in the School Safety Plan, contributing expertise to align the Plan with local emergency protocols.

Through collaboration with law enforcement, fire services, and emergency medical personnel, response strategies are refined, and roles are clarified.

As per *EDC § 32281.(b)(3)*, District administrators consulted with representatives from the following agencies to help guide the development and periodic revision of the Plan.

FIRST RESPONDER AGENCIES		
Perris Sheriff's Station	Deputy Machado	School Resource Officer

CONSULTATION DATES

Formal consultation occurred on the following dates:

Meeting 1	Meeting Date	25 Feb 2025		
	Place	California Military Institute	Facilitator	Michael Dodson

STAFF TRAINING

ED Code Reference

EC 32280

Board Policy Reference

BP/AR 0450

APPENDIX A.2

Staff training is the critical link between policy and the practical execution of a school safety plan.

Effective safety plans rely heavily on the preparedness of school and district staff, highlighting the critical need for comprehensive training. To this end, all staff members are obligated to complete a series of training courses and participate in hands-on training activities. This training

equips staff to respond effectively to emergencies, adhere to safety policies and protocols, and foster a secure and supportive learning environment.

Staff training is conducted throughout the school year using various methods, as listed below.

These training methods extend beyond foundational awareness and theoretical knowledge, embracing pedagogical principles that prioritize active learning. By integrating practical application opportunities, staff can refine their physical response capabilities and critical decision-making skills.

- In Person Group Training
- Online Training
- Specialty Workshops
- Safety Presentations at Staff Meetings
- Emergency Drills
- Tabletop Exercises

During the most recent reporting period, staff completed or participated in the listed training.

The following represents the completion rate of each Hour Zero Safety Course for site staff.

Staff also participated in the courses, workshops, and readiness activities listed below, with participation determined by an individual's role or responsibility.

- COVID-19 Training and Acknowledgement
- Bloodborne Path Exposure Prevention
- PUHSD BBP Policy
- BBP Summary for Athletic Coaches
- Employee Heat Index Protocol
- Integrated Pest Management
- IPM for Teachers and Office Staff
- Mandated Reporter: Child Abuse and Neglect
- PUHSD Board Policy Mandated Reporting
- PUHSD Board Policy 4119.24 Maintaining Appropriate Adult-Student Interactions
- PUHSD Board Policy Sexual Harassment
- Sexual Harassment: Policy and Prevention - Management
- Sexual Harassment for Non-Managers
- Understanding Boundaries
- Diversity Awareness: Staff to Student
- Diversity Awareness: Staff to Staff
- Workplace Bullying: Awareness & Prevention
- Reasonable Suspicion: Drugs & Alcohol
- PUHSD SCA/AED Program Summary
- PUHSD Social Media Policy
- Partners in Safety - Document and Assessment
- PUHSD Acceptable Use Policy (AUP)
- Youth Suicide: Awareness and Prevention
- Health Emergencies: Diabetes Awareness
- Health Emergencies: Asthma Awareness
- Health Emergencies: Seizures
- Medication Administration: Basics
- Medication Administration: Epinephrine Auto Injectors
- Medication Administration: Glucagon
- Student Mental Health: Awareness, Intervention and Referral
- Medication Administration- Diastat
- HIPAA - Overview
- Conflict Management - Managing the Angry Parent
- Students Experiencing Homelessness: Awareness and Understanding
- FERPA: Confidentiality of Records
- Heat Illness Prevention
- Fire Extinguisher Safety Overview
- Personal Protective Equipment (PPE)
- Classroom Emergency Communication Protocol
- IIPP- Injury/Illness Prev Plan- Supervisor

- IIPP- Injury/Illness Prev Plan- Employee
- Classroom Emergency Kit Procedures
- Asbestos Awareness (Short Course)
- Asbestos Awareness (Full Course)
- Electrical Safety Primer
- Electrical Safety (Full)
- Fall Protection
- Hazard Communications: Right to Understand (GHS)
- Ladder Safety
- Lockout/Tagout: Energy Release
- Science Lab Safety
- Science Lab Chemical Spills
- Sport Supervision and Safety
- Slips, Trips, and Falls
- Foodborne Illness
- HACCP: Hazard Analysis and Critical Control Points
- Nutrition Basics
- Civil Rights in Food Service
- Radio Etiquette
- Bleeding Control Pak Training
- PUHSD Hoyer Lift Training
- PUHSD Hoer Journey Stand Up Lift
- PUHSD Restroom Safety Equipment
- PUHSD Utility Vehicles Safety Policy & Procedures
- PUHSD Workplace Violence Prevention Plan Training
- Staff engaged in mandatory training protocols and monthly emergency drill scenarios.

CURRENT STATUS AND ANALYSIS

ED Code Reference

EC 32282 (1)

Board Policy Reference

AR 0450

APPENDIX A.3

Education Code 32282(a)(1) mandates that the Comprehensive School Safety Plan (CSSP) include an assessment of school crime on campuses and at school-related functions. While crime statistics are a key requirement, incorporating additional data points—such as disciplinary records, attendance trends, incident reports, and survey feedback—provides a broader perspective on school safety. This approach allows the school to address crime and other underlying factors impacting overall safety.

Data is shared with the School Safety Planning Committee as it becomes available.

Strategic data use enables the committee to identify patterns, address challenges, and implement evidence-based solutions. Regular analysis of diverse data sources ensures a well-rounded understanding of safety concerns, enhancing the effectiveness of interventions and policies.

Ethical data practices are crucial. The School Safety Planning Committee complies with privacy laws, including the Family Educational Rights and Privacy Act (FERPA). This ensures the confidentiality of sensitive information while maintaining transparency and trust among stakeholders.

By embracing a data-driven and ethically sound framework, the school can better allocate resources, design targeted programs, and foster a secure and supportive environment for all.

The data sources listed below were used to assess the status of school crime, along with other safety-related issues at the school and school-related functions.

Data Source	Analysis/Trend
9-1-1: Medical Dispatched	N/A.
Fire Inspection Reports	Report Dated: 11/25/24: <ul style="list-style-type: none"> Minor corrections to refrigerators, surge protectors, ensure fire extinguishers are mounted on site, reduce classroom decorations to cover only 10% of the wall surface.
California Healthy Kids Parent Survey	The CHKS survey for parents consisted of 40 questions. The average response for the survey was around 86%. Overall the responses were very positive.
California Healthy Kids Student Survey	CHKS is given every year. The major metric of questions pertaining to solid parental relationships average about 77% or in the Quartile 4.
DataQuest	N/A
School Improvement Plan	CMI's plan focuses on improving student proficiency in core academic subject matter.
Student Referrals/Discipline	68% Reduction in Disciplinary Incidents. Year over Year.
School Accountability Report Card (SARC)	SARC information posted via cde.ca.gov
Hour-Zero Incident Reporting	N/A.
9-1-1: Law Enforcement Dispatched	N/A
9-1-1: Fire Dispatched	N/A.
Site Risk and Hazard Assessment	N/A.
California Healthy Kids Staff Survey	CHKS is given every year at PUHSD, However, CMI Charter doesn't participate in that survey.
Property Damage Reports	Gym Weight Room Window Shattered, and adult responsible for breaking and entering. Report filed with Riverside County Sheriff's.
State Performance Overview	N/A

Data Source	Analysis/Trend
Suspensions/Expulsions Reports	CMI had 7 YTD suspensions out of 1028 students which = .68% of 1%. CMI had no expulsions.
California Sex Offender Registry PC 290.46 (Meghan's Law)	N/A.
Chronic Absences/Attendance Rates	CMI has a Year over Year decrease of 21.03 in Chronic Absences CMI's Attendance Year over Year is 94.30%.
Uniform Management Information Reporting System (UMIRS)	N/A.
FBI Crime Data Explorer	N/A.
Hour-Zero Emergency Event Reporting	NA
Hour-Zero Workplace Violence Reporting	NA
Criminal Data/Juvenile Crime Data	NA

EMERGENCY EVENTS

Emergency events are monitored throughout the district via the "Advise/Action EOC" protocol.

PROPERTY DAMAGE

M&O monitors district property damage reports and assesses fines to any student that intentionally damages district property.

STUDENT INAPPROPRIATE BEHAVIOR

Site and district administrators monitor trends in student inappropriate behavior. Suspension reports are voted into the record monthly at meetings of the governing board.

OTHER DATA

The data sources listed below were used to assess the status of school crime, along with other safety-related issues at the school and school-related functions.

Data is released to the school Safety Committee as it becomes available.

*Data for current school year reflects year-to-date metrics.

HIGHLIGHTS

- At CMI we continue to strive for relevant data to identify trends and interventions throughout the year. First, our data shows our suspensions have decreased year over year. Second, our interventions have increased significantly. Finally, our enrollment is the highest it has been over the last 6 years which is a testament to the hard work our strategic teams have implemented as part of our continuous improvement protocols.

AREAS OF PRIDE AND STRENGTH

- We have a vigilant staff that supervises and keep a pulse on the actions and activities of our students and the surrounding community.
- Our staff and learning community have established great relationships with our student body, which leads to a very positive school climate.

AREAS WE WISH TO IMPROVE

- We wish to improve our perimeter fencing that partially surrounds our school site.
- Improve surveillance camera capabilities.
- Provide additional scenarios for emergency drill practices.
- Conduct an active shooter activity with the staff.

At CMI site uses data gathered from Student Services , Administration, Counseling, Social Worker, and our Military Staff via MTSS weekly meetings and compiling data results, and trends monthly for our campus.

SECTION 2

CHILD ABUSE REPORTING PROCEDURES

ED Code Reference

EC 32282(a)[2](A); EC 44691;
PC PC11165.5; PC11165.7;
PC11166

Board Policy Reference

BP 5141.4 Child Abuse
Prevention and Reporting

APPENDIX B.1

Reporting child abuse isn't just a legal duty; it's a moral imperative to protect the voiceless.

California law mandates that all school employees, as mandated reporters, must report any suspected child abuse or neglect to the appropriate authorities. This obligation is outlined in the California Penal Code Section 11165.7, which identifies school personnel as mandated reporters and defines the procedures they must follow to ensure the safety of the child.

Reporting must be made by the individual suspecting or observing the abuse; it cannot be delegated to another individual or a supervisor.

As outlined in (Penal Code 11165.7), mandated reporters include but are not limited to

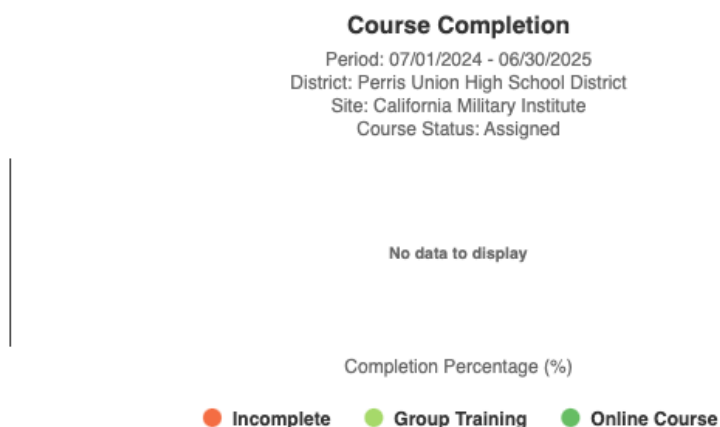
- teacher's aides or assistants;
- classified employees;
- certificated pupil personnel employees;
- administrators and employees of a licensed daycare facility;
- Head Start teachers;
- district police or security officers; and
- administrators, presenters or counselors of a child abuse prevention program.

Employees, as mandated reports, shall not investigate any suspected incidents but rather shall fully cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

STAFF TRAINING

Staff are required to complete Mandated Reporter Training annually to ensure they remain knowledgeable and prepared to recognize and report child abuse. New hires must complete the training within six weeks of their start date. Similarly, returning staff are required to complete the training within six weeks of the start of each new school year.

All PUHSD staff participate in training for Mandated Reporting in the Keenan Safe Schools Online platform. The depth of the training is dependent upon the employee's job classification.



REPORTING

All known or suspected instances of child abuse must be reported immediately, or as soon as practically possible, by telephone to one of the designated Child Protective Agencies. Following the telephone report, a written report must be submitted within 36 hours using the BCIA 8572 Suspected Child Abuse Report form. The form can be found at <https://rivcodpss.org/child-abuse>

Staff receive thorough training to follow these essential steps when reporting known or suspected abuse:

1. **Act on Reasonable Suspicion:** If you reasonably suspect abuse, you are legally obligated to report it. If in doubt, file the report. The threshold is suspicion, not certainty, as the investigation responsibility lies with Children and Family Services, not the reporter.
2. **File Without Fear:** School staff are protected from defamation liability when reporting within the scope of their employment, ensuring they can act without hesitation.

Consequences of Failing to Report

Failing to report suspected child abuse has serious legal consequences:

- Failure to report is a misdemeanor punishable by up to six months in jail and/or a fine of up to \$1,000, as specified in California Penal Code Section 11166(c).

REPORTING STEPS

1. Complete the SUSPECTED CHILD ABUSE REPORT form.
2. Call Children and Family Services immediately to report verbally.
3. Forward the completed Child Abuse Report form within 36 hours.
4. Do not pass on the responsibility to report. However, you can/should consult with your supervisor.

Child Abuse and Neglect Reporting Phone Number: The phone number to report suspected child abuse in Riverside County is 1-800-442-4918.

Mandated reporters must immediately report abuse to the Child Abuse Hotline.

SUSPENSION & EXPULSION POLICIES

ED Code Reference

EC 32282(a)[2](C)

48900.5

Board Policy Reference

BP 5144.1

AR 5144.1

AR 5144.2

APPENDIX B.2

Respect and responsibility are the backbone of effective policies that balance safety, order, and student success.

In Perris Union High School District staff, students and parents work together to create a positive school environment on each school site whereby our code of conduct requires everyone to be respectful and responsible.

The District has established policies and standards of behavior that aim to promote learning and protect the safety and well-being of all students and staff.

The school strives to keep every child in school; allowing the student to spend more time engaged in learning and be better positioned to achieve academic success. However, if these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Consistently applied, transparent disciplinary practices foster equity and a positive learning environment, aligning with California Education Code 32282(a)(2). Evidence-based approaches prioritize prevention and support, using progressive discipline to address behavior and promote accountability. While supportive measures are the focus, suspension or expulsion may be necessary to ensure safety and order.

DATA SUMMARY

	2022-2023	2023-2024	2024-2025 (YTD)
Student Enrollment	994	1042	1028
Office Referral	244	352	107
Suspensions	72	16	7
Expulsions	0	0	0
Truancy Rate	0	0	0

DATA SOURCES

Data Source	Analysis/Trends
Infinite Campus	<ul style="list-style-type: none"> Enrollment increase of 3.4% over 22'-23' mid year data. 69% decrease in office referrals year over year.
On-Site MTSS Data, School Dashboard, Infinite Campus, Healthy Kids Survey, and Student Voices.	<ul style="list-style-type: none"> Significant decrease in vandalism year over year. Significant decrease in incidents of Anxiety/Stress/Depression/Grief/Overwhelming Anger. Significant decrease in total MS, HS , and Social Worker Intervention incidents.
Student Voices Data	<ul style="list-style-type: none"> Monthly Student Voices Meetings to discuss the following: School Safety Academic Programs Wants and Needs for the School Community.

Policies and procedures establish a framework to guide behavior, ensure safety, and cultivate a positive school environment. They set expectations for students, staff, and parents while outlining consistent responses to violations, promoting fairness and accountability.

The school uses multiple communication methods, as outlined below, to ensure students fully understand the policies. These practices reinforce expectations and promote a shared commitment to a safe and respectful learning environment.

- The policies, procedures, and student conduct expectations are posted on the school and district websites.
- The policies, procedures, and student conduct expectations are presented to students in assemblies conducted at the start of each year (semester). (i.e. Panther Camp, Camp Legacy, ROAR Back Days, etc.)
- The policies, procedures, and student conduct expectations are posted in the Student Handbook and published in the Daily Planner that is provided to students.
- Signage in common areas details behavioral expectations for those areas.

The authority to impose suspensions is clearly defined to ensure consistency and fairness in disciplinary actions. The following list outlines the roles and responsibilities of individuals authorized to enforce suspensions in alignment with school and district policies.

- Classroom discipline procedures are the responsibility of the individual teacher. However, severe misbehavior including, but not limited to, fighting, openly defying adults, possession of weapons or illegal drugs will result in the student being sent immediately to the office where the principal or his/her designee will meet 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, postal services or email.
- Suspension from Class by Teacher: Per Ed Code 48910 a teacher may suspend a student for committing any of the acts enumerated in Education Code section 48900. The teacher may remove the student from their class for the day of the offense and the following day. The teacher must immediately report the suspension to the principal and send the student to the principal (or designee) for appropriate action. As soon as possible, the teacher must ask the student's parent or guardian to attend a parent-teacher conference regarding the suspension. If practicable, a school counselor or a school psychologist should also attend said conference. A school administrator must attend if requested by the teacher or the parent/guardian.
- The principal or their designee may suspend a student for any of the reasons enumerated in Ed Code section 48900, 48900.2, 48900.3, 48900.4, 48900.7 pursuant to section 48900.5 for no more than 5 consecutive school days per offense.

The following strategies will be implemented in the upcoming school year to further address the suspension and expulsion rates at the school. These initiatives aim to support non-discriminatory disciplinary practices and foster a safe and productive learning environment.

STRATEGY 1	Schoolwide MTSS Intervention Strategies and Protocols.
STRATEGY 2	Interventions, Honor Review Board, Alternative To Suspension.
STRATEGY 3	Provide ongoing Intervention Strategies.

NOTIFYING TEACHERS OF DANGEROUS PUPILS

ED Code Reference

EC 32282(a)[2](D); EC 49079
48900

Board Policy Reference

BP 4158/4258/4358

APPENDIX B.3

California Education Codes 32282(a)(2)(D) and 49079 mandate that schools notify teachers and essential staff about students with documented histories of engaging in dangerous or unlawful acts to ensure school safety.

The legislation includes a "duty to warn of violent propensities," requiring notifications to be made confidentially and based on documented incidents or reasonable suspicion of specific unlawful behaviors within the past three years.

The law empowers schools to mitigate risks, foster a safe environment, and uphold legal obligations for confidentiality and non-discrimination by equipping educators and relevant staff with actionable knowledge.

Notifications are made to the teacher, and other designated parties, in a confidential manner. Teachers receive, or are provided reasonable access to pertinent information and reports.

The District may review information spanning up to three school years. If a district officer or employee knowingly fails to disclose information about a pupil with violent tendencies, they may be found guilty of a misdemeanor. Penalties for such a failure include up to six months of imprisonment and/or a fine of up to \$1,000.

Notifications are confidentially provided to teachers and other designated personnel, ensuring sensitive information is handled appropriately. Educators have direct access or reasonable opportunities to obtain pertinent reports and information to address safety concerns effectively.

PROCEDURES FOR TEACHER NOTIFICATION

1. The teacher will have access, through the District's Student Information System, to a list of students in their classes that have violated or been suspected of violating Education Code 48900. Access may be limited until such time as the teacher completes the required training in FERPA.

The following strategies are in place to address staff concerns and provide targeted support

for identified students.

STRATEGY 1

Continue to follow district guidelines.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Labor Code 230-230.1 and the accompanying administrative regulation to protect the employee's safety while at work.

DISCRIMINATION & HARASSMENT POLICY

ED Code Reference

EC 32282(a)[2](E); EC 234.4

Board Policy Reference

BP | AR

4119.11/4219.11/4319.11 –
Sexual Harassment

BP | AR 5145.7 – Sexual
Harassment (Student)

APPENDIX B.4

Strong discrimination and harassment policies enhance academic outcomes, foster safety and belonging, and help reduce disciplinary incidents in schools.

All students and staff deserve a safe and supportive environment, free from discrimination, harassment, and hate mongering. ED Code mandates schools implement policies and procedures designed to prevent, address, and resolve incidents of bias that comply with state and federal standards.

By fostering inclusivity through proactive prevention and intervention measures, schools meet legal obligations and create the foundation for equitable learning environments where all individuals can thrive.

Research consistently shows that when students feel safe and included, their ability to focus, engage, and succeed academically improves significantly (American Psychological Association, 2020). Moreover, schools with clear, proactive measures against harassment experience a noticeable decline in disruptive behaviors, creating an environment that supports learning and positive social interactions for all (Journal of School Psychology, 2019).

Staff participated in the following Harassment and Discrimination training activities over the course of the past year.

Course Completion

Period: 07/01/2024 - 06/30/2025
District: Perris Union High School District
Site: California Military Institute
Course Status: Assigned

No data to display

Completion Percentage (%)

● Incomplete ● Group Training ● Online Course

TRAINING

- Annual review of Board Policy 4119.11 on Sexual Harassment
- Keenan Safe Schools Online Course "Sexual Harassment: Policy and Prevention for Management" completed by all managers every other year.
- Keenan Safe Schools Online Course "Sexual Harassment for Non-Managers" completed by all non-management staff every other year.
- Keenan Safe Schools Online Course "Understanding Boundaries" completed by all staff every other year.
- Keenan Safe Schools Online Course "Diversity Awareness: Staff to Student" completed by all staff every other year.
- Keenan Safe Schools Online Course "Diversity Awareness: Staff to Staff" completed by all staff every other year.
- Keenan Safe Schools Online Course "Workplace Bullying: Awareness & Prevention" completed by all staff every other year.
- Keenan Safe Schools Online Course "Youth Suicide: Awareness and Prevention" completed by all staff annually.

The school has tailored strategies to address its unique safety needs while aligning with district-wide goals. This approach draws on data-driven insights to create solutions that enhance safety, foster inclusivity, and address the root causes of discrimination and

harassment.

The school is undertaking the following initiatives to more assertively support a climate free from harassment and discrimination.

STRATEGY 1	Staff will review District discrimination and harassment protocols. Also refer students and parents about our anonymous reporting platforms.
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Transparent and accessible complaint and investigation procedures are essential for building trust within the school community. These systems ensure timely, fair, and thorough responses to allegations, provide clear guidance on reporting processes, and maintain confidentiality while safeguarding the rights of all parties.

Legislation (California Code of Regulations - Title 5, Section 4600 et seq.) requires the District to provide for prompt and equitable resolution of any discrimination, harassment, intimidation, and bullying complaints made to the District.

As such, the procedures listed below are in place for all schools within the District.

Procedures and forms for the Uniform Complaint Process can be found on the district website in the department of Human Resources at <https://www.puhsd.org/complaints-and-procedures>

Step 1: Informal

- Within seven (7) working days of the offense and prior to instituting a formal written complaint, the complainant shall first discuss the complaint with his/her supervisor or the principal of the school where the alleged act took place. Formal complaint procedures shall not be initiated until the complainant has first attempted to resolve the complaint informally. If the complaint is against complainant's immediate supervisor, complainant may proceed to Step 3 in the complaint process.

Step 2: Site Level Formal Complaint

- If the complaint has not been satisfactorily resolved through the informal process in Step 1, the complainant may file a written complaint (using the "District Complaint Form") with his/her immediate supervisor or principal within twenty (20) working days of the offense. If the complaint is against complainant's immediate supervisor, complainant may proceed to Step 3 in the complaint process. If the complainant fails to file a written complaint within twenty (20) working days, the complaint shall be considered settled.
- The written complaint shall include the nature of the problem, names, dates, locations, witnesses, and the remedy sought by the complainant. Within fifteen (15) working days of receiving the complaint, the immediate supervisor or principal shall conduct any

necessary investigation and meet with the complainant to resolve the complaint. Within ten (10) working days after the meeting, he/she shall prepare and send a written response to the complainant.

Step 3: District Level Appeal

- If the complaint has not been satisfactorily resolved at Step 2, the complainant may submit the written complaint to the Superintendent or designee within five (5) working days of receipt of Step 2 response. Complainant shall include all information presented at Step 2.
- Within fifteen (15) working days of receiving the complaint, the Superintendent or designee shall conduct any necessary investigation and meet with the complainant to resolve the complaint. Within ten (10) working days after the meeting, he/she shall prepare and send a written response to the complainant.

Step 4: Appeal to the Governing Board

- If the complaint has not been satisfactorily resolved at Step 3, the complainant may submit a written appeal to the Board within five (5) working days of receiving the Superintendent or designee's response. The written appeal shall include all information presented at Step 2 and Step 3. The Board may uphold the findings by the Superintendent or designee without hearing the complaint or may hear the complaint at a regular or special Board meeting.
- The Board shall make its decision within thirty (30) working days of the hearing and shall send its decision to all concerned parties. The Board's decision will be final.

For questions or clarification, you may contact the Human Resources Department at 951943 6369 x80304.

STUDENT-LEAD INITIATIVES

The District and school sites work to actively engage families and students in positive experiences that diminish harassment on campus. The school contains the following groups that meet regularly to create a welcoming and engaging environment for all students.

- At CMI we have New Cadet Entrance Camps,
- Link Crew,
- ASB,
- BSU - Black Student Union
- Spanish Club
- Folklorico Club

- Sewing Club
- Military Ball Club
- Robotics Club
-

ADDRESSING HATE CRIME

The term "hate crime," in its broadest sense, refers to an attack on an individual or their property in which the victim is intentionally targeted because of their race, color, religion, national origin, gender, disability, or sexual orientation.

Every year, thousands of Americans are victims of such hate crimes. Schools are not immune from such intolerance and violence. Teenagers and young adults account for a significant proportion of the country's hate crimes, both as perpetrators and as victims.

The District diligently monitors incidents involving graffiti vandalism, malicious destruction of property, threats, and/or intimidation for any evidence that an activity is motivated by hate.

Activities determined to contain incitements to violence, threats, or intimidation of a particular group are reported to police.

Hate Crime Reporting Procedures

BP 5131.2: The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

- The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Hate Crime Reporting Procedures

- Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.
- Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.
- If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.
- Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Hate Crime Reporting Procedures

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

- When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.
- Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.
- Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.
- When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

- Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.
- When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Hate Crime Reporting Procedures

Support Services

- The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)
- If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

SCHOOL-WIDE DRESS CODE

ED Code Reference

EC 32282(a)[2](F)

Board Policy Reference

BP 5132 - Dress & Grooming

AR 5132 – Dress & Grooming

APPENDIX B.5

The Governing Board believes that appropriate dress contributes to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. (cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

The primary responsibility for a student's attire resides with the student and their parent(s) or (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 Sexual Harassment) guardian(s). HOWEVER, the school district is

responsible for seeing that student attire does not interfere with the health or safety of any student or does not disrupt school activity or contribute to a hostile or intimidating atmosphere for any student. (education code 32282) (cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 0415 - Equity) (cf. 5145.2 - Freedom of Speech/Expression)

Additionally, the school district will ensure that dress code enforcement is equitable and does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, politics, cultural observance, household income, national origin, immigration status, or body type/size. In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

Students cannot wear clothing that contains:

- Violent language or images;
- Images or language depicting drugs or alcohol and weapons (or any illegal item or activity);
- Hate speech, profanity, or pornography.

School administrators, teachers, other staff, students and parents/guardians shall be informed about dress standards at the beginning of the school year in student handbooks and whenever these standards are revised. Repeated violations or refusal to comply with the district's dress code may result in progressive disciplinary action. When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students. (cf. 5144 - Discipline)

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety. The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Perris Union High School District believes that appropriate dress contributes to a productive learning environment.

Student attire and accessories must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel. The school district is responsible for seeing that student attire does not disrupt school activity or contribute to a hostile or intimidating atmosphere for any student. (Education Code 32282)

1. Students must wear clothing and footwear suitable for the school activity in which they are participating.

2. Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, and breasts (inclusive of nipples, areola, side and under breast) are fully covered with opaque fabric. Clothing, jewelry, and personal items shall be free of and may not display or represent images that are violent and/or depict drugs, drug paraphernalia, alcohol, or promote any unlawful act. Additionally, attire may not contain imagery, words or acronyms associated with hate speech, profanity, pornography, or any promotion and/or endorsement of violence, alcohol or drug use.

Dress Code Enforcement

No list of dress and appearance guidelines for students can be written that will anticipate all potential dress trends. In the case of questionable dress that is not specifically covered in the list above, the administration will make the final decision. The dress code may be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may require attire to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities. (cf. 3260 - Fees and Charges) (cf. 6142.7 - Physical Education and Activity) (cf. 6145 - Extracurricular and Cocurricular Activities) (cf. 6145.2 - Athletic Competition)

School-directed changes to a student's attire should be the least restrictive and least disruptive to a student's school day. Any school dress code enforcement actions should minimize the

potential loss of education time. Administration and enforcement of the dress code shall be gender neutral and consistent. Repeated violations or refusal to comply with the district's dress code may result in progressive disciplinary action. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066) (cf. 5121 - Grades/Evaluation of Student Achievement)

Uniforms

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183) (cf. 5145.6 - Parental Notifications) Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms. Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

UNACCEPTABLE APPAREL

- Students cannot wear clothing that contains:
- Violent language or images;
- Images or language depicting drugs or alcohol and weapons (or any illegal item or activity);
- Hate speech, profanity, or pornography.

SAFE INGRESS AND EGRESS

ED Code Reference

EC 32282(a)[2](G)

Board Policy Reference

AR 3541 - Transportation
Routes and Services

BP | AR 1250 Visitors/Outsiders

APPENDIX B.6

Many streets and roadways in California present safety challenges for students, parents, and staff while en route to or from school; often lacking features such as sidewalks, safe street crossings, separated bicycle lanes or multi-use paths.

Other issues, such as child predators, bullying and street violence also impact student and staff travel patterns.

As such, safe ingress and egress of students, staff, parents, and visitors as they travel to and from school each day is a critical component of the school's safety plan.

In order to promote safe ingress and egress PUHSD provides transportation to all qualifying students (those residing more than 5 miles from their "home school site"). In addition PUHSD provides transportation services to any student with special needs who's IEP Team determines the student requires the more restrictive transportation service.

ARRIVAL / DEPARTURE PRACTICES

Matters pertaining to safe ingress and egress involve many stakeholders – students, staff, parents, police, city planners, and school board members, to name a few.

The school recognizes the value of the diverse perspective of these stakeholders; and uses the 5E's (Education, Engagement, Enforcement, Engineering, Evaluation) to identify and address challenges, and to promote behavior that aids safe ingress and egress.

- Parents and visitors are informed of our ingress and egress protocols, and parking lot supervision personnel provide support.
- All students enter through controlled access gates that are staffed by campus supervision.

- Once class has started access to visitors and guests is through a staffed single point of entry.
- All visitors and guests are processed through a visitor management system, i.e. Raptor, that scans their ID and alerts administration if the individual should be denied access to the school based on Megan's Law or warrant status.
- Campus supervisors regularly sweep the parking lot for additional supervision.
- Students are provided bicycle and skateboard racks to safely lock their transportation devices.
- Additional supervision in the bus zone during arrival and departure times.

STUDENT DROP-OFF/PICKUP LOCATIONS

CMI uses a structured pick up/drop off system to support the flow of traffic and accommodate safe egress and ingress. The site meets regularly with local law enforcement and municipal leaders to evaluate the traffic patterns around the school site.



PEDESTRIAN AND CYCLIST ROUTES

CMI uses a variety of practices to encourage safe travel to and from school for those students who ride a bicycle or skateboard. All students are encouraged to wear a helmet and other appropriate safety gear. Students may lock their skateboard or bicycle in designated spaces at the front of the school.

ARRIVAL/DISMISSAL SUPERVISION

Access to the school site is only permitted through monitored gates at arrival times. All students are required to carry an ID card at all times and must present said card to staff when asked.

CAMPUS ACCESS BY VISITORS

Effective visitor management is essential for maintaining a safe and secure school environment. According to research by the National Center for Education Statistics (NCES), schools implementing structured visitor access systems achieve higher safety standards while minimizing unauthorized entries. These measures reflect the school's proactive commitment to protecting its community while fostering trust and inclusion.

Below are the school's visitor management procedures that balance campus security with a welcoming approach for approved guests.

- All non school personnel access the school through a single point of entry system and submit ID credentials through the raptor system.

GATE SECURITY

First shift custodian is responsible to open the campus access and gates. The last shift is responsible for securing the campus at the end of their shift.

Gate	Lock Schedule
Opening Custodial shift opens gates upon arrival. 6 AM.	Closing Custodial Team secures the campus at 10:30 PM. Unless there are late returns to campus from extra curricular activities and or athletics.

ADDITIONAL MEASURES TAKEN DURING EMERGENCIES

Follow prescribed emergency protocols as per district guidelines.

IMPROVEMENT STRATEGIES

Safe and efficient ingress and egress are essential for the school’s daily operations and emergency preparedness. Enhancing these procedures involves strategic planning and evidence-based practices that tackle key challenges while ensuring compliance with legislative requirements. Building on the effectiveness of current measures, the strategies outlined below aim to further strengthen the school’s approach.

STRATEGY 1	We strive to continue to improve our safety measures and practices on a daily basis
STRATEGY 2	We provide adjustments through constant monitoring of student and family transportation safety needs. Logistically we are improving striping and signage with proposed changes in making our entry and exit to CMI's student drop off protocols.
STRATEGY 3	Engagement: Meet with municipality officials to discuss sidewalk improvements.
STRATEGY 4	Engineering: Install high visibility crosswalks and restripe faded crosswalks and center line-markings.

SAFE AND ORDERLY ENVIRONMENT

ED Code Reference

EC 32282(a)[2](H)

Board Policy Reference

BP | AR 0450 –
Comprehensive Safety Plan

AR 3515 – Campus Security

BP | AR 3515.2 - Disruptions

BP 5137 – Positive School
Climate

BP | AR 5142 - Safety

APPENDIX B.7

The ultimate goal of the school is to see students succeed – in school, in life, and in personal pursuits. While this goal may appear lofty, the school plays a major role in making a lasting difference in a child’s life. A contributing factor to achieving this goal is ensuring students have a safe and orderly environment in which to learn, because when safety is compromised – learning stops.

In addition to the strategies documented elsewhere in this Plan, the improvement initiatives documented below highlight specific goals that relate to the social and physical environments of the school, and provide a road map to how and when these goals will be achieved.

TIMELINE OF MAJOR ACTIVITIES

Activities	Type	2024-2025				2025-2026				2026-2027			
Positive Incentives	SE												
Monitor Perimeter	SE												

PE: Physical Environment

SE: Social Environment

SOCIAL ENVIRONMENT: GOAL 1

1. Continue to create a successful PBIS structured campus.

OBJECTIVE 1

1. Last year we achieved Silver status.

ACTIVITY 1

Positive Incentives

1. Provide positive behavior incentives that affirm our PBIS goals.

Lead(s): Savan Prak

Resources:

- Time: 12h00m Cost: 0.00 Other: Review and Discuss Data

EVALUATION

1. We analyze data regularly through our MTSS team and involve many stakeholders on campus.

SOCIAL ENVIRONMENT: GOAL 2

1. To increase safety measures around the perimeter of CMI.

OBJECTIVE 1

To increase perimeter security.

ACTIVITY 1

Monitor Perimeter

CMI continues to monitor all perimeter areas to ensure the safety of our learning community.

Lead(s): Erik Anthony

Resources:

- Time: 01h00m Cost: 0.00 Other: Monitor Perimeter Throughout The School Day.
- Time: 12h00m Cost: 0.00 Other: Regular Data Collection

EVALUATION

1. Review incidents and disaggregate data in a timely manner and take corrective actions.

Social Environment Resource Requirements Summary

Resources: 3

Time: 25.0h0m

Cost: \$0.00

Our goal is to be on point with common area expectations. For example hallways, cafeteria, and in general while on campus. Establishing routines and procedures which lend itself to creating a positive school environment.

RULES AND PROCEDURES ON DISCIPLINE

ED Code Reference

EC 32282(a)[2](l)

Board Policy Reference

BP/AR 5144 - Discipline

APPENDIX B.8

PUHSD uses an "Accountability Matrix" for all school site rules. The Matrix is a guide for site administrators to use as a framework to guide their decision making ability when it comes to student discipline.

PUHSD and each school site strive to provide an exemplary educational program for all students. Good teaching and an orderly environment set the stage for academic excellence. All students should be aware that

their families and teachers share the expectation of them to achieve to their highest potential, be on their best behavior while in school, in the lunch area, on the athletic fields, on their way to and from school or on the bus.

The Perris Union High School District strives to provide a safe and caring culture where student accountability is emphasized in collaboration with support and intervention practices to assist both students and adults in recognizing, owning and repairing the harm incurred from the incident (Ed Code Violation). Site and district expectations for all translate into positive outcomes for the campus culture.

When individuals within the campus community are aware of harm incurred from the incident, identify practices to repair the harm incurred from the incident, and have provided appropriate guidance and support, the result is our commitment to all stakeholders: "Equity is Caring in Action".

The Accountability Matrix was developed for all schools within the Perris Union High School District and outlines the accountability for inappropriate student actions that have been referred to the Principal or Assistant Principal.

Infractions, possible corrective actions, or interventions may not be limited to those found in the Accountability Matrix as this serves as a guide rather than a mandate. It should be noted that although the Accountability Matrix affords a framework for dealing with inappropriate student actions in a comprehensive and consistent manner, each disciplinary issue will be reviewed within the context of its unique circumstances and the educational needs of the student.

Each administrator must use his/her judgment in applying its provisions, within the limits stated. Situations not specifically addressed in this plan or unusual or extreme cases will be dealt with in accordance with District policy and the California Education Code.

Any exception to the Corrective Action stated in the Accountability Matrix will be documented by the school site and a copy sent to Child Welfare and Attendance. Some schools may use other site-based corrective action and the appropriate intervention.

STUDENT CODE OF CONDUCT

A comprehensive Student Code of Conduct serves as a cornerstone for fostering a positive school climate and enhancing student outcomes. Research underscores that clearly defined behavioral expectations and consistent disciplinary practices contribute to reduced incidents of conflict, increased engagement, and a stronger sense of community among students. By promoting accountability, respect, and inclusivity, these codes not only support academic achievement but also cultivate environments where students feel safe, valued, and empowered to thrive.

PARENT AND STUDENT NOTIFICATIONS

PUHSD prioritizes clear communication to ensure that all students and parents are well-informed about the Student Code of Conduct. This approach provides clarity and accessibility, fostering understanding and collaboration among all stakeholders.

Students and parents are notified of the Student Code of Conduct through multiple channels, including but not limited to:

- **Enrollment Packets:** Each family receives a copy of the Student Code of Conduct as part of the enrollment process, ensuring immediate awareness of our expectations.
- **Orientation Events:** At the start of the school year, the Code of Conduct is discussed during orientations to clarify expectations and answer questions directly.
- **Student Digital Handbook:** Families and students can access the Code of Conduct through the Student Digital Handbook, available online for easy reference.
- **Digital Access:** The Code of Conduct is also hosted on our school website, ensuring it is accessible 24-7.
- **Classroom Discussions:** Teachers review the Code of Conduct with students to foster understanding and alignment with classroom expectations.

CODE OF CONDUCT

1. Students are expected to develop responsibility for their actions, to cooperate with others (students, teachers, other adults), to develop a positive attitude toward their school learning process, and to be courteous and respectful of others at all times. It is the responsibility of the student to be aware of the school rules.

CLASSROOM STANDARDS

Appropriate behavior is a shared priority for all staff, fostering an environment where students can focus on learning and growth. Violations of the code of conduct hinder a student's own learning and can disrupt the learning of others. Addressing behavioral issues takes valuable time away from instruction, which impacts the entire classroom.

To maintain a productive learning environment, each teacher establishes clear classroom standards that align with the school's expectations. These standards are prominently displayed in the classroom and communicated to families at the start of the school year.

1. Appropriate school behavior is encouraged by all of the staff. Students that violate the code of conduct detract from their own ability to learn and distract other students from learning. When time is taken to correct a student's behavior, it comes directly from the time available for instruction. This is unacceptable. Therefore, each teacher has established standards for their classroom. These standards are posted in the classroom and sent home at the beginning of the year.

SCHOOL SAFETY RULES

The Accountability Matrix was developed for all schools within the Perris Union High School District and outlines the accountability for inappropriate student actions that have been referred to the Principal or Assistant Principal. Infractions, possible corrective actions, or interventions may not be limited to those found in the Accountability Matrix as this serves as a guide rather than a mandate. It should be noted that although the Accountability Matrix affords a framework for dealing with inappropriate student actions in a comprehensive and consistent manner, each disciplinary issue will be reviewed within the context of its unique circumstances and the educational needs of the student. Each administrator must use his/her judgment in applying its provisions, within the limits stated. Situations not specifically addressed in this plan or unusual or extreme cases will be dealt with in accordance with District policy and the California Education Code. Any exception to the Corrective Action stated in the Accountability Matrix will be documented by the school site and a copy sent to Child Welfare and Attendance. Some schools may use other site-based corrective action and the appropriate intervention.

1. Refer to the PUHSD Accountability Matrix. We have a districtwide Behavior Contract for our Seniors and a districtwide Behavior Contract for students who are returning from suspension.

PLAYGROUND OUTDOOR RULES

Students are not allowed in PE areas without appropriate supervision.

CONSEQUENCES

The Perris Union High School District strives to provide a safe and caring culture where student accountability is emphasized in collaboration with support and intervention practices to assist both students and adults in recognizing, owning and repairing the harm incurred from the incident (Ed Code Violation). Site and district expectations for all translate into positive outcomes for the campus culture. When individuals within the campus community are aware of harm incurred from the incident, identify practices to repair the harm incurred from the incident, and have provided appropriate guidance and support, the result is our commitment to all stakeholders: "Equity is Caring in Action".

The Accountability Matrix was developed for all schools within the Perris Union High School District and outlines the accountability for inappropriate student actions that have been referred to the Principal or Assistant Principal. Infractions, possible corrective actions, or interventions may not be limited to those found in the Accountability Matrix as this serves as a guide rather than a mandate. It should be noted that although the Accountability Matrix affords a framework for dealing with inappropriate student actions in a comprehensive and consistent manner, each disciplinary issue will be reviewed within the context of its unique circumstances and the educational needs of the student. Each administrator must use his/her judgment in applying its provisions, within the limits stated. Situations not specifically addressed in this plan or unusual or extreme cases will be dealt with in accordance with District policy and the California Education Code. Any exception to the Corrective Action stated in the Accountability Matrix will be documented by the school site and a copy sent to Child Welfare and Attendance. Some schools may use other site-based corrective action and the appropriate intervention.

- To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are

not limited to: Discussion or conference between school staff, the student, and the student's parents/guardians.

- Referral of the student to the school counselor or other school support service personnel for case management and counseling.
- Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians.
- When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan.
- Enrollment in a program for teaching prosocial behavior or anger management.
- Participation in a restorative justice program.
- A positive behavior support approach with tiered interventions that occur during the school day on campus.
- Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably.
- Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner.
- After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- Recess restriction as provided in the section below entitled "Recess Restriction".
- Detention after school hours as provided in the section below entitled "Detention After School".
- Community service as provided in the section below entitled "Community Service".
- In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities.
- Reassignment to an alternative educational environment.

- Suspension and expulsion in accordance with law, Board policy, and administrative regulation.
- When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)
- Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.
- When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities) shall be applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3)).

SEVERE CLAUSE

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare 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 and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (cf. 5131.7 - Weapons and Dangerous Instruments)
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

RESTORATIVE JUSTICE

Through our MTSS interventions CMI provides ample opportunities for restorative justice.

The Perris Union High School District strives to provide a safe and caring culture where student accountability is emphasized in collaboration with support and intervention practices to assist both students and adults in recognizing, owning and repairing the harm incurred from the incident (Ed Code Violation). Site and district expectations for all translate into positive outcomes for the campus culture. When individuals within the campus community are aware of harm incurred from the incident, identify practices to repair the harm incurred from the incident, and have provided appropriate guidance and support, the result is our commitment to all stakeholders: "Equity is Caring in Action".

The Accountability Matrix was developed for all schools within the Perris Union High School District and outlines the accountability for inappropriate student actions that have been referred to the Principal or Assistant Principal. Infractions, possible corrective actions, or interventions may not be limited to those found in the Accountability Matrix as this serves as a guide rather than a mandate. It should be noted that although the Accountability Matrix affords a framework for dealing with inappropriate student actions in a comprehensive and consistent manner, each disciplinary issue will be reviewed within the context of its unique circumstances and the educational needs of the student. Each administrator must use his/her judgment in applying its provisions, within the limits stated. Situations not specifically addressed in this plan or unusual or extreme cases will be dealt with in accordance with District policy and the California Education Code. Any exception to the Corrective Action stated in the Accountability Matrix will be documented by the school site and a copy sent to Child Welfare and Attendance. Some schools may use other site-based corrective action and the appropriate intervention.

PESTICIDE RELEASE NEAR SCHOOL

ED Code Reference

32284, 17608-17613, 48980.3
16714

Board Policy Reference

AR 3514.2, Integrated Pest
Management

APPENDIX B.10

Healthy schools start with thoughtful policies that protect students from environmental risks like pesticide exposure.

Few issues are as immediate and personal as the air students breathe and the spaces they inhabit. California's Education Code requires schools to confront pesticide exposure head-on, implementing policies to shield students and staff from these risks. This goes beyond compliance, reflecting a commitment to making schools places of safety, health, and learning for every child.

The District has an Integrated Pest Management plan (IPM) in place. The Plan addresses the requirements of the Healthy Schools Act (HSA), which encourages schools and child-care centers to use effective, least-toxic pest management practices.

The Plan acknowledges that pesticide applications or other toxic substances have the potential to drift onto school properties, posing immediate risks to students and staff and long-term concerns due to residual exposure.

PREVENTATIVE STEPS

To mitigate these risks, state laws mandate buffer zones around schools to prevent accidental exposure. As an additional safeguard, the school actively monitors pesticide applications on adjacent properties and any activity that could inadvertently affect the school environment.

1. Staff and students are asked to report pesticide spraying sightings to the school office.

PESTICIDE RELEASE NOTIFICATIONS

The California Healthy Schools Act (HSA) mandates clear communication with school communities, including annual notifications of expected pesticide applications and pre-application alerts for individual treatments.

Following the HSA's strict guidelines allows the school to effectively inform parents, staff, and students about pesticide use and safety measures.

1. **Annual Notification to Parents and Staff:** The District must notify all parents and staff in writing at the beginning of the school year of all pesticide products expected to be used at a school site during the upcoming year.
2. **Notification Sign Up:** The Annual Notification must provide recipients with a means to sign up for additional notifications that will be sent before any planned application(s).
3. **Notification of New Pesticide:** If a new pesticide is required after the annual notification, the District IPM coordinator will provide all staff and guardians with written notification at least 72 hours before application. The notice must include the same information as it would for Annual Notifications.
4. **Warning Signs:** Warning signs are required whenever pesticides are applied. Signs must be prominently displayed 24 hours before and 72 hours after application and visible to anyone entering the treated area.
5. **Emergency Situations:** Should an emergency condition occur, the 72-hour advance notification may not be possible and is, therefore, not required. However, the District must still make an effort to notify staff and guardians. **Warning signs must be posted, even in emergency conditions.**
6. **Records:** Each school (or the District) is required to keep records of all pesticide use for **four years** and make them available to the public upon request.
7. **Pesticide Use Reports:** All pesticide applications must be reported to DPR annually before January 30 for the previous year. The District is responsible for reporting pesticide applications made by district/school employees.

STAFF TRAINING

All district and school staff are required to complete annual Integrated Pest Management (IPM) training. The Healthy Schools Act (HSA) mandates that anyone applying pesticides on school grounds—including exempt pesticides and disinfectants—must complete this training to ensure proper and safe application practices.

Course Completion

Period: 07/01/2024 - 06/30/2025
District: Perris Union High School District
Site: California Military Institute
Course Status: Assigned

No data to display

Completion Percentage (%)

● Incomplete ● Group Training ● Online Course

SECTION 3

DISASTER PREPAREDNESS: OVERVIEW

ED Code Reference

EC 32282(a)[2](B); GC 8607; GC 3100

Board Policy Reference

BP 3516

AR 3516

APPENDIX C.1

Site-specific procedures are used to address the unique needs of the school.

The District's disaster procedures build on broad-based foundational principles that impact many operational areas of the District and each of its schools.

The procedures aim to strengthen the District's and schools' ability to assess risks and to prevent/mitigate, prepare for, respond to, and recover from disasters, emergencies and crises.

The Plan is organized into annexes, with each annex maintained as a separate entity while still enabling the respective components to work together. Each annex is independently updated and/or revised as needed to ensure the Plan is compliant with legislative requirements, aligns with industry standards, incorporates current best practices, and addresses issues identified in After-Action Reports.

Major annexes (also referred to as sections) of the District Safety Plan include those listed below. The Plan is amended to incorporate additional annexes as needed. Highlights of those annexes are summarized here.

The District has a robust Emergency Response Plan (ERP) , also known as a Disaster Preparedness Plan (DPP), that aligns with the Standardized Emergency Management System (SEMS) as detailed in the California Emergency Services Act 8607 and the supporting California Code of Regulations.

The ERP uses a core set of concepts, principles, procedures, processes, standards, and terminology that creates a common operating picture, promotes mutual goals and responsibilities, and advances a more efficient and effective response.

The ERP addresses the four phases of emergency management: mitigation, preparedness,

response, recovery. It uses the NFPA 1600 standard as its framework, applies the fourteen principles of the Incident Command System, and incorporates current best practices for school emergency plans.

Site-specific procedures address risks, hazards and other emerging issues identified through on-going reporting, site assessments, annual reviews, and After Action Reports.

RISK AND HAZARD ASSESSMENTS

The District has a robust risk management program that includes activities to identify, analyze, assess, control, minimize, or eliminate unacceptable risks affecting the school.

The program helps the school manage and mitigate risks that impact the operations, ranging from ongoing risks of day-to-day activities at the schools, to risks for one-off field-trips, events and projects, to athletic events, to overseas travel.

School staff are responsible for following District risk management policies, and ensuring risk management processes are integrated into all planning and implementation activities.

These risk management activities, when properly executed, help protect student and staff wellbeing, along with reducing disruption to academic programming, lost time, and financial stress on the District.

1. Through the District's Injury Illness Prevention Plan employees have a right and the responsibility to report unsafe conditions. The Report of Unsafe Conditions is one method available to employees.

AID AND MUTUAL AID AGREEMENTS

In addition to forming partnerships with various organizations, the District has established formal aid agreements with external agencies to address any deficiencies in facilities, equipment, or personnel needed during emergency conditions.

The Emergency Operations Center (EOC) Director is responsible for negotiating and managing these aid agreements, subject to approval by the Superintendent.

The Incident Commander for each site annually reviews the agreements pertaining to their site (e.g., Evacuation Center Agreements), updates as required and rectifies deficiencies.

Agency	Aid Summary
American Red Cross	Shelter Agreement: The aid agreement authorizes the American Red Cross to utilize school facilities as mass care and welfare shelters during emergencies.

DISASTER PREPAREDNESS: SERT/ACT

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

California's Standardized Emergency Management System (SEMS) is the foundation for the state's emergency response process and forms an integral part of the school's emergency plan. SEMS ensures organized, coordinated, and systematic responses to emergencies and disasters, aligning the school with local and state emergency services. Per the Petris Bill, this framework enhances communication and collaboration during school emergencies or disasters (California Government Code Section 8607).

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

The National Incident Management System (NIMS) expands upon SEMS by addressing multi-jurisdictional coordination at a national level. NIMS is incorporated into the school's emergency plan to unify internal and external responses and ensure consistency with federal, state, and local protocols. As the Homeland Security Presidential Directive (HSPD-5) requires, NIMS integration facilitates the integration of standard procedures and ensures interoperability for effective emergency management.

INCIDENT COMMAND SYSTEM (ICS)

The Incident Command System (ICS) underpins the school's emergency plan and aligns it with the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). Recognized as best practice in emergency management, ICS provides a unified operational structure for establishing priorities, allocating resources, defining roles, and ensuring clear and effective communication during critical incidents.

ICS's scalable and flexible design makes it an invaluable asset to the district's and school's emergency response plans. The adoption of ICS facilitates seamless coordination with external agencies, enhances adaptive capability to diverse types of emergencies, and fosters a common operating picture, which, in turn, helps to execute efficient response and recovery operations.

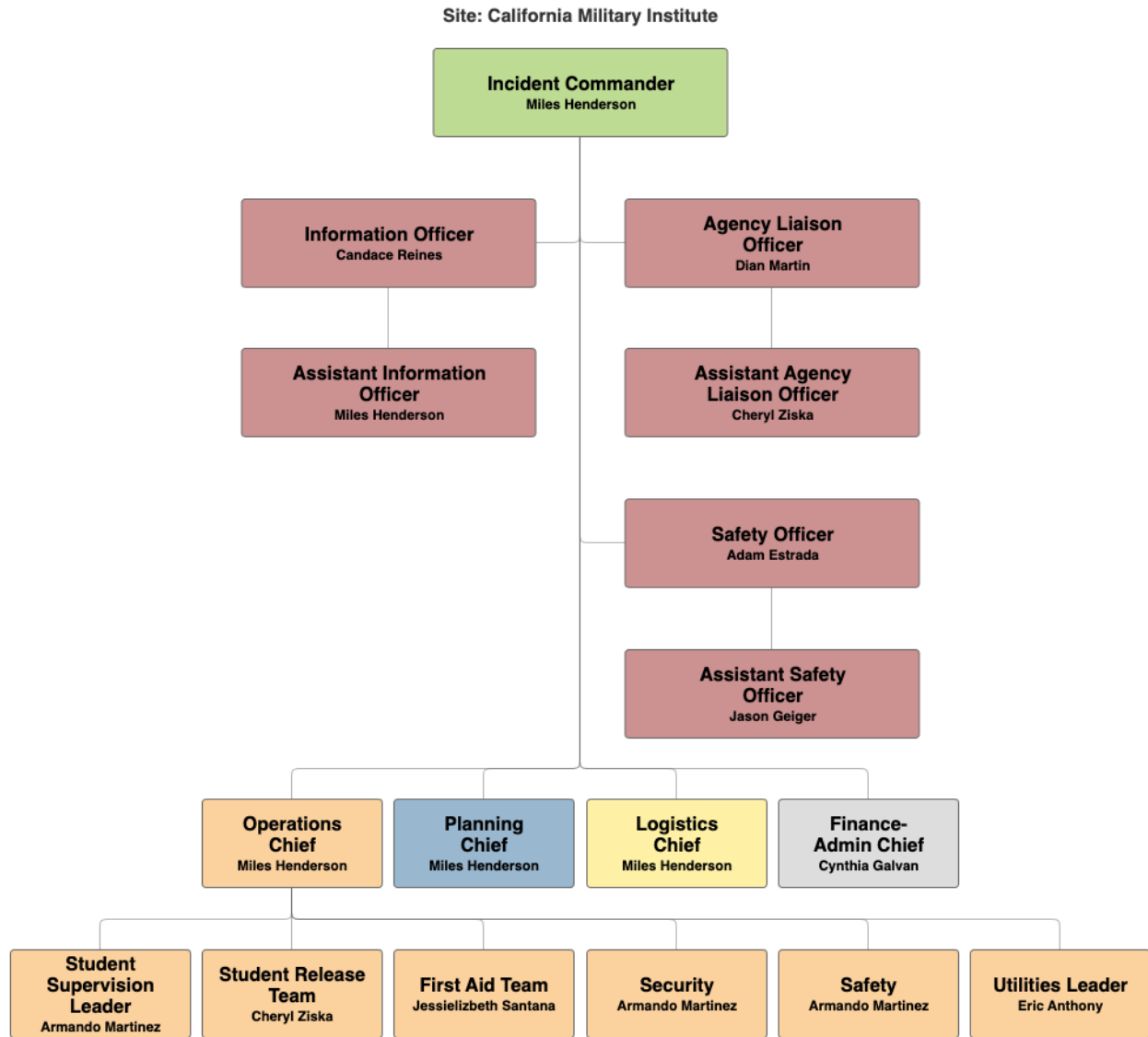
SCHOOL EMERGENCY RESPONSE TEAM (SERT)

Adhering to the ICS organizational framework, the School Emergency Response Team (SERT) leads the on-site response to emergencies until external first responders arrive, if required. Upon engagement, the command transitions to a "Unified Command" structure, where representatives from emergency agencies collaborate with the school's Incident Commander to plan, delegate, and execute response actions jointly.

SERT assignments are based on personnel suitability, availability, and relevant training, which may differ from the school's standard organizational chart. This flexible approach ensures an effective response tailored to the situation's needs while aligning with ICS principles.

SERT Position	Primary Responsibility
Incident Commander	Provide overall leadership and decision-making during an emergency for the site, ensuring safety and achieving response objectives.
Assistant Information Officer	Support the Information Officer (ACT member) at the site level by executing communication strategies and activities.
Assistant Safety Officer	Assist the Safety Officer (ACT member) at the site level by monitoring safety conditions, identifying hazards, and ensuring response activities prioritize the safety of students, staff, and responders.
Assistant Liaison Officer	Assist the Liaison Officer (ACT member) at the site level by attending to parent and non-tactical group needs and concerns.
Operations Chief	Direct all tactical response activities, coordinate resources, and implement the Incident Action Plan (IAP) at the site.
Utilities Team	Shut off utilities as directed, act as an on-site point of contact for utility companies, perform minor maintenance, and assist the Maintenance Team as needed.
Security Team	Perform building sweeps when authorized, assist individuals unable to evacuate, and conduct light

SERT Position	Primary Responsibility
	search and rescue operations.
Safety (Sweep/Search & Rescue) Team	Perform building sweeps when authorized, assist individuals unable to evacuate, and conduct light search and rescue operations as directed.
First Aid Team	Provide First Aid, set up treatment/triage areas, conduct triage, administer care, maintain records, arrange transport, and follow EMS instructions to ensure safety.
Student Supervision Team	Supervise and care for students (<i>and staff as needed</i>) during evacuations or extended emergency situations.
Student Release Team	Facilitate safe student release, ensure reunification with authorized individuals, and assist families through the process.
Planning Chief	Gather and analyze intel, develop the IAP, and maintain documentation for the incident at the site.
Logistics Chief	Coordinate and provide all resources, services, and support needed for effective emergency response at the site.
Finance/Admin Chief	Manage financial aspects, track costs, and oversee administrative functions for the site during the incident.



ADMINISTRATIVE COMMAND TEAM (ACT)

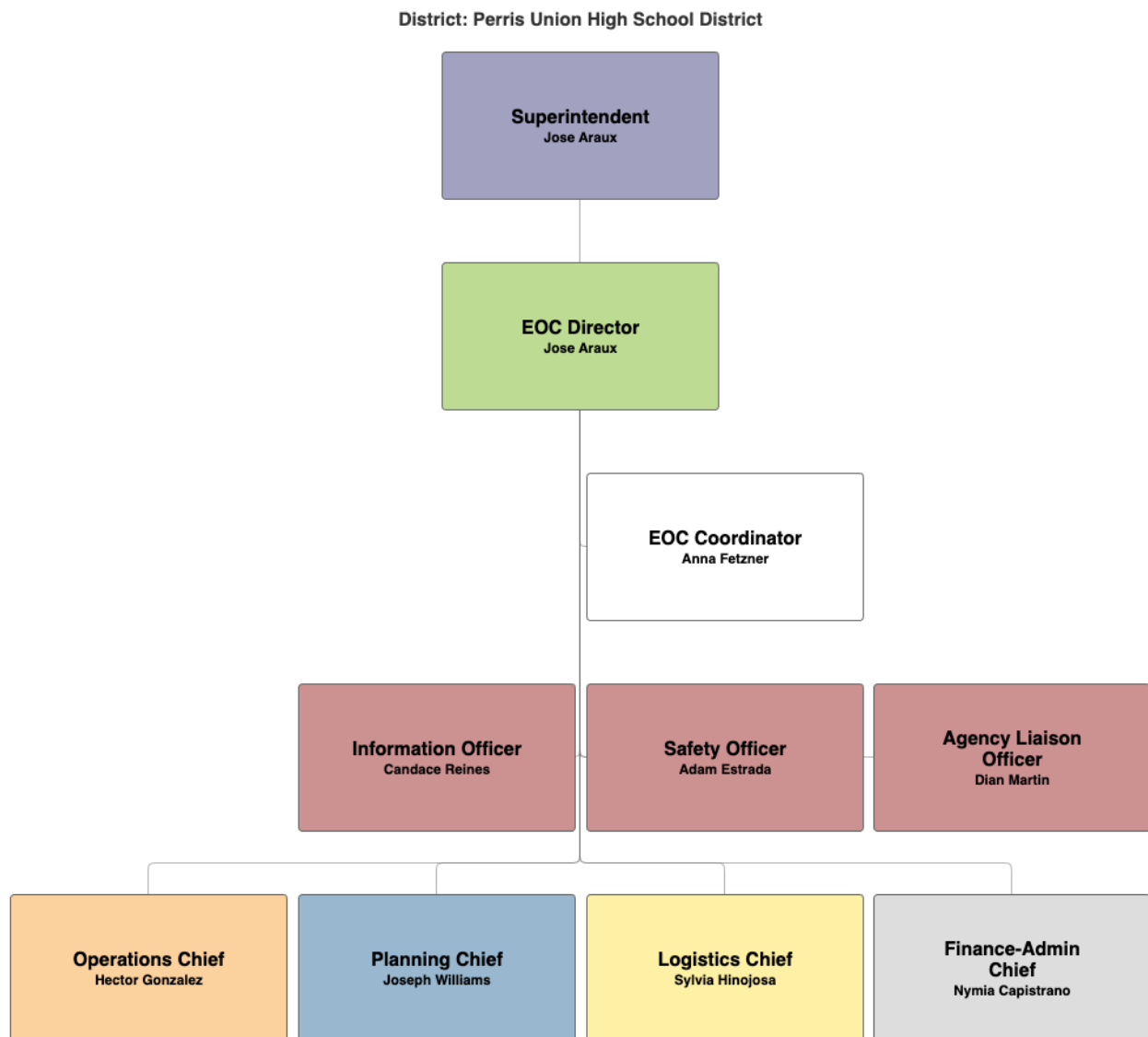
The Administrative Command Team (ACT) is the district-level entity that leads the District's emergency preparedness and response efforts, providing strategic leadership throughout all phases of incident management. ACT aligns with the National Incident Management System (NIMS) principles and the Standardized Emergency Management System (SEMS).

ACT plays a critical role in supporting schools and sites during emergencies by coordinating efforts, maintaining an organized response, and guiding transitions from response to recovery. Their activities include establishing a clear command structure, effectively procuring and managing resources, and facilitating communication between schools, emergency responders, assisting agencies, and stakeholders.

In non-emergency times, ACT focuses on prevention through comprehensive planning and risk mitigation strategies to reduce the likelihood of crises and improve efficiencies should one occur. By proactively addressing potential risks, ACT helps schools build more robust systems for safety and preparedness.

The ACT framework operates within the Incident Command System (ICS), allowing it to adapt to the scope and complexity of each situation. The ACT Command and General Staff positions are summarized below.

ACT Position	Primary Responsibility
EOC Director	Provide overall leadership for district emergency response and recovery activities, set strategic direction, manage ACT, support Incident Commanders, liaise with the Superintendent, and ensure timely and accurate stakeholder communication.
Information Officer	Manage all incident-related communication activities efficiently, facilitating the delivery of accurate and timely information to the public and stakeholders.
Safety Officer	Assess hazards, review Incident Action Plans to safeguard personnel and student safety, and mitigate risks throughout incident operations.
Liaison Officer	Coordinate with external agencies and serve as the point of contact between the District and supporting organizations, including parent groups, during emergencies.
Operations Chief	Direct all district-level tactical response activities, manage district resources, and coordinate site-level tactical operations and resource requests.
Planning Chief	Gather, analyze, and disseminate information to support decision-making, develop the Incident Action Plan, and document all decisions and activities.
Logistics Chief	Provide, procure, and track required resources and services to support an effective response.
Finance/Admin Chief	Manage financial, administrative, and cost-related activities associated with the incident.



UNIFIED COMMAND

The School Emergency Response Team (SERT) leads on-site response efforts until first responders arrive, if necessary. Once emergency agencies are present (if needed), the command transitions to a “Unified Command” structure under the Incident Command System (ICS).

Unified Command brings together representatives from all responsible agencies, including the school’s Incident Commander and the Administrative Command Team (District team), to form a unified team.

The members of the Unified Command collaboratively establish common objectives and

strategies for managing the incident while maintaining each agency's authority, responsibility, and accountability. This is accomplished without losing or abdicating agency authority, responsibility, or accountability.

EMERGENCY OPERATIONS CENTER

The District operates an Emergency Operations Center (EOC) to support schools in effectively managing and responding to incidents.

The EOC, whether running as a physical location or virtual space, is the central point for coordinating response and recovery activities, information gathering and analysis, and resource management.

It is staffed by the Administrative Command Team (ACT), a group of central administrators trained and authorized to execute their designated responsibilities.

The SERT Incident Commander or their delegate leads collaboration with the EOC, ensuring seamless communication and alignment in response efforts.

DISASTER SERVICES WORKERS

In accordance with California Government Code Section 3100, all school employees are considered disaster service workers during emergencies, including natural, man-made, or war-caused events that threaten life, property, or resources. As disaster service workers, school employees are obligated to perform duties assigned by their superiors or as required by law, which may include tasks beyond their usual responsibilities to help protect public health and safety.

DISASTER PREPAREDNESS: PROTOCOLS

The District utilizes a standardized approach to emergency management through the Hour-Zero School Emergency Program (referred to as the District Emergency Response Plan). This comprehensive framework incorporates hazard assessments, mitigation strategies, emergency preparedness, response protocols, and initial recovery measures, ensuring a unified and effective approach to school safety.

All protocols and procedures are documented and regularly updated on HZ Online, a secure web-based platform that provides authorized users with access to the latest information. The Plan's all-hazard methodology addresses a wide range of emergencies, with protocols categorized into two distinct types – Functional and Incident-specific protocols.

FUNCTIONAL (ALL-HAZARD) PROTOCOLS

Functional Protocols are the building blocks of all responses at the school. All staff and students are required to be well-versed in and be able to execute all the functional protocols.

A complete description of each functional protocol and how to execute the protocol is provided to all staff through a variety of methods, including classroom summaries, quick reference guides, posters, and other materials and applications. From time to time, the protocols are updated to reflect current and emerging industry standards, best practices, and first responder practices.

For security reasons, only a brief description explaining when these protocols are used is provided here.

Protocol	Used When
ALL-CLEAR	Used to advise when an incident is brought to closure.
ON-ALERT	Used to advise of a possible emergency, communicate pertinent instructions, and provide an opportunity to account for students.
LOCK-DOWN	Used when there is a threat of violence INSIDE the building or on campus.
HOLD AND SECURE	Used when there is a security threat or criminal activity that is OFF CAMPUS and/or unrelated to school.

Protocol	Used When
SHELTER-IN-PLACE	Used to direct and control movement inside the school building when it is safer to remain inside and there is no threat of violence (i.e., door locking is not required). The reason for the protocol will dictate where to shelter. Can also be used in a medical situation to provide privacy to the involved party.
DROP-COVER-HOLD	Used during incidents related to potential structural damage or falling/flying debris, e.g., earthquakes, tornadoes, and explosions.
EMERGENCY EVACUATION	Used when it is safer to be outside the building than inside.
ALL-CLEAR	Used to advise when an incident is brought to closure.
ON-ALERT	Used to advise of a possible emergency, communicate pertinent instructions, and provide an opportunity to account for students.
LOCK-DOWN	Used when there is a threat of violence INSIDE the building or on campus.
HOLD AND SECURE	Used when there is a security threat or criminal activity that is OFF CAMPUS and/or unrelated to school.
SHELTER-IN-PLACE	Used to direct and control movement inside the school building when it is safer to remain inside and there is no threat of violence (i.e., door locking is not required). The reason for the protocol will dictate where to shelter. Can also be used in a medical situation to provide privacy to the involved party.
DROP-COVER-HOLD	Used during incidents related to potential structural damage or falling/flying debris, e.g., earthquakes, tornadoes, and explosions.
EMERGENCY EVACUATION	Used when it is safer to be outside the building than inside.

INCIDENT-SPECIFIC PROTOCOLS

Incident-specific protocols are a set of actions used to address a particular emergency, covering a broad range of incidents ranging from power failures to bomb threats to natural disasters to incidents of violence.

These protocols provide general staff, School Emergency Response Team (SERT) members, and ACT (Administrative Command Team (ACT) members with recommendations and best practices on how to respond to a particular incident.

The following table lists the incident-specific protocols currently documented in the Plan.

- The protocols are documented in detail in the District Emergency Plan and are consistent throughout the District.
- These protocols are considered tactical responses and are, therefore, confidential.
- Earthquake, Wildfire, and Active Assailant protocols summaries have been highlighted here. The summaries exclude ACT-related considerations.

LEVEL 1 PROTOCOLS		
Assault/Fighting	Disturbance	Extreme Heat
Food Poisoning	Inclement Weather	Injured Person - Minor Injury
Insect Problem	Medical Emergency	Power Failure (Prolonged)
Severe Vandalism	Suspicious Person	Thunder/Lightning Storm
Trespassing/Unauthorized Visitor	Wildlife/Animal on Grounds	

LEVEL 2 PROTOCOLS		
Bomb Threat	Bus Accident - Non-Fatal	Influenza
Serious Injury or Illness	Missing Child	Suicide on District Property
Suspicion of Weapon(s)	Train Derailment	Utterance of Threat

LEVEL 3 PROTOCOLS		
Abduction - Attempted Abduction	Active Assailant	Armed Intruder
Assault - Physical	Assault - Sexual	Bus Accident - Fatal Injuries
Earthquake	Explosion	Fire Incident
Flooding	Gas Leak	Hazardous Spill
Hostage Taking	Infectious Disease	Plane Crash
Severe Wind	Shooting/Stabbing	Sour Gas
Tornado	Tsunami	Wildfire

Protocol	Incident-Specific Procedure Summary
Earthquake	<p>Effective earthquake protocols in schools emphasize immediate safety measures, hazard assessment, and organized evacuation procedures. Key actions include "Drop-Cover-Hold," maintaining distance from hazardous areas and activating the Incident Command System (ICS) for structured emergency response. Post-earthquake steps focus on injury assessment, facility sweeps, and ensuring communication with the Emergency Operations Center (EOC). Additional protective measures are addressed through district-level mitigation strategies related to infrastructure, communications, and transportation.</p> <p>Key Points in the Protocol</p> <p>Immediate Action: At the first sign of tremors, staff must call out "Drop-Cover-Hold" and ensure minimal movement to a safe location.</p> <p>Post-Shaking Hazards: Assess the environment for injuries, structural damage, and hazards before initiating evacuation.</p> <p>Outdoor Safety: If outdoors during an earthquake, move to open areas, away from buildings, utility wires, and other potential dangers, and remain there.</p> <p>Incident Command Activation: The ICS ensures a coordinated response, including assigning roles, issuing protocols, and developing Incident Action Plans (IAPs).</p> <p>Documentation and Review: Complete an ERP Incident Summary Report within 72 hours to document actions taken and facilitate future improvements.</p>
Wildfire	<p>When a wildfire warning is issued near a school, Incident Command must be activated to assess the situation and determine the appropriate protocols, such as On-Alert, Shelter-In-Place, or Evacuation. The Emergency Operations Center (EOC) and School Emergency Response Team (SERT) coordinate tasks, monitor air quality, and manage communications to ensure student and staff safety. Post-incident actions include documentation, debriefing, and evaluating the response to improve future preparedness.</p> <p>Key Points in the Protocol</p> <p>Incident Command Activation: Begin by assessing the situation and activating the School Emergency Response Team (SERT) to handle tasks and develop an Incident Action Plan (IAP).</p>

Protocol	Incident-Specific Procedure Summary
	<p>Air Quality Management: If Shelter-In-Place is required, ensure all doors and windows are properly sealed to address immediate air quality concerns.</p> <p>Evacuation Protocols: If evacuation is necessary, implement a controlled process, ensuring students and staff are safely transported to secure locations.</p> <p>Effective Communication: Draft and distribute approved communications for parents, staff, and media, and monitor social media for potential issues.</p> <p>Post-Incident Actions: Conduct debriefings, address rumors, and file required reports, such as ERP 122: Incident Summary Report, within 72 hours.</p>
<p>Active Assailant</p>	<p>When faced with an active assailant, rapid situational assessment and decisive action are crucial to safeguarding students and staff. Immediate protective measures, such as Lock-Down or evacuation, combined with effective communication and coordination with law enforcement, are essential to managing the crisis. Incident Command activation and post-incident evaluation ensure structured response and continuous improvement.</p> <p>Key Points in the Protocol</p> <p>Situational Awareness: Staff and students must maintain situational awareness and adapt actions (e.g., run, hide, or fight) as the situation evolves.</p> <p>Immediate Protective Actions: Upon recognizing a threat, issue immediate protective directives, such as "Lock-Down," and contact 9-1-1 without delay.</p> <p>Incident Command System (ICS): Activate ICS promptly, assigning roles to manage communication, safety protocols, and coordination with law enforcement.</p> <p>Support Law Enforcement: Provide access to building maps, security systems, and updates to assist responding officers in neutralizing the threat.</p> <p>Post-Incident Recovery: Conduct debriefings, file incident reports, and activate crisis intervention teams to support emotional recovery and evaluate response effectiveness.</p>

STUDENT RELEASE

Controlled student release, also known as Reunification, is a crucial component of the school emergency plan. Regular student dismissal procedures may be unsafe or inoperable during an emergency or disaster.

Therefore, the following procedures are to expediently and safely reunite students with their parents/guardians. These procedures may vary depending on the circumstance or perceived threat to student safety.

- **A Parent-Child Reunification Area will be established. Parents will be notified at the time of the emergency via ParentSquare (text and email) of the Reunion Area's location. The location may not be at the school — the location will depend on the specifics of the emergency and the unique layout of the school.**
- Parents/Guardians will be required to fill out a Student Release Request Form. This ensures all students are accounted for at all times and students are only released to authorized individuals.
- Students will only be released to an individual designated as legal guardian or emergency contact on the student's Emergency Card in Infinite Campus, which is completed at time of school registration. Please be sure to keep this information current with your school, as the school will only release a child to someone listed as an Emergency Contact — there will be no exceptions.
- Valid identification is required to pick up your child. This is required to protect your child from any unauthorized individuals attempting to pick up students. Even if school personnel know you, you must still present I.D. as the school may be receiving assistance from other schools or outside agencies.
- Parents/Guardians will be required to sign for the release of your child. This is extremely important, as it ensures your child, along with other students, is accounted for at all times. Please do not just take your child from the school or evacuation center without signing for his/her release.
- Once a parent/guardian has been reunited with their child, they will be asked to please leave the area immediately.
- If a parent/guardian is unable to pick up their child, the child will be kept at the Parent-Child Reunification Center until alternate arrangements can be made. The child will be supervised by a member of the Release Team at all times.

STUDENT RELEASE NOTIFICATIONS

Student release during an emergency is a critical process that requires clear, timely, and empathetic communication with parents and guardians. The following procedures and best practices are designed to ensure a smooth and efficient student release process while prioritizing the safety of students and staff and maintaining trust with families.

Initial Notification:

- Parents/guardians are informed of all emergency situations and drills via ParentSquare.
- Parent/guardians may be informed that a controlled student release process will be needed.
- This notification outlines safety measures and asks for patience as procedures are followed to ensure student safety.

Release Instructions (Detailed information will be provided, including)

- Release locations (e.g., reunification sites or designated pick-up areas)
- Required identification for student release (e.g., photo ID)
- Step-by-step process to collect students safely and efficiently

Follow-Up Updates:

- Regular updates will be sent to keep parents informed of progress, expected wait times, or changes to the process.
- A final notification will confirm when all students have been safely released.

CRISIS COMMUNICATIONS

Communications is a critical component of the District's overall response efforts. As such, a Crisis Communications Procedures are part of the District Disaster Preparedness Plan. The Crisis Communications Procedures address both District and school communications processes during and following an emergency or crisis.

The processes follow, as close as practical, the procedures listed below.

The District endeavors to keep parents/guardians, and other affected stakeholders informed of emergency situations involving their child's school in a time-sensitive manner, as is safe to do so. Response activities directly related to keeping students and staff safe *always* take priority over any other activity, including parent notifications during the initial response phase. This is to ensure available resources are first directed to life safety activities.

A variety of communications methods are used by the District during an emergency including but not limited to ParentSquare, email, text message, social media platforms, and phone calls. The methods used during a particular incident are based on safety considerations, delivery speed/time requirements, reliability of mode and availability of infrastructure/technology. Redundant/multiple methods are in place to help attain greater reach of messages.

Communications during an emergency follow the processes identified in the Crisis Notification Network List below. The incident's classification, i.e., Level 1, 2 or 3, serves as a guide to which positions/persons should be notified and the prioritization of the notifications. In general, the number of people notified will increase as an incident expands or intensifies in severity.

- **Upon notification or observation of an emergency** - always notify those whose lives may be threatened by the incident first, i.e., if there is a volatile intruder or trespasser in the school—announce/call out Lock-Down at the school first; then proceed with further notifications.
- **Call 9-1-1.** If first responder assistance is needed, call 9-1-1. If able to do this simultaneously with notifying those whose lives may be threatened, then do so. (E.g. Activate lock-down at the school while calling 9-1-1 or notifying the School Resource Officer if available)
- **Level 1 Notification.** Schools will advise the District Administrative Command Team (ACT) of the incident within 24 hours of the incident occurring via "adviseEOC" email protocol. If media or external agencies become involved, advise ACT at the time of the incident.
- **Level 2 Notification.** Schools are required to notify ACT at the time of the incident via "actionEOC" email protocol.
- **Level 3 Notification.** Schools are required to notify ACT at the time of the incident via "actionEOC" email protocol.
- **Parent/guardian notifications** shall take priority over any other external (non-responder) notifications.

PARENT NOTIFICATIONS

Emergency notifications to parents and guardians during a school emergency are critical for ensuring trust, maintaining safety, and providing clear instructions.

The following procedures and best practices outline how the District will communicate effectively and efficiently with families during emergencies.

Initial Notification:

- A brief message via ParentSquare (text, email, notification) alerts parents to the emergency, confirms student safety (if known) and outlines immediate steps being taken.

Situation Update: Follow-up messages via ParentSquare provide more details, including:

- The nature of the emergency (if appropriate and confirmed).
- The actions being taken by the school and emergency responders.
- Any instructions for parents, such as staying away from the campus or gathering at a reunification site.

Resolution Notification:

- A final update via ParentSquare informs parents when the emergency has been resolved and provides the next steps, such as student release or continued monitoring.

Initial Notification:

- A brief message via ParentSquare (text, email, notification) alerts parents to the emergency, confirms student safety (if known) and outlines immediate steps being taken.

Situation Update: Follow-up messages via ParentSquare provide more details, including:

- The nature of the emergency (if appropriate and confirmed).
- The actions being taken by the school and emergency responders.
- Any instructions for parents, such as staying away from the campus or gathering at a reunification site.

Resolution Notification:

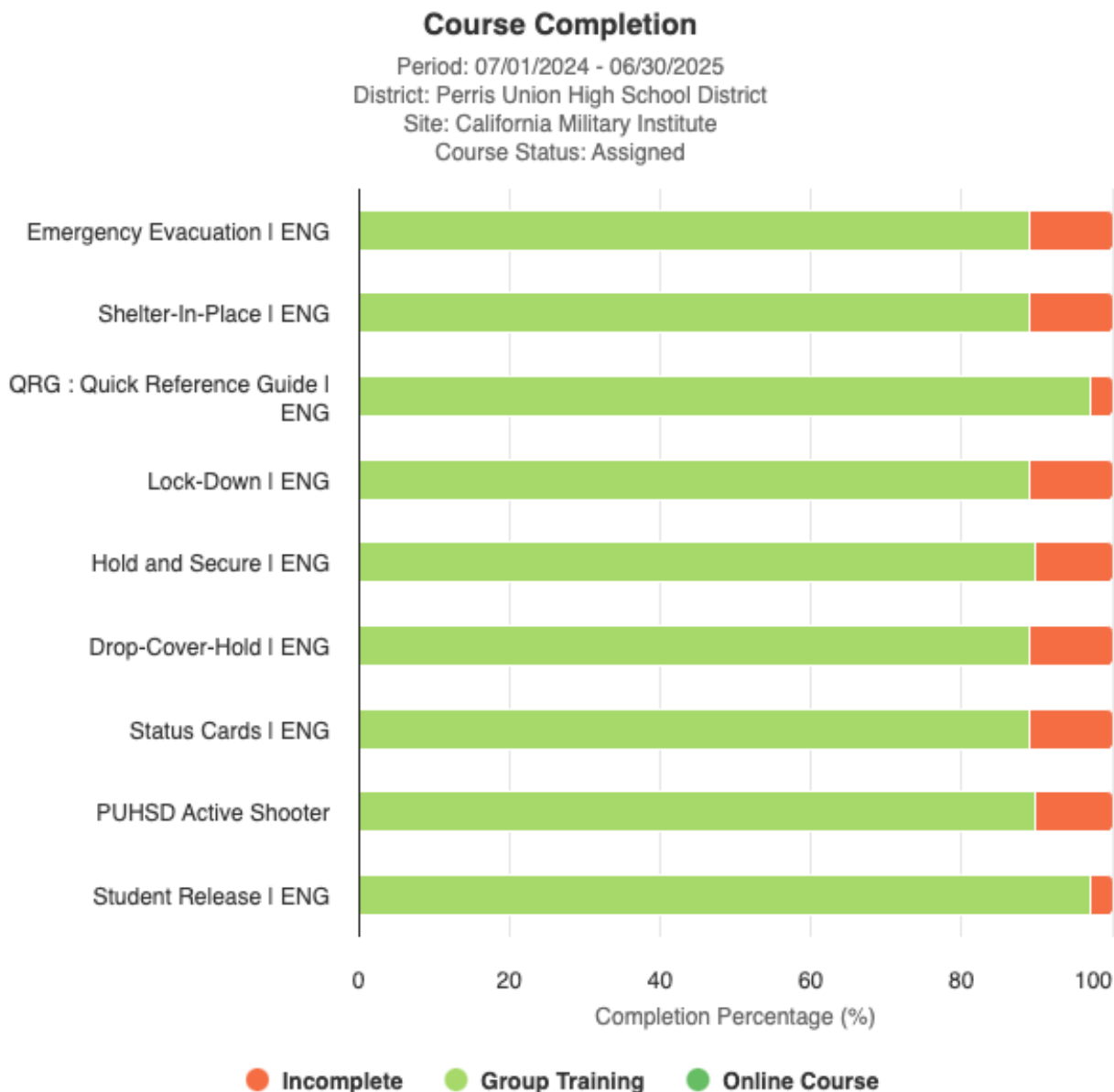
- A final update via ParentSquare informs parents when the emergency has been resolved and provides the next steps, such as student release or continued monitoring.

DISASTER PREPAREDNESS: TRAINING

Schools are responsible for conducting training with their staff; ensuring staff are fully acquainted with the School Emergency Response Plan and able to perform their assigned tasks. The Principal is responsible for scheduling the training throughout the school year.

A record of all training and drills is maintained HZ Online.

The school completed the following drills and training during the timeframe of this CSSP.



DRILLS AND EXERCISES

Practical drills and exercises are integral to a school's emergency preparedness efforts, providing staff and students with scenario-based opportunities to apply training in a controlled, supportive environment. These activities help to enhance readiness, reinforce functional protocols and foster confidence in the school's response capabilities.

The principal, or their designee, is responsible for scheduling and overseeing a series of drills designed to address potential emergency scenarios each school year.

ACTIVE SHOOTER DRILL GUIDELINES

An active shooter drill is incorporated into the school's emergency plan. The drill must prioritize the emotional well-being of students and staff while providing essential preparedness training. As such, the following guidelines will apply:

Prohibition of High-Intensity Drills:

The school must not conduct high-intensity drills that mimic actual shooter scenarios, including:

- Use of theatrical makeup or simulated injuries.
- Acting by individuals as assailants or victims.
- Simulations requiring students to engage in active resistance.
- Real weapons, gunfire blanks, or explosions are strictly prohibited.

Trauma-Informed Approach:

- Drills must be developed with input from school personnel, including mental health professionals.
- Content and terminology used in drills must be age-appropriate and considerate of developmental levels.
- Language should be clear, calm, and focused on safety procedures without introducing fear or distress.

Notification Requirements:

Parent and Guardian Notification:

- Parents should be notified in advance about the drill, including its purpose, content, and expected duration.
- Parents should have the option to opt their child out of the drill.
- Schools should send follow-up communication to parents after the drill concludes.

Staff Notification:

- Teachers, administrators, and school personnel must be informed in advance about the drill and its duration.

Announcements to Participants:

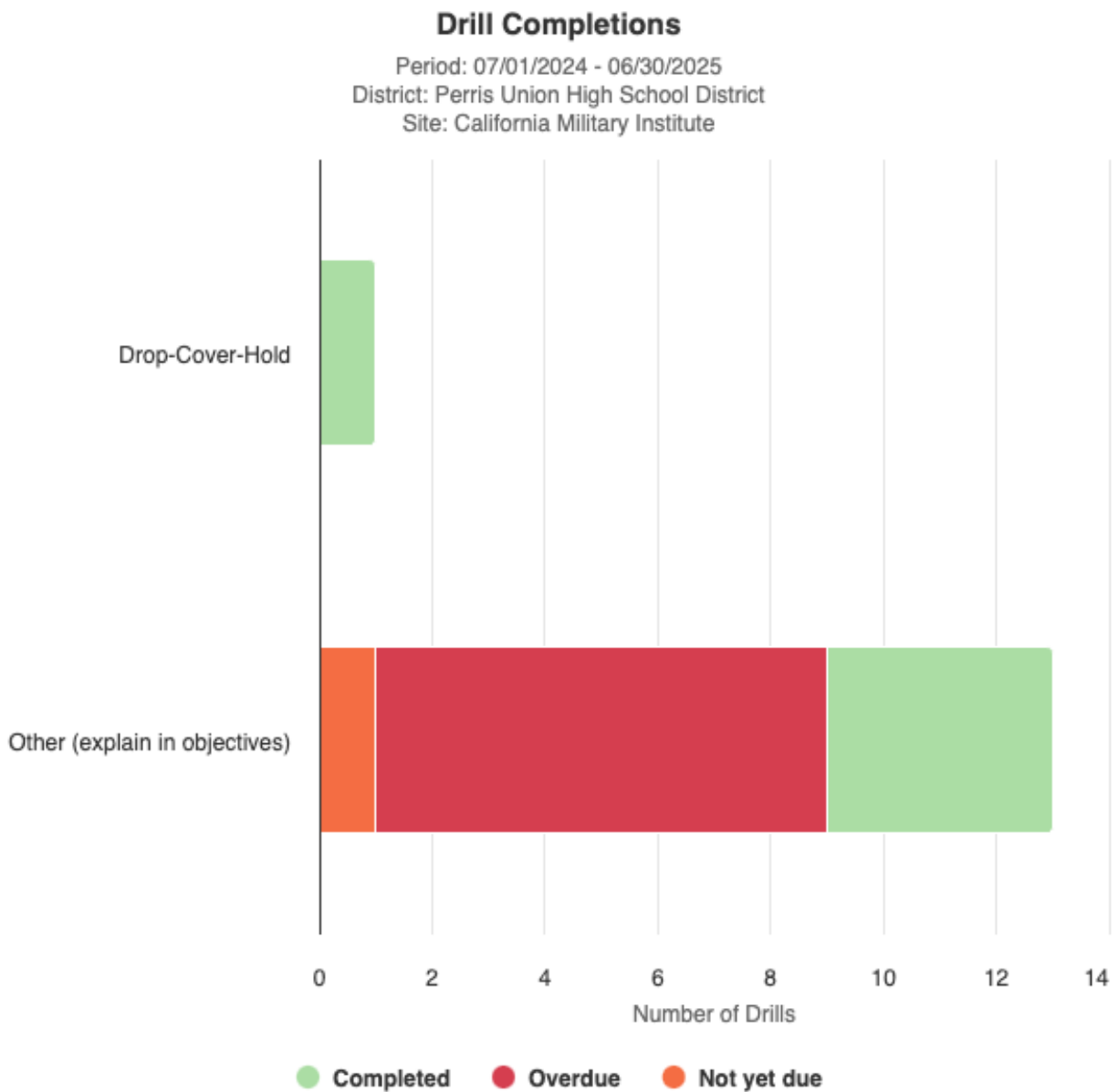
- A clear announcement must be made to students and staff immediately before the drill begins, explaining that it is a drill.
- Another announcement must be made immediately after the drill concludes, confirming its completion.

Access to Support Resources:

Schools should provide contact information for school and community-based resources and share it with parents, students, and staff before and after the drill.

- Local organizations focused on gun violence prevention.
- Mental health counseling services.

REQUIRED DRILLS		
Drill Type	#/YR	Frequency
Earthquake: Elementary	4	Once per quarter
Earthquake: Secondary	2	Once per semester
Fire: Elementary	10	Once per month
Fire: Intermediate	4	Twice per semester
Fire: High School	2	Once per semester
Lock-Down	2	Once per semester



STAFF AND PARENT DRILL NOTIFICATIONS

As a best practice, staff and parents should be informed well in advance, with clear details about the date, time, type of drill, and any specific instructions. Timely reminders help reinforce awareness and encourage participation.

Notifications should explain the purpose of the drill, emphasizing its role in enhancing preparedness rather than responding to an active threat to avoid unnecessary alarm.

When notifying parents, schools should provide clear instructions on how they should respond during the drill, such as avoiding calls or visits to the school to prevent disruptions.

Using multiple communication channels helps ensure the message reaches all stakeholders effectively.

The school uses the following methods to notify staff and parents of upcoming drills.

DISASTER PREPAREDNESS: ANCILLARY

CRISIS INTERVENTION

The District Suicide/Homicide Prevention Plan addresses matters pertaining to early intervention activities, e.g., student behaviors that pose a potential risk to other students, staff and members of the community.

From time to time the Suicide/Homicide Prevention Plan may change to reflect evidence-based findings, best practices and emerging strategies.

The Suicide/Homicide Prevention Plan is distributed to all site counselors and administrators and includes strategies for the following items.

- Early Intervention and Prevention - anti-bullying programs, peer mediation programs, social skills training, self-esteem building, conflict resolution, etc.
- Threat Assessment Protocol - Direct/Indirect/Veiled/Conditional
- Activation Processes - Imminent Threat/Moderate Threat/Low Threat
- Responsible Reporting and Fair Notice
- Guidelines for re-entry into School
- Loss and Bereavement
- Grief Counseling
- Anxiety and Post-Traumatic Stress Disorder
- Anniversaries and Reoccurring Events

SECURITY INITIATIVES

1. PUHSD to consider adding perimeter fencing to enclose the school from unauthorized personnel. -

EQUIPMENT AND SUPPLIES

Emergency equipment and supplies are essential for supporting effective responses to a variety of incidents, from natural disasters to medical emergencies. Schools must maintain a well-stocked inventory that includes first-aid kits, emergency shelter materials, communication tools, and evacuation resources to ensure the safety and well-being of students and staff. Regular maintenance, clear protocols, and proper training in the use of emergency equipment are critical to maximizing their effectiveness.

SCHOOL EMERGENCY EQUIPMENT AND SUPPLIES

- **Stop The Bleed Kits:** located in every classroom and large common spaces
- **Narcan kits:** located in the health office and on various personnel
- **Epipens:** located in the health office
- Classroom Emergency Kits located in each classroom and in large common spaces
- Incident Command Post Kits
- Evacu-Chairs located in all upstairs buildings
- Emergency Water Supply
- Emergency Food Supply
- Search and Rescue Kit

CRISIS RESPONSE

A crisis is a traumatic event that significantly disrupts an individual's ability to cope and solve problems. It can cause dramatic and often tragic changes in the school environment, fostering feelings of helplessness, hopelessness, vulnerability, and a diminished sense of safety.

The District's Crisis Response Plan prioritizes addressing the psychological effects of school crises, offering support to students and staff who are emotionally or psychologically impacted by a critical incident or emergency.

The purpose of the Plan is to address trauma in a way that mitigates or reduces the potential for long-term negative effects. The response process typically involves three key stages:

1. **Triage:** Stage focuses on reaffirming physical health and creating a perception of

safety.

2. **Evaluation:** The Crisis Response Team continuously assesses the psychological risk levels (low, moderate, high) of those affected, ensuring that appropriate interventions or self-care measures are implemented.
3. **Response Interventions:** Tailored interventions are provided based on the assessed level of psychological risk.

Intervention strategies may include, but are not limited to, the following activities:

- Providing individual and group counseling
- Advocating for student safety by recommending school personnel put consistent procedures, communication, and policies in place
- Providing interventions for students at risk of dropping out or harming self or others
- Supporting student-initiated programs
- Providing family, faculty and staff education programs
- Facilitating open communication between students and caring adults
- Defusing critical incidents and providing related stress debriefing
- Participating in SERT planning and practices, to help ensure students and staff are able to process/understand crisis response drills
- Promoting trauma-informed practices
- Advocating for restorative justice programs
- Partnering with community resources

OCCUPATIONAL SAFETY AND HEALTH

California school districts face several occupational safety and health issues that affect school employees, and by extension, these issues affect the schools where the employees work and/or support.

The District has a comprehensive program to address these issues and to help maintain an effective injury and illness prevention program, along with promoting health and safety in the workplace. The program includes strategies to address a broad range of issues, such as, but not limited to:

- Air quality
- Mold and Moisture
- Asbestos
- Noise pollution
- Art Hazards
- Bloodborne pathogens
- Drinking-Water
- Heat exhaustion
- Lead Safety/Removal of PCBs
- Radon
- Vapor Intrusion / Toxic Substance Control

The District's program addresses the required elements of an effective health and safety program as required of California school districts under the Injury and Illness Prevention Program (IIPP) standard. (Title 8: California Code of Regulations, Sections 1509 and 3202)

RISK MANAGEMENT

The District has a robust risk management program that includes activities to identify, analyze, assess, control, minimize, or eliminate unacceptable risks affecting the school.

The program helps the school manage and mitigate risks that impact the operations, ranging from ongoing risks of day-to-day activities at the schools, to risks for one-off field-trips, events and projects, to athletic events, to overseas travel.

School staff are responsible for following District risk management policies, and ensuring risk management processes are integrated into all planning and implementation activities.

These risk management activities, when properly executed, help protect student and staff wellbeing, along with reducing disruption to academic programming, lost time, and financial stress on the District.

- **Injury and Illness Prevention Program (IIPP) Implementation:** The IIPP addresses employees' and students' physical safety and well-being, ensuring a safe environment free from hazards.
- **Workers' Compensation Management:** By analyzing injury trends and reducing workplace risks, the district can mitigate hazards affecting students and staff. Worker safety directly impacts staff's ability to maintain a secure and functioning school environment.
- **Compliance with Health and Safety Regulations:** Enforcing compliance with OSHA, Title 8 CCR, and other regulations supports the CSSP mandate to ensure schools adhere to laws safeguarding the health of students, staff, and visitors.
- **Liability and Insurance Management:** Proper management of liability and insurance ensures financial resources are available to respond to accidents or emergencies, creating a resilient and financially secure safety framework for schools.
- **Environmental Health and Safety Oversight:** Addressing hazards like asbestos, mold, air quality, and lead focuses on providing a healthy environment for students and staff.
- **Workplace Violence and Safety Training:** Training programs for workplace violence prevention align with the CSSP's requirement to address bullying, harassment, and potential violence in schools. This activity supports the development and implementation of policies to ensure a safe and secure school climate.

CONTINUITY OF OPERATIONS

The District Business Continuity Plan addresses the essential services – both educational and business processes – needed to ensure the District can continue to function throughout disruptive events such as an emergency, a disaster or a crisis. An event can range in severity from a localized short-term situation to a prolonged global event such as a pandemic to a permanent loss of a facility.

As a critical element of maintaining continuity of services, there needs to be adequate redundancy of facilities, people, communications, documentation, training, and services.

The Business Continuity program includes an ongoing process of risk assessment and management, along with maintaining adequate redundancy of supplies, facilities, people, communications, and documentation.

The Business Continuity Plan is different from other components of the District's disaster procedures, which focuses on the well-being of students and staff; keeping them safe and attending to their physical and psychological needs during and following an event.

The District is committed to ensuring schools have the capabilities to:

- Attend to student and staff safety and well-being,
- Addresses the needs of students who participate in meal programs,
- Continue essential critical activities in the event of a disruption
- Ensuring sufficient capacity to sustain critical activities, and
- Recover from disruptions and return to “normal” delivery of educational services.

Need to include this - For LEAs that submit an affidavit for an emergency that occurred after Sept. 1, 2021, but on or prior to June 30, 2025, the bill obligates the district or COE to certify that it has a plan to offer instruction within 10 school days.

Additionally, strategies to offer access to in-person or remote instruction no later than 10 school days after the start of an emergency should be included. “The plan may include support to pupils and families to enroll in or be temporarily reassigned to another school district, county office of education or charter school,” the bill states.

Residency requirements will be bypassed in this case.

DISASTER RECOVERY

Disaster recovery activities are designed to sustain a resilient Information Technology (IT) infrastructure, ensuring the District remains operational during unforeseen disasters or emergencies. These activities encompass the recovery of critical technology platforms, telecommunications systems, and information systems that may disrupt business operations. Additionally, they prioritize the protection of sensitive student, staff, and district data against potential cyber threats, including data breaches and ransomware attacks.

To align with current practices for California school districts, these activities also include:

- **Regular Backup Protocols:** Implementing frequent and secure backups of critical data, stored both on-site and in cloud-based systems, to facilitate rapid recovery.
- **Cybersecurity Measures:** Employing robust firewalls, intrusion detection systems, and endpoint protection to defend against malware, phishing, and other cyberattacks.
- **Incident Response Plans:** Developing and testing protocols for identifying, reporting, and mitigating cybersecurity incidents swiftly to minimize downtime and data loss.
- **Staff Training and Awareness:** Providing ongoing education for staff on recognizing and preventing cyber threats, including phishing scams and unauthorized access attempts.
- **Vendor and Third-Party Risk Management:** Monitoring and securing external partnerships to prevent vulnerabilities through third-party systems.

OTHER NOTE-WORTHY PREPAREDNESS ACTIVITIES AND INITIATIVES

1. Initiative to add for the spring semester; emergency drill during passing period, and also during lunch.
 - Conduct quarterly physical inventory of emergency preparedness supplies and or equipment.
 -

DISASTER PREPAREDNESS: SPECIAL NEEDS

ED Code Reference

EDC § 32289.8.

Board Policy Reference

Board Policy 6163.2

Emergency preparedness is strongest when it accounts for the diverse abilities and needs of every student.

Disaster preparedness for students with unique needs requires a structured, inclusive approach that prioritizes safety and accessibility during emergencies. Schools must address diverse needs, including mobility, sensory, cognitive, and speech challenges, by aligning emergency plans with established standards such as NFPA 101 and ICC/ANSI A117.1, and complying with ADA requirements. This includes providing accessible evacuation routes, clear communication strategies tailored to various abilities, and accommodations that support equitable access to emergency resources and procedures.

Impairment	Number of Students
Mobility	0
Visual	0
Auditory	1
Speech	6
Cognitive	20
Life-threatening Medical	7

STRATEGIES

Addressing the unique challenges faced by students with exceptional needs requires thoughtful planning and specific measures to ensure their safety is never compromised. Below are strategies the school has implemented to address the needs of students.

Strategy Type	Strategy	Equipment Required
Accommodations	Individualized emergency procedures have been incorporated into the student's IEP, discussed with the student's parent/guardian, and reviewed with the student's teacher and aide(s).	As per student needs.

SERVICE ANIMALS

Under the **Americans with Disabilities Act (ADA)**, specifically **Title II (28 CFR § 35.136)**, service animals must be accommodated during emergencies.

Definition and Legal Protections

- Under the ADA, service animals are defined as dogs (or in some cases, miniature horses) individually trained to perform specific tasks for a person with a disability. Service animals are not required to have certifications, licenses, or identification. Schools must permit service animals in all areas where students, staff, or visitors are allowed, including classrooms, administrative offices, and common areas.

Emergency Response and Service Animals

- **Service Animal Inclusion in Plans:** Emergency response plans must account for the needs of individuals with service animals, ensuring safe evacuation without separating them from their animals.
- **Handling:** Students or staff with service animals must communicate specific needs and preferences for evacuations or emergency handling of the animal. These details should be documented in the individual's emergency plan and shared with key personnel, including first responders.
- **Coordination with First Responders:** First responders must be notified of service animals on campus and provided with relevant details to support the individual and the animal. Staff should be prepared to assist individuals and their service animals if necessary.

- **Supplies and Resources:** Emergency kits should include essentials for service animals, such as food, water, and waste disposal items.
- **Training and Drills:** Regular emergency drills must incorporate service animal accommodations to ensure all participants are confident in their roles. Staff training should emphasize non-invasive handling techniques to maintain the functionality and independence of service animals during emergencies.

PARENT/GUARDIAN CONSULTATION

The school collaborates with parents to develop effective emergency procedures tailored to the specific needs of their child. Staff actively gather information on medical conditions, required accommodations, and emergency medications, ensuring that individualized and inclusive plans are created. By maintaining open and ongoing communication, the school keeps parents informed and engaged, fostering trust and ensuring alignment with family expectations for their child's safety and well-being.

OTHER NOTE-WORTHY PREPAREDNESS ACTIVITIES AND INITIATIVES

The school has established processes for parents, staff, students, and other individuals to bring forth concerns related to the accommodation of special needs students during emergencies.

Administrative Regulation 6163.2: Animals At School Status

- **Use of Animals for Instructional Purposes**

- Before any student or employee brings an animal to school for an instructional purpose, he/she shall receive written permission from the principal or designee. The principal or designee shall give such permission only after he/she has provided written notification to all parents/guardians of students in the affected class, asking them to verify whether their child has any known allergies, asthma, or other health condition that may be aggravated by the animal's presence. When a parent/guardian has provided notification that his/her child has an allergy, asthma, or other health condition that may be aggravated by the animal, the principal shall take appropriate measures to protect the student from exposure to the animal.
- All animals brought to school must be in good physical condition and must be appropriately immunized. The teacher shall ensure that the species of animal is appropriate for the instructional purpose and age and maturity of the students.
- All animals brought to school shall be adequately fed, effectively controlled, humanely treated, and properly housed in cages or containers suitable for the species. The teacher shall ensure that cages and containers are cleaned regularly and that waste materials are removed and disposed of in an appropriate manner.
- The teacher shall ensure that students receive instructions regarding the proper handling of and personal hygiene around animals.
- Except for service animals, as defined below, all animals are prohibited on school transportation services. (Education Code 39839; 13 CCR 1216)

- **Use of Service Animals by Individuals with Disabilities**

- For an individual with a disability, service animal means any dog that is individually trained to do work or perform tasks related to the individual's disability and for his/her benefit. For example, for an individual who is blind or has low vision, a service animal would mean a dog that helps him/her with vision, navigation, and other tasks; for an individual who is deaf or hard of hearing, a service animal would mean a dog that alerts him/her to the presence of people or sounds; and for an individual with psychiatric or neurological disabilities, a service animal would mean a dog that assists him/her by preventing or interrupting impulsive or destructive behaviors. (28 CFR 35.104)
- Individuals with disabilities may be accompanied on school premises and on school transportation by service animals, including specially trained guide dogs, signal dogs, or service dogs. (Education Code 39839; Civil Code 54.2; 28 CFR 35.136)
- The Superintendent or designee may permit the use of a miniature horse as a service

animal when the horse has been individually trained to do work or perform tasks for the benefit of an individual with a disability, provided that: (28 CFR 35.136)

1. The district's facility can accommodate the type, size, and weight of the horse.
 2. The individual has sufficient control of the horse.
 3. The horse is housebroken.
 4. The horse's presence in the specific facility does not compromise legitimate safety requirements of the facility.
- The Superintendent or designee may ask any individual with a disability to remove his/her service animal from school premises or transportation if the animal is out of control and the individual does not take effective action to control it or the animal is not housebroken. When an individual's service animal is excluded, he/she shall be given an opportunity to participate in the service, program, or activity without having the service animal present. (Education Code 39839; Civil Code 54.2; 28 CFR 35.136)
 - Parents are kept informed of protocols dealing with students who have special needs as well as staff.

OPIOID OVERDOSE PREVENTION

ED Code Reference

EDC § 32282.(a)(2)(K)

EDC § 49414.3

SB 10

Board Policy Reference

AR 5141.21

APPENDIX C.7

The inclusion of **naloxone availability and staff training** within school safety plans represents a pivotal step in addressing the opioid crisis.

The alarming increase in opioid misuse, notably the surge in fentanyl-related overdoses, has become a pressing threat to student safety across California. In October 2023, Melanie's Law (SB 10) was enacted in recognition of the urgency of this crisis.

The legislation requires all California public middle and high schools to integrate comprehensive opioid overdose prevention and response protocols into their Comprehensive School Safety Plans (CSSPs).

OVERDOSE PREVENTION

Opioid overdose prevention begins with education, awareness, and proactive measures. Schools play a critical role in reducing the risk of opioid misuse by fostering a supportive environment, addressing underlying issues, and equipping students and staff with the knowledge to recognize warning signs and respond appropriately.

- **Education and Awareness:** Implement age-appropriate curriculum on the dangers of opioid use and safe practices.
- **Parent and Community Involvement:** Host workshops to educate parents and caregivers about opioid prevention and warning signs.
- **Early Intervention Programs:** Collaborate with counselors to identify at-risk students and provide tailored support.
- **Foster a Positive School Climate:** Maintain a safe, supportive, and orderly environment for learning by regularly evaluating school climate data and setting goals to address identified gaps.
- **Train Staff:** Equip staff with skills to build protective factors in students and recognize signs of substance use and abuse.

- **Partnerships with Healthcare Providers:** Engage local health agencies to provide resources, screenings, and support for substance use prevention.

RESPONDING TO POSSIBLE OVERDOSE

Immediate response to a suspected opioid overdose is critical to saving lives. School personnel must follow clearly defined procedures and ensure staff act quickly and effectively.

Below is a summary of the critical steps staff should take to deliver immediate assistance and coordinate with emergency medical responders. These protocols are grounded in evidence-based strategies, adhere to guidance from the CDC and SAMHSA, and align with the District Medical Emergency Incident Protocol.

- **Recognize Symptoms:** Identify signs of overdose, such as slowed breathing, unresponsiveness, or blue-tinted skin.
- **Issue a Shelter-In-Place: Medical Emergency** Activate the school's emergency plan to promptly notify SERT, staff, and students about the necessary actions.
- **Call 9-1-1:** Notify emergency services immediately and provide accurate information.
- **Administer Opioid Antagonist:** If trained, administer naloxone following established guidelines. If the first dose does not produce a response, be prepared to utilize a second dose.
- **Provide Supportive Care:** Maintain the individual's airway and monitor their condition until emergency responders arrive.
- **Monitor the Person's Response:** Monitor individuals for at least 4 hours after the last naloxone dose or infusion discontinuation to detect recurring opioid toxicity, with extended monitoring recommended for overdoses involving long-acting opioids.

Naloxone, an FDA-approved opioid antagonist, effectively reverses opioid overdoses and saves lives. The school maintains a supply of naloxone for trained personnel, allowing for prompt administration during episodes of opioid overdose. Administering this medication can prevent fatalities and save valuable time for emergency responders.

The District and schools collaborate with local health departments to secure and maintain a supply of naloxone. California's Assembly Bill 1748 empowers schools to stock this life-saving medication and train staff in its proper use.

Staff are informed about naloxone availability and where it is stored on the premises. These locations are marked on the school's emergency maps. Supplies are checked regularly and replaced three months before their shelf life expires.

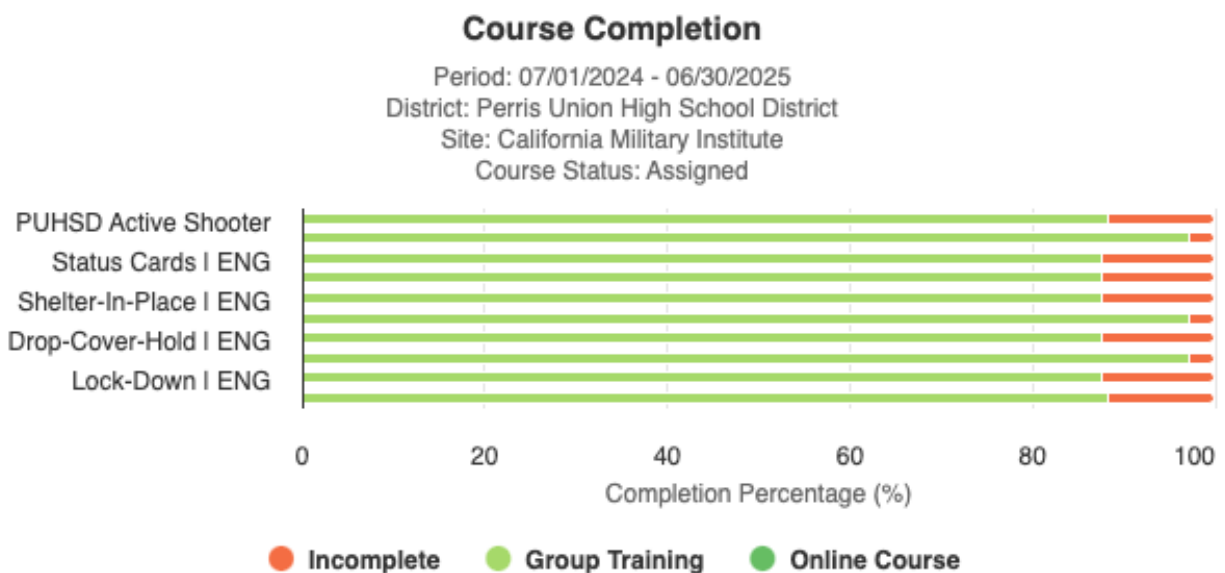
STAFF TRAINING

Comprehensive training is essential for effective opioid overdose prevention and response. Before administering Naloxone, staff must complete mandatory training as outlined in Education Code 49413.3. Training is required initially and then renewed annually for K-12 schools. Key topics include:

- **Recognizing Opioid Overdose Symptoms:** Techniques for identifying the signs of an opioid overdose.
- **Storage and Emergency Use of Narcan:** Guidelines for the proper storage, restocking, and administration of Narcan in emergencies.
- **Emergency Follow-Up Procedures:** Protocols for contacting emergency medical services and notifying the student's parent/guardian, as well as recommendations for CPR training and certification.
- **Comprehensive Written Materials:** Resources providing detailed information on the above topics to ensure thorough understanding and compliance.

TRAINING ACTIVITIES

- PUHSD offers annual in person training to any interested staff during Annual Professional Development.
- All PUHSD Health Office Staff are trained annually.



PARENT AND STUDENT EDUCATIONAL ACTIVITIES AND INITIATIVES

Engaging parents and students in educational activities is essential to a comprehensive opioid prevention strategy. These activities equip families with the knowledge and tools needed to prevent substance use, recognize early warning signs, and intervene effectively when necessary. By fostering open communication, building awareness, and providing actionable resources, schools create a collaborative approach to addressing the opioid crisis. The focus is on education, prevention, and healthy, informed decision-making.

CARDIAC EMERGENCY RESPONSE PLAN

ED Code Reference

AB 2887

Sudden cardiac arrest (SCA) is a life-threatening medical emergency that occurs without warning, demanding immediate and decisive action. Alarming, nearly 20% of cardiac arrests among youth under 18 happen in schools, underscoring the vital role of preparedness in these

environments. Even more concerning, SCA remains the leading cause of death among student-athletes in the United States.

Acknowledging the critical nature of this issue, the District has implemented a cardiac emergency response plan designed to meet the requirements of AB 2887.

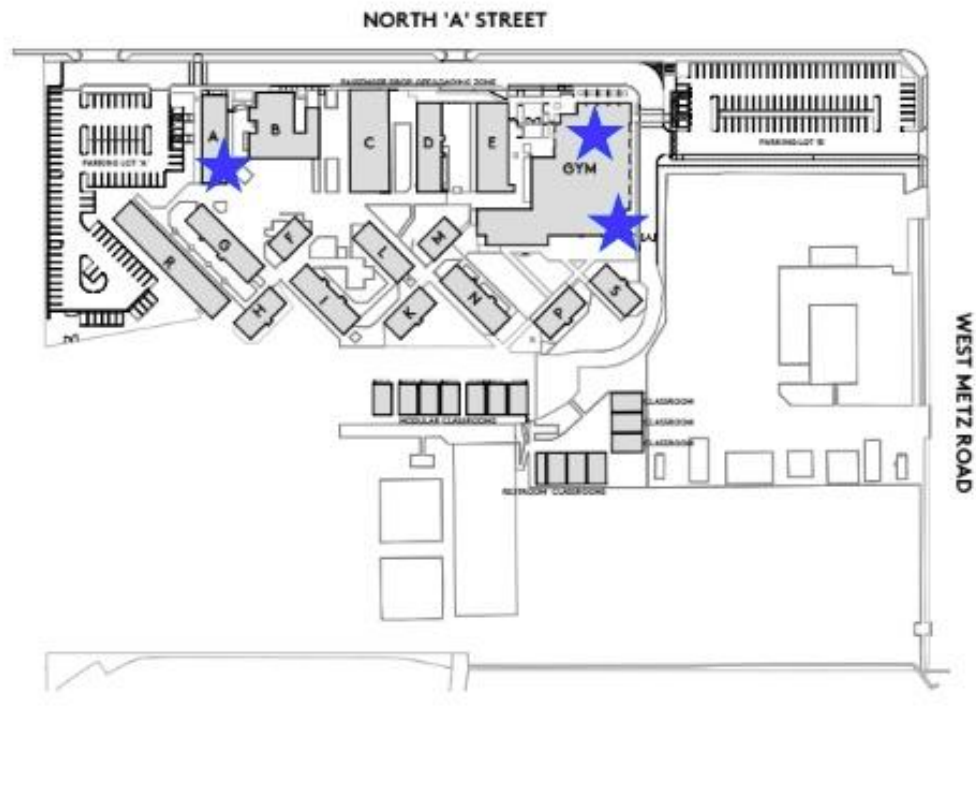
The plan aligns with national cardiac care standards by integrating evidence-based practices such as CPR training, strategic placement of automated external defibrillators (AEDs), and consistent staff training, and provides schools with a clear, actionable framework to prepare schools for cardiac emergencies.

AUTOMATED EXTERNAL DEFIBRILLATORS

Automated External Defibrillators (AEDs) are invaluable tools when responding to sudden cardiac arrest, as evidence shows that immediate defibrillation can significantly improve survival rates. The American Heart Association recommends that AEDs be accessible within **a three-minute round-trip** from any point on campus to ensure timely intervention.

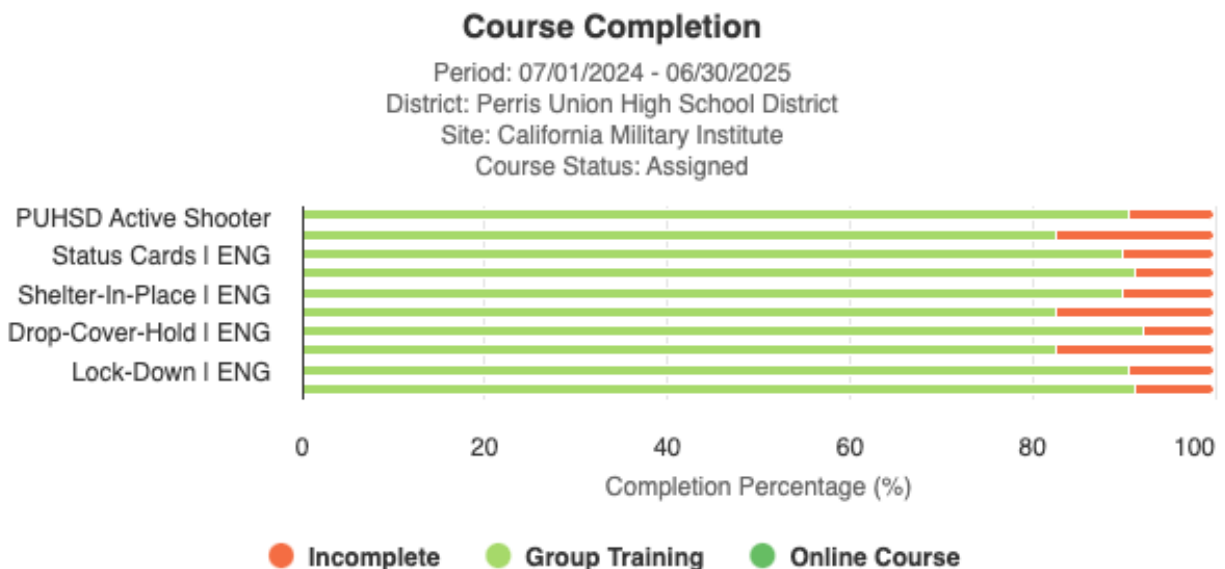
The school has AEDs located in the following areas:

AED Location	AED Model
<ol style="list-style-type: none">1. Gym2. Athletic Trainers Office3. Health Tech Office	



STAFF TRAINING

Training is foundational to the success of the CERP. Programs should adhere to AHA and Red Cross standards, incorporating simulations and skill assessments to ensure competence in CPR and AED use.



INTEGRATION WITH LOCAL EMERGENCY MEDICAL SERVICES

Cardiac preparedness within the school's Plan is driven by structured collaboration with Emergency Medical Services and school health staff. This approach prioritizes and validates decisions about AED deployment, training activities, and response procedures. Regular reviews conducted by first responders, as noted in Section 1.3 First Responder Consultation, help ensure the school's procedures and other related activities noted here meet the required standards for effective cardiac emergency management.

- EMS participation in CSSP's first responder annual review, as noted in Section 1.3.

CERP EDUCATIONAL ACTIVITIES AND INITIATIVES

Promoting cardiac emergency preparedness in schools involves innovative activities that engage students and the broader school community. The following is a list of initiatives and activities the school has implemented or planned for the upcoming year.

ENVIRONMENTAL EMERGENCIES

ED Code Reference

AB 1653

Implementing procedures to match climate realities safeguards students from the growing threat of environmental risks.

Schools face escalating health and safety risks as extreme heat and poor air quality become more frequent and persistent.

Incorporating guidelines for heat illness prevention and air quality management into safety plans demonstrates a forward-looking commitment to campus safety.

AB 1653 highlights the importance of protecting individuals from heat-related illnesses, with an initial focus on athletic programs. However, the protections offered by this Assembly Bill should apply to all areas of school life. As schools address risks such as heat waves, wildfire smoke, and other environmental hazards in their safety plans, they strengthen their ability to protect the well-being of students and staff while maintaining operational continuity.

EXTREME WEATHER CRITERIA

The school employs the **HeatRisk** system developed by the National Weather Service (NWS) to monitor and respond to heat-related risks.

HeatRisk provides a daily forecast of potential heat-related risks, using a color-coded numeric system that aligns with specific criteria to gauge the severity of heat impacts.

The tool integrates data from the CDC to define local thresholds, identifying the groups most vulnerable at each risk level.

The system provides a clear framework for assessing and addressing potential health impacts of extreme heat conditions.

- **HeatRisk is a better indicator than using temperature alone.**

HeatRisk integrates multiple meteorological factors, including:

- **Temperature:** The system considers daytime high temperatures a primary driver of heat-related risks, especially when values exceed thresholds typically associated with heat advisories.

- **Humidity:** The system considers how the human body perceives heat by factoring in relative humidity. High humidity levels reduce the body's ability to cool itself through sweat evaporation, increasing the risk of heat stress.
- **Overnight Cooling:** The system evaluates the degree of cooling during the night. Insufficient overnight cooling can exacerbate heat risks, especially for vulnerable populations, as it limits the body's ability to recover from daytime heat exposure.

Each HeatRisk category includes recommendations, ranging from basic lower-level precautions to heightened protective actions as risk increases.

CDPH Heat Risk Grid: Understanding “HeatRisk” Level, Who is At Risk, and What Actions to Take

Revised July 27, 2023. Adapted from the [National Weather Service \(NWS\) HeatRisk tool](#). Learn more about how to stay safe during extreme heat at [CDPH Extreme Heat](#).

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	Little to None	<ul style="list-style-type: none"> This level of heat poses little to no risk from expected heat 	<ul style="list-style-type: none"> No elevated risk 	<ul style="list-style-type: none"> No preventative actions necessary
1 (Yellow)	Minor	<ul style="list-style-type: none"> Heat of this type is tolerated by most; however, there is a minor risk for extremely heat-sensitive groups* to experience negative heat-related health effects 	<ul style="list-style-type: none"> Primarily those who are extremely sensitive to heat,* especially when outdoors without effective cooling and/or adequate hydration 	<ul style="list-style-type: none"> Increase hydration Reduce time spent outdoors or stay in the shade when the sun is strongest Open windows at night and use fans
2 (Orange)	Moderate	<ul style="list-style-type: none"> Heat of this type is tolerated by many; however, there is a moderate risk for members of heat-sensitive groups* to experience negative heat-related health effects, including heat illness Some risk for the general population who are exposed to the sun for longer periods of time Living spaces without air conditioning can become uncomfortable during the afternoon and evening, but fans and leaving windows open at night will help 	<ul style="list-style-type: none"> Primarily heat-sensitive or heat-vulnerable groups,* especially those without effective cooling or hydration Those not acclimatized to this level of heat (i.e., visitors) Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue Some transportation and utilities sectors Some health systems will see increased demand, with increases in emergency room visits 	<ul style="list-style-type: none"> Reduce time in the sun during the warmest part of the day Stay hydrated Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.) Move outdoor activities to cooler times of the day For those without air conditioning, use fans to keep air moving and open windows at night to bring cooler air inside buildings
3 (Red)	Major	<ul style="list-style-type: none"> Heat of this type represents a major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group Dangerous to anyone without proper hydration or adequate cooling Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective. Poor air quality is possible Power interruptions may occur 	<ul style="list-style-type: none"> Much of the population, especially anyone without effective cooling or hydration Those exposed to the heat/sun at outdoor venues Health systems likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors 	<ul style="list-style-type: none"> Cancel outdoor activities during the heat of the day** (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day Stay hydrated Stay in a cool place especially during the heat of the day and evening If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.
4 (Magenta)	Extreme	<ul style="list-style-type: none"> This is a rare level of heat leading to an extreme risk for the entire population Very dangerous to anyone without proper hydration or adequate cooling This is a multi-day excessive heat event. A prolonged period of heat is dangerous for everyone not prepared Poor air quality is likely Power outages are increasingly likely as electrical demands may reach critical levels 	<ul style="list-style-type: none"> Entire population exposed to the heat is at risk For people without effective cooling, especially heat-sensitive groups, this level of heat can be deadly Health systems highly likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors 	<ul style="list-style-type: none"> Cancel outdoor activities** Stay hydrated Stay in a cool place, including overnight If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate. Check on your neighbors

*Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.

** For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends more caution and therefore guides canceling outdoor activities based on these scenarios.

AQI CATEGORY COLOR		INDEX VALUE	DESCRIPTION OF AIR QUALITY
GOOD	Green	0 to 50	Air quality is satisfactory, and air pollution poses little or no risk.
MODERATE	Yellow	51 to 100	Air quality is acceptable. However, there may be a risk for some people, particularly those who are unusually sensitive to air pollution.
UNHEALTHY FOR SENSITIVE GROUPS	Orange	101 to 150	Members of sensitive groups may experience health effects. The general public is less likely to be affected.
UNHEALTHY	Red	151 to 200	Some members of the general public may experience health effects; members of sensitive groups may experience more serious health effects.
VERY UNHEALTHY	Purple	201 to 300	Health alert: The risk of health effects is increased for everyone.
HAZARDOUS	Maroon	301 and higher	Health warning of emergency conditions: everyone is more likely to be affected.

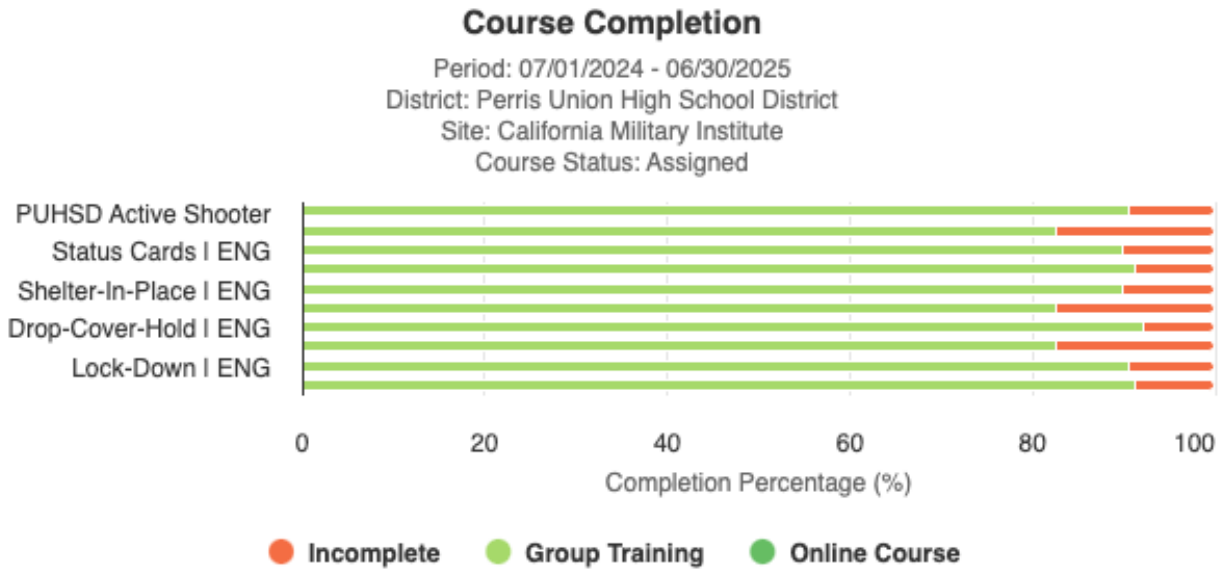
PROCEDURES FOR MONITORING WEATHER CONDITIONS

Continuous monitoring of weather and air quality conditions is essential for the safety of the school community. Utilizing reliable sources and tools enables timely decision-making regarding outdoor activities and necessary precautions.

STAFF TRAINING

Training is essential for effectively implementing heat and air quality safety strategies. Training ensures all personnel can identify risks, take corrective actions, and communicate effectively during weather-related emergencies.

- Heat Illness Awareness training is mandatory for all athletic coaches, trainers, and physical education teachers.



OTHER NOTE-WORTHY ACTIVITIES AND INITIATIVES

The school is actively advancing its resilience to extreme weather by implementing a series of forward-thinking initiatives. These efforts reflect a commitment to sustainability and the well-being of our community, ensuring a safer and more adaptable environment.

SUPPORT MATERIALS

Treatment Of Exertional Heat Stroke

When exertional heat stroke (EHS) is suspected for an athlete, **cool first and transport second**. Cooling treatment must be provided immediately before being transported by emergency medical services (EMS).

- Remove all equipment and extra layers of clothing.
- Cool the athlete as quickly as possible within 30 minutes via whole-body cold or ice water immersion (place the athlete in a tub with ice and water approximately 35-58 degrees F).*
- Stir water and add ice throughout the cooling process.
- If cold-water immersion is impossible (no tub), aggressively douse the athlete's entire body with cold water. Or if that's not possible, take the athlete to a shaded, cool area and use rotating cold, wet towels to cover as much of the body surface as possible.
- After initiating cooling, activate the emergency medical system by calling 9-1-1.
- Notify SERT.

Exertional heat stroke has a high survival rate when **immediate cooling via cold water immersion or aggressive whole-body dousing in cold water** is initiated. Immediate means within 10 minutes of collapse.

**The Inter-Association Task Force for Preventing Sudden Death in Secondary School Athletics Programs recommends schools have a cold-water immersion tub if a risk of EHS exists.*

APPENDIX C.13

- [CDPH Heat Risk Grid](#)
- [CDPH Heat Risk Grid](#)

SECTION 4

BULLYING AND CYBERBULLYING PREVENTION

ED Code Reference

EC 234.4

EC 32283.5

Board Policy Reference

BP 5131.2

APPENDIX D.1

When students and staff unite around respect, they dismantle the power structure that fuels bullying and cyberbullying.

California defines bullying as “any severe or pervasive physical or verbal act or conduct” directed at one or more pupils that cause fear of harm, negative impacts on physical and mental well-being, poor academic performance, and interference with school activities.

Bullying can take on a multitude of forms including hitting, kicking, spitting, verbal teasing, spreading rumors, sexual touching or assault, and many other harmful acts. Cyberbullying and cyber sexual bullying include acts of bullying that happen over the phone, via text message, through a website, on social media, or by any other electronic means.

California's anti-bullying laws cover cyberbullying that happens off-campus as well as on-campus.

This intentional aggressive behavior, which may occur in person or online, can have long-term harmful effects. In addition to the risk of physical injury, victims of bullying are at risk for depression, anxiety, suicidal behavior, physical health problems, substance abuse into adulthood, low academic achievement, and poor social and school adjustment.

BULLYING AND CYBERBULLYING PREVENTION

National data gathered by the **Centers for Disease Control and Prevention (CDC)** and the **National Center for Education Statistics (NCES)** indicate that 20 to 30 percent of children and youth experience bullying at school every year. Furthermore, statistics from the National Bullying Prevention Center show an increased risk for vulnerable groups, such as students with disabilities and LGBTQ+ youth.

The District has implemented a Board Policy to create a structured framework for addressing and preventing bullying. The policy outlines the roles and responsibilities of school community

members and sets clear expectations for student behavior.

The District's approach incorporates education, early intervention, and community involvement to address bullying and cyberbullying effectively.

STAFF TRAINING

Ongoing training for school staff and students is widely recognized as a critical element in addressing bullying, according to leading voices from the National Association of School Psychologists (NASP). Research highlighted by NASP emphasizes that schools implementing robust training programs see a marked reduction in bullying incidents, with some studies reporting decreases of up to 25%.

To equip educators, the District provides annual professional development sessions, both in-person and online, focused on identifying and addressing bullying behaviors. Such training is critical, as teachers and staff often serve as the first line of defense against bullying.

- All staff complete the Keenan Safe Schools Online Course "Youth Suicide: Awareness and Prevention" annually.
- Counselors and Administrators receive additional training for bullying recognition and response.

REPORTED INCIDENTS

The District actively addresses reported bullying and cyberbullying incidents using a structured system designed for efficiency and transparency. This system supports the timely resolution of individual cases and generates critical data to identify trends. These insights help refine prevention and intervention efforts, fostering a culture of safety and inclusivity grounded in best practices.

Bullying Incidents

Period: 07/01/2022 - 06/31/2025
District: Perris Union High School District
Site: California Military Institute

Number of Reports

No data to display

● Bullying Reports

SCHOOL-SPECIFIC STRATEGIES

District and school strategies focus on the prevention of bullying by establishing clear rules for student conduct and activities that establish a positive and inclusive school culture.

- Provide Anti Bullying School Wide Assemblies annually. Counselor and AP presentations as a check in during Physical Education Classes. Counselors provide drop in services targeted classrooms, and one on one interventions as needed. Administration investigates all reports of alleged bullying to the fullest extent of education law.
- Counselors present anti-bullying assemblies to students twice annually.
- Proactively teach students about how to report bullying in healthy ways.
- Monitor student devices through online platform, i.e. Gaggle, and address incidents of online bullying via district device.
- "Report Bullying" button on all district and school site websites.
- We Tip Anonymous Reporting tool on all district and school site websites. We Tip Posters are also printed and displayed on campuses.

COMPLAINT AND INVESTIGATIONS PROCEDURES

Handling bullying complaints equitably and diligently is a priority for the District. Each report undergoes a thorough investigation, maintaining transparent communication throughout the process to ensure all parties are informed.

Disciplinary measures align with District policies and California's anti-bullying statutes.

- Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. They may also report the bullying via the "Report Bullying" button on the district or school website.
- When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.2, Uniform Complaint Procedure.
- The student who is the alleged target of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.
- School Employees that witness an act of discrimination, harassment, intimidation, or bullying, shall take immediate steps to intervene when safe to do so. (Education Code Section 234.1[b][1]).
- Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer.
- When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or another employee so that the matter may be investigated.
- When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

STUDENT ACTIVITIES AND INITIATIVES

The District and school sites seek to proactively establish positive learning environments. Toward this end the school engages in the following student activities.

- Student activities related to bullying prevention are conducted in accordance with district guidelines and ASB. At CMI we had 6 incidents of Bullying which were

investigated thoroughly according to education code guidelines. We work to mitigate these incidents through education, interventions, and follow through to disciplinary outcomes as required.

DANGEROUS, VIOLENT, AND UNLAWFUL ACTIVITY: PROCEDURES AND NOTIFICATIONS

ED Code Reference

SB 671

Responses to reports must be prompt, clearly defined, and appropriately scaled to the nature of the concern.

The District and its schools prioritize the safety and security of the school community by addressing dangerous, violent, or unlawful activities in alignment with Senate Bill 671. This includes incidents that occur or are threatened on school grounds, at school-sponsored events, or on school buses.

The District's emergency plan clearly defines how the school handles such threats, including law enforcement notifications.

These procedures augment the school's Threat Assessment processes, referenced in **Section 4.5, Behavioral Threat Assessment**.

ASSESSMENT PROCEDURES

As outlined in **Section 1.5, Current Status and Analysis**, the School Safety Planning Committee reviews multiple reliable data sources annually. This analysis identifies patterns and assesses potential risks related to violent and unlawful activities. The findings determine the resources and strategies needed to mitigate, prevent, prepare for, respond to, and recover from such incidents.

The evaluations directly inform the Goals and Objectives in **Section 2.7, Safe and Orderly Environment**. These goals provide a framework for maintaining a secure school environment and include specific strategies to address identified risks.

The school applies robust processes to address immediate threats deemed dangerous, violent, or unlawful. These processes prioritize swift evaluation and include clear protocols for notifying law enforcement without delay.

The procedures for managing and addressing such activities are summarized below. *Please note this is a summary only. At any point during this process, the Incident Commander may confer with other SERT or Threat Assessment Team members, law enforcement, or other authorities. As this is part of the Tactical Plans, details are not publicly disclosed.*

Threat Recognition:

- Staff, students, or others report a potential threat through established reporting channels.
- Known details of the threat are documented.

Credibility Assessment:

- Assess the validity and specificity of the threat.
- Cross-check reports against known facts or existing data (e.g., prior incidents, behavioral indicators).

Immediacy Determination:

- Assess the timeline of the threat (e.g., imminent, potential future risk).
- Confirm whether there is an active danger requiring immediate action.

Safety Risk Analysis:

- Evaluate the potential impact on students, staff, and property.
- Identify immediate vulnerabilities or exposed areas within the school.

Activate Protocols (see below):

- If the threat is deemed credible and immediate, activate appropriate safety measures (e.g., lockdown, evacuation).
- Notify law enforcement and other emergency responders immediately.

RESPONSE TO REPORTS

When a report is received, staff immediately follow emergency protocols to secure the campus while the Incident Commander assesses the situation. Based on the severity of the threat, emergency actions, including notifying law enforcement and activating school-wide procedures as outlined in *Section 3.3 Disaster Preparedness: Protocols*, are taken. This promotes safety while providing the time and structure necessary for thorough assessment and resolution.

Further to the immediate response, designated school and district staff and law enforcement may investigate the incident. Depending on the investigation's findings, the District implements disciplinary procedures and works with the District Attorney's office as necessary to support prosecution efforts.

Immediate Action for Imminent Danger (High-risk threats):

- Emergency protocols are immediately activated.
- Law enforcement and on-site school resource officers are notified without delay. If the threat is imminent, 9-1-1 is called.
- SERT members are activated.
- The Administrative Command Team is notified (and activated, as deemed necessary).

Evidence Collection and Documentation:

- Relevant evidence is gathered and secured, including witness statements, physical evidence, and digital records.
- All actions and observations are documented using standardized forms.

Threat Resolution:

- SERT, along with members of the Threat Assessment Team, coordinates with law enforcement and other agencies to neutralize the threat.
- Follow-up actions are determined based on the investigation's findings.

Communication:

- Stakeholders are informed according to predefined communication procedures.
- Timely and regular updates are provided as appropriate.

Post-Incident Review:

- A debrief is conducted, and lessons learned are incorporated to refine protocols and future training.

ASSESSMENT AND RESPONSE AT SCHOOL-SPONSORED EVENTS

During school-sponsored events, staff prioritize immediate safety measures and execute emergency protocols while the Incident Commander or designate (e.g., event coordinator) evaluates the situation. Pre-event planning ensures all staff and volunteers are equipped to respond promptly and effectively to potential threats.

Pre-Event Safety Measures: Staff conduct site assessments, implement access control, designate an Incident Commander, and establish communication channels for reporting incidents.

Event Kick-Off Meetings: Emergency procedures will be mandatory on the meeting agenda. This includes meetings involving volunteers, game officials, coaching staff, event crews, etc.

Immediate Threat Response: Event staff notify the designated Incident Commander and law enforcement following the established process, as summarized above. The Incident Commander initiates appropriate emergency protocols without delay while providing direction to event staff and security personnel. **If the threat to life safety is imminent, 9-1-1 will be called directly.**

On-Site Assessment: Further to immediate response, designated personnel, in conjunction with law enforcement, begin evaluation at the event location.

Post-Event Follow-Up: Following an incident, further consultation with law enforcement will be conducted as needed to evaluate the response and gather additional insights. An after-action report, including recommendations, will be prepared and shared with the ACT (Administrative Command Team) and school administration. Recommendations from the report will be reviewed and implemented as necessary and feasible to enhance future preparedness and response strategies.

RELATED TRAINING

School staff undergo regular training to enhance their ability to identify, report, and respond to threats. Training sessions are tailored to various roles, promoting consistent procedures across all response levels.

- District provided training on the Workplace Violence Prevention Plan

OTHER NOTE-WORTHY ACTIVITIES AND INITIATIVES

Proactive initiatives create an environment where safety and preparedness are prioritized,

fostering trust and readiness. The school has implemented the following initiatives:

Anonymous Reporting Systems: We Tip for anonymously reporting threats.

Parent Engagement: Educational sessions to inform parents about reporting procedures and their roles in safety.

TACTICAL RESPONSE PLAN

ED Code Reference

EDC § 32282(a)[2](j), AB 1747

Board Policy Reference

BP/AR 3516

APPENDIX D.5

Confidentiality in tactical plans ensures effectiveness and serves as a strategic advantage in safeguarding schools during emergencies.

Tactical response strategies have been developed in collaboration with law enforcement to address criminal incidents. As defined in EC, “tactical responses to criminal incidents” means safeguarding pupils and staff, securing the affected school premises, and apprehending the criminal perpetrator or perpetrators.

As allowable within EC 32281 (f) (1), this portion of the CSSP has been developed by district administrators in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of the District.

The strategies incorporate security measures, defensive tactics, and offensive responses.

Per EC 32281(f), the District has elected not to make the tactical response plans available to the public. Disclosure of such information could compromise student, staff, or officer safety and response tactics or interfere with law enforcement. As such, the information is deemed confidential.

The confidentiality of tactical response plans is essential to their success. In compliance with California Education Code and best practices for school safety, these plans are restricted to authorized personnel, including school administrators, law enforcement, and emergency response teams. Limiting access ensures that sensitive operational details are not compromised, which could hinder the school's ability to respond effectively during an emergency.

Key points regarding confidentiality include:

- **Restricted Access:** Only individuals with a direct role in executing the tactical plan are granted access to the detailed procedures.
- **Secure Storage:** Tactical plans are stored in secure locations, both physically and digitally, to prevent unauthorized access.
- **Controlled Dissemination:** Dissemination of information is limited to training sessions and exercises involving authorized personnel.
- **Legal Compliance:** Confidentiality protocols align with state laws and local regulations governing the protection of sensitive safety documents.

While the specifics of the plans are confidential, the following elements are addressed to ensure comprehensive preparedness:

- **Incident Command Structure (ICS):** Tactical plans incorporate the ICS framework, defining clear roles and responsibilities for personnel during an emergency.
- **Law Enforcement Integration:** Plans are developed in collaboration with local law enforcement to ensure alignment with their tactical procedures.
- **Incident-Specific Actions:** The plans detail actions for specific scenarios, such as active assailants, bomb threats, hostile visitors, child abductions, and suspicion of weapons, among others.

SAFE STORAGE OF FIREARMS

ED Code Reference

AB 452

Data shows that 75 percent of school shootings are facilitated by kids having access to unsecured or unsupervised guns at home.

As part of California's comprehensive efforts to prevent firearm-related incidents and strengthen school safety, schools are tasked with educating families about responsible firearm storage and child access prevention laws.

The school actively fulfills its commitment to this initiative by providing families with clear and accessible information on firearm safety. This initiative integrates into the school's broader safety strategy, reflecting a proactive approach to fostering a secure and supportive community. By empowering families with the knowledge to reduce risks, the school strengthens campus security while fostering collaboration with educational and legal organizations to prioritize student well-being and reinforce the partnership between schools and families.

NOTIFICATIONS

Each year, the school provides detailed notifications to parents and guardians, outlining practical steps for securing firearms at home and the legal requirements designed to prevent unauthorized access.

The following notifications were sent to parents and guardians.

Notification	Sent To	Date Sent
Families are notified in the Annual Notification as part of registration. In addition the Annual Notification is available on the district website at all times.	Registration	07/01/2024

BEHAVIORAL THREAT ASSESSMENT

ED Code Reference

EC 32280-32289.5

Board Policy Reference

BP 6164.2:
Guidance/Counseling Services

APPENDIX D.9

In partnership with Riverside County Sheriff's Department, Perris Union High School District uses the STAR Protocol - School Threat Assessment and Response. The protocol is used for school-related incidents for prevention, threat assessment, intervention, and response to youth who are at risk of committing or have committed a violent act.

Members of the Multi-Agency Team (MAT) have agreed to the uniform implementation, enforcement, and reporting of incidents involving youth and guns/explosive devices or threats of great harm to students, schools, or school staff.

The purpose of this policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The district:

- (a) recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcome,
- (b) further recognizes that suicide is a leading cause of death among young people,
- (c) has an ethical responsibility to take a proactive approach to preventing deaths by suicide, and
- (d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at a greater risk for suicide and one which helps to foster positive youth development.

The Perris Union High School District (PUHSD) shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses, Educationally Related Mental Health Service (ERMHS) therapists), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide/homicide prevention and intervention. The district will work in conjunction with local government agencies, community-based organizations, and other community support to identify additional resources. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

THREAT ASSESSMENT PROCEDURES

Threat assessment: An evaluation of a student who may be at risk for homicidal thoughts-plan-means, conducted by the appropriate school staff (e.g., school psychologist, school counselor, ERMHS therapist, or school social worker). This assessment is designed to elicit information regarding the student's intent to harm others, previous history of homicidal attempts, the presence of a homicidal plan and its level of lethality and availability, the presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, intervention, and resources regarding suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide/homicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions of certain types of disabilities.

- 1. Law Enforcement will investigate and prepare a written report of the circumstances of the incident. They will expand the investigation by contacting the parent(s) and/or legal guardian(s) and make a home visit to conduct a safety evaluation, immediately, upon receipt of information concerning potential threat of violence involving a school-site within our communities. The Aware to Care Exchange (ACE) Information Network, coordinated and managed by the District Attorney's Office, should also be considered for the benefit of real-time information sharing across school-sites.
- 2. The Probation Department (Probation) will detain the youth at Juvenile Hall pursuant to a law violation. The Detention Control Officer will notify the Juvenile Field Intake Unit of the youth being detained under the STAR Protocol. Information and assessment from the combined members of the team will be used to determine future intervention strategies, including continued detention.
- 3. The Riverside County Office of Education (RCOE) will make information available concerning the youth to the appropriate agencies, and serve as a liaison between MAT and local school districts.
- 4. The Riverside University Health System – Department of Behavioral Health (Behavioral Health) will administer and interpret the results of the Problem Behavior Inventory assessment tool within 24 hours of the youth being booked into Juvenile Hall, and complete an evaluation to determine if the youth is a danger to themselves or others. Information from other cooperating agencies will be considered while completing the assessment, which will be shared with members of the team where appropriate, pursuant to rules and regulations regarding confidentiality.
- 5. The District Attorney's Office (District Attorney) will review all reports for legal sufficiency and prosecute any youth found to have threatened great harm to students, schools, or school staff,
- or youth in possession of a gun, explosive device, or other dangerous weapons on a school campus. Prosecution against the parent, legal guardian, or responsible party will be enforced when appropriate. The District Attorney's Office will coordinate with the MAT to ensure the interests of public safety and the youth are protected.
- 6. The Department of Public Social Services (DPSS) Child Protective Services Division (CPS) will respond upon request from law enforcement to conduct a family and child welfare assessment to determine the overall well-being and functioning of other children in the home. CPS will also research its database to determine if there is an open file or CPS history on the youth or their family and share the information with the MAT.
- 7. The Juvenile Court judge will hear and make an order on School Threat Assessment and Response cases whenever a Juvenile Court petition has been filed.
- 8. The STAR Protocol will be reviewed and updated biennially.

THREAT ASSESSMENT TEAM MEMBERS

The Threat Assessment team comprises professionals from various disciplines who collaborate to evaluate potential threats and formulate appropriate intervention strategies. This multidisciplinary approach facilitates a well-rounded assessment by incorporating varied perspectives. The team typically consists of individuals with the following roles:

- **School Administrators:** Provide leadership and ensure compliance with school policies.
- **Mental Health Professionals:** Offer insights into behavioral and emotional factors.
- **Law Enforcement Officers:** Assess legal implications and ensure safety measures.
- **Teachers and Staff:** Contribute knowledge of student behavior and dynamics.
- **School Counsellors:** Address social and environmental factors affecting students.
- **IT Professionals:** Assist in monitoring and assessing digital threats.

STAFF TRAINING

All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide/homicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, LBGTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions of certain types of disabilities.

Course Completion

Period: 07/01/2024 - 06/30/2025
District: Perris Union High School District
Site: California Military Institute
Course Status: Assigned

No data to display

Completion Percentage (%)

● Incomplete ● Group Training ● Online Course

SECTION 5

OTHER PROFESSIONALS

ED Code Reference

EC 32282.1

Board Policy Reference

BP 5137

APPENDIX E.1

Strong partnerships across disciplines create pathways for student success, bridging wellness, education, and a positive school environment.

Creating and maintaining a safe school environment requires the concerted effort of an entire team of professionals. Professionals who may not be part of the everyday operations of the schools, but play a critical role

in supporting the school during times of crisis or in helping circumvent possible crises.

ROLES AND RESPONSIBILITIES

Supporting professionals may be part of a centrally pooled team of District specialists, come from a variety of external agencies or be on contract to the District.

The following list of professionals currently provides services to the school.

Role	Resource Type	Primary Responsibility
Mental health professional	Shared Resource	Educationally Mental Health Services Therapists provide individual and group counseling, conduct assessments, provide intervention in specialty areas such as substance abuse or behavior intervention, and collaborate with families to address mental health needs.

POSITIVE SCHOOL CLIMATE STRATEGIES

Creating a positive school climate is foundational to fostering students' mental health and well-being. It requires intentional practices to build supportive, inclusive, and respectful learning environments. The following strategies are used at the school:

Facilitate access to community-based providers who have experience providing health and mental health services, counseling, social, and psychological services to students who are at greater risk of depression, such as LGBTQ youth.

PUHSD provides all students, staff, and their families access to 24/7/365 mental health support via Care Solace at <https://caresolace.com/site/puhsdfamilies>

Continue to provide extra-curricular activities. and school based incentives for students and groups that model the behaviors we want to

STUDENT MENTAL HEALTH CARE PROTOCOLS

The school's mental health care protocols include a clear referral process, immediate crisis response mechanisms, and follow-up support to monitor progress. Mental health education is integrated into the curriculum to build awareness and reduce stigma.

Prevention:

- Conduct regular screenings for early identification of mental health concerns.
- Provide universal interventions, such as mindfulness programs, to support all students.

Intervention:

- Establish a seamless referral process for students exhibiting signs of mental health distress.
- Utilize small group counseling sessions for targeted interventions.

Crisis Response:

- Develop a clear crisis response plan for acute mental health situations.
- Train staff in mental health first aid to address immediate needs.

Follow-Up:

- Ensure students receive ongoing support after an intervention or crisis.
- Maintain communication with families and external mental health providers.

SECTION 6

COMMUNICATING THE PLAN

ED Code Reference

EDC § 32288 (b)

Board Policy Reference

BP 0450, Comprehensive Safety Plan

APPENDIX F.1

The school engages students, staff, parents and other stakeholders through sharing information, listening to concerns, and being open to new ideas.

Active community engagements and connections strengthen a school's safety plan. These connections are nurtured through transparent communication and opportunities for meaningful input from diverse groups.

STAKEHOLDER NOTIFICATIONS

Stakeholder engagement is an essential part of the school's Safety Plan, as it promotes collaboration and shared responsibility in creating a safe learning environment. This engagement involves educating stakeholders about relevant policies, procedures and upcoming plans. It also includes providing opportunities for meaningful input and maintaining open channels of communication. Plan updates and invitations for feedback help ensure all voices are heard and valued.

As a standard practice, stakeholders are

- Invited to submit their questions and or suggestions to the School Safety Committee. The open invitation is posted on the school website.
- Able to review the Plan as outlined below. The process is also posted on the school website.

Additionally, the School Safety Planning Committee distributes written notices about the public meeting regarding the Plan to various individuals and entities, as detailed in this section.

Who was notified	Method	Date
Parents	School Marquee	02/24/2025
CSEA (Classified) Representative	SSC	02/25/2025

STEPS TO REVIEW PLAN

Individuals from outside the district wishing to view the CSSP must follow the prescribed steps below:

- Requests to review the Plan can be made via email or phone.
- A scheduled appointment is necessary to view the plan as the plan contains confidential information and should not be copied and distributed widely.
- The requester must sign into the Visitor Management system, and subject to the same entrance criteria as other visitors, i.e., pass the clearance screening.
- The requester is not permitted to make copies or otherwise photograph or record any portion of the Plan.

PUBLIC PRESENTATIONS

Audience	Where	Date
School Community	Staff Meeting	03/12/2025

PUBLIC PRESENTATION NOTIFICATION LIST

Who	How	Date
A representative of the local school employee organizations	SSC	02/25/2025
A representative of each parent organization at the school, including the parent-teacher association and parent-teacher clubs	SSC	02/25/2025
A representative of each teacher organization at the school site	SSC	02/25/2025

SECTION 7

EVALUATING AND MONITORING THE PLAN

ED Code Reference

EC 32286-32288

Board Policy Reference

BP 0450

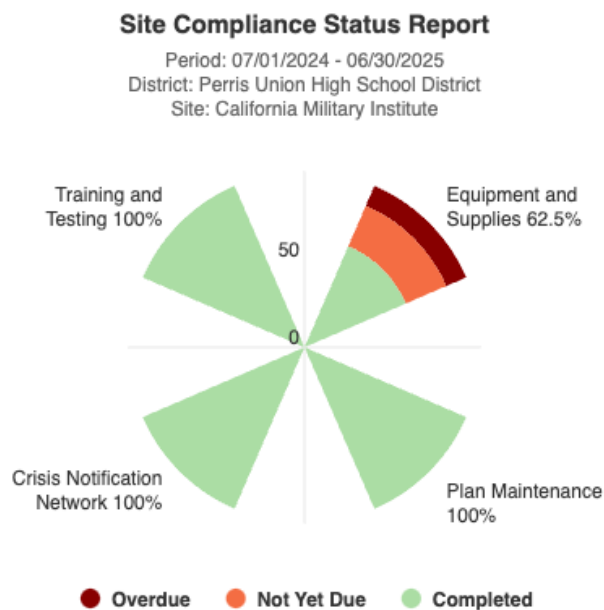
APPENDIX G.1

Ongoing monitoring of the Comprehensive School Safety Plan is accomplished through a combination of methods throughout the year.

Oversight is provided through self-monitoring by the school site, jurisdictional monitoring, and safety committee review.

PLAN MONITORING ACTIVITIES

- The Site Compliance Status Report reflects the status of tasks associated with the school's emergency preparedness program.
- The Activity Chart(s) summarizes the activities identified in Section 2 - Safe and Orderly Environment and will be monitored for progress.



Further monitoring is accomplished via an online tool, which helps the school manage and monitor their Plan.

The Hour-Zero Online tool provides a compliance report that tracks task completions, training, risk and hazards, and incident reporting, amongst other things.

The Site Compliance Status Report reflects the status of tasks associated with the school's emergency preparedness program.

SAFETY COMMITTEE REVIEW MEETINGS

Date	Time	Location	Facilitator	Approved?
01/28/2025	14:45	California Military Institute	Gail Collins	Yes
02/25/2025	14:45	California Military Institute	Kenney Sims	Yes
02/25/2025	14:45	California Military Institute	Michael Dodson	Yes

PLAN INITIATIVES SUMMARY

Activities	Relates To	2024-2025	2025-2026	2026-2027	Status	School Year Planned
Positive Incentives	Social Environment: Goal 1					2024
Monitor Perimeter	Social Environment: Goal 2					2024

PLAN REVIEW AND PRESENTATIONS

ED Code Reference

EC 32288

Board Policy Reference

BP 0450

APPENDIX G.2

The Comprehensive School Safety Plan is subject to annual review by the School Site Council, the Board of Trustees, local law enforcement and the local fire agency.

Presented to	Function	Date	Publicized Method	Input Invited
School Safety Committee	School Safety Committee Meeting	01/28/2025	School Communication	Yes
School Safety Committee	School Safety Committee Meeting	02/25/2025	Social Media	Yes
School Safety Committee	School Safety Committee Meeting	02/25/2025	Website	Yes
First Responders	First Responders Consultation	02/25/2025	Jason Merchado	Yes
First Responder Consultation	First Responder Consultation	02/26/2025	in person	Yes

PRESENTATION METHODS USED

Method

- Handouts
- Presentation Software (Powerpoint, etc)
- Multimedia Presentation

Approved By	Date	Agenda /Motion #	Approved
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School Safety Committee	01/28/2025	Yes
School Safety Committee	02/25/2025	Yes
School Safety Committee	02/25/2025	Yes
School Site Council	02/25/2025	Yes
SGT. Kabbara	02/26/2025	Yes
SRO Machado	02/26/2025	Yes

APPENDIX

A.1 COMMITTEE MEMBERSHIP

[Policy 0420 School PlanSite Councils](#)

[Regulation 0420 School PlanSite Councils](#)

A.2 STAFF TRAINING

[Policy 0450 Comprehensive Safety Plan](#)

[Regulation 0450 Comprehensive Safety Plan](#)

A.3 CURRENT STATUS AND ANALYSIS

[Regulation 0450 Comprehensive Safety Plan](#)

B.1 CHILD ABUSE REPORTING PROCEDURES

[Policy 5141.4 Child Abuse Prevention and Reporting](#)

B.2 SUSPENSION & EXPULSION POLICY

[Policy 5144.1 Suspension and Expulsion Due Process](#)

[Regulation 5144.1 Suspension and Expulsion Due Process](#)

[Regulation 5144.2 Suspension and Expulsion Due Process \(Students With Disabilities\)](#)

B.3 NOTIFYING TEACHERS OF DANGEROUS PUPILS

[Policy 4158 Employee Security](#)

[Policy 4258 Employee Security](#)

[Policy 4358 Employee Security](#)

B.4 DISCRIMINATION & HARASSMENT POLICY

[Policy 4119.11 Sex Discrimination and Sex-Based Harassment](#)

[Regulation 4119.11 Sex Discrimination and Sex-Based Harassment](#)

[Policy 4219.11 Sex Discrimination and Sex-Based Harassment](#)

[Regulation 4219.11 Sex Discrimination and Sex-Based Harassment](#)

[Policy 4319.11 Sex Discrimination and Sex-Based Harassment](#)

[Regulation 4319.11 Sex Discrimination and Sex-Based Harassment](#)

[Policy 5145.7 Sex Discrimination and Sex-Based Harassment](#)

[Regulation 5145.7 Sex Discrimination and Sex-Based Harassment](#)

B.5 SCHOOL-WIDE DRESS CODE

[Policy 5132 Dress and Grooming](#)

[Regulation 5132 Dress and Grooming](#)

B.6 SAFE INGRESS AND EGRESS

[Regulation 3541 Transportation Routes and Services](#)

[Policy 1250 Visitors/Outsiders](#)

[Regulation 1250 Visitors/Outsiders](#)

B.7 SAFE AND ORDERLY ENVIRONMENT

[Policy 0450 Comprehensive Safety Plan](#)

[Regulation 0450 Comprehensive Safety Plan](#)

[Regulation 3515 Campus Security](#)

[Policy 3515.2 Disruptions](#)

[Regulation 3515.2 Disruptions](#)

[Policy 5137 Positive School Climate](#)

[Policy 5142 Safety](#)

[Regulation 5142 Safety](#)

B.8 RULES AND PROCEDURES ON DISCIPLINE

[Policy 5144 Discipline](#)

[Regulation 5144 Discipline](#)

B.10 PESTICIDE RELEASE NEAR SCHOOL

[AR 3514.2 Integrated Pest Management](#)

C.1 DISASTER PREPAREDNESS: OVERVIEW

[Policy 3516 Emergencies And Disaster Preparedness Plan](#)

[Regulation 3516 Emergencies And Disaster Preparedness Plan](#)

C.7 OPIOID OVERDOSE PREVENTION

[AR 5141.21](#)

D.1 BULLYING AND CYBERBULLYING PREVENTION

[Policy 5131.2 Bullying](#)

D.5 TACTICAL RESPONSE PLAN

[Policy 3516 Emergencies And Disaster Preparedness Plan](#)

[Regulation 3516 Emergencies And Disaster Preparedness Plan](#)

D.9 BEHAVIORAL THREAT ASSESSMENT

[Policy 6164.2 GuidanceCounseling Service](#)

E.1 OTHER PROFESSIONALS

[Policy 5137 Positive School Climate](#)

F.1 COMMUNICATING THE PLAN

[Policy 0450 Comprehensive Safety Plan](#)

G.1 EVALUATING AND MONITORING THE PLAN

[Policy 0450 Comprehensive Safety Plan](#)

G.2 PLAN REVIEW AND PRESENTATION

[Policy 0450 Comprehensive Safety Plan](#)

CODE REFERENCES

32280 (b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.