

COMPREHENSIVE SCHOOL SAFETY PLAN

Pursuant to Education Code 32280 – 32289

EFFECTIVE DATES: 2023 – 2024



Perris Lake High School / Adult Education/ Scholar+

418 West Ellis Avenue

Perris, CA 92570

(951) 657-7357

<http://www.plhs.puhsd.org/>

Arthur Lee Alfred II

Principal

FOR BOARD APPROVAL

Perris Union High School District

Grant Bennett Jr.

Superintendent

Anthony T. Stafford, Sr.

Board President

Printed: Wed Mar 01 17:53:31 UTC 2023

PREFACE

In accordance with Education Code 32280-32288 and California Education Code Board Policy and Administrative Regulations 0450(a)(b), Comprehensive School Safety Plans (CSSP) are updated annually by March 1st.

NOTE: Some components of the Comprehensive School Safety Plan may include proprietary or confidential information that shall not be released to the general public including personal contact information for students or staff members, tactical response procedures or strategies, building infrastructure or asset information, sensitive emergency contact information, detailed security procedures for campus crisis response and campus vulnerability assessment information.

In accordance with Department of Homeland Security Management Directive 11042.1, the following items will be designated “For Official Use Only”, reviewed only in a closed session of the Board and released only for official safety assurance or emergency response use:

Any appendices containing detailed emergency response information that, if disclosed, would undermine plans or procedures designed to protect students from harm by revealing safety strategies such as but not limited to critical communications systems, detailed response procedures, emergency facilities (i.e., command post, staging areas, etc), and supplies storage.

Copies of the Comprehensive School Site Safety Plans are kept on file at the respective school site, the District office, and on a secure server. School staff and responders have access to 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.

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SECTION 1

OVERVIEW

Perris Alternative Education Center is governed by the policies and procedures of Perris Union High School District, and participates in safety initiatives that are consistent throughout the District. As such, there are many references to the District made throughout this document.



The District has an obligation to provide a safe and secure environment for all students and staff. Therefore, it is necessary to have plans that, to the maximum extent possible, place the District and its schools in a state of preparedness.

In addition to District policies, procedures, emergency protocols, and safety initiatives; site-specific procedures and resources are in place to address the unique needs of Perris Alternative Education Center.!

Safety encompasses several overlapping knowledge-specific components and is impacted by numerous variables. Therefore, the Comprehensive School Safety Plan is the compilation of several documents, topic-specific plans, policies, and programs that provide the District and its schools guidance in fulfilling their responsibility of providing a safe and caring educational environment.

The Plan strives to create a culture of safety for the District and its schools, where all stakeholders – students, staff, administration, parents, first responders, community partners, and government departments - are involved and committed to promoting a safe and caring school environment.

The Plan, along with all the supplemental information and documents referenced, provide to the extent possible, a means to prevent or minimize (mitigation strategies), prepare for, respond to and recover from situations that threaten or may threaten the lives and/or safety of students and staff, and District property.

SAFETY PLAN HIGHLIGHTS

- Restorative Practices
- Addressed safety concerns with 3 programs at site (keeping each school separate).
- Wellness Center
- Staff/Student interaction

SCHOOL PROFILE

Perris Alternative Education Center

418 West Ellis Avenue

Perris, CA

92570

<http://www.plhs.puhsd.org/>

Principal: Arthur Lee Alfred II

Grades Served: Perris Lake High School: Grades 11-12

Scholar+ Online Learning Academy: Grades 7-12

Perris Community Adult School: 18+

Student Enrolment: 460

Number of Certificated Staff: 21

Number of Classified Staff: 10

Course of studies offered by the school:

- California Core Curriculum

Additional program operating at the school site:

- CTE
- Adult Education

STAFF TRAINING

ED Code Reference

EC 32280

Board Policy Reference

BP 0450

APPENDIX A.1

Staff training is essential to a school being able to execute its safety plan effectively. Training must extend beyond awareness and basic theory, and provide staff with opportunities to hone their skills - both physical and decision-making skills - through practical application and experiential learning.

It is mandatory for all staff to participate in school safety plan training.

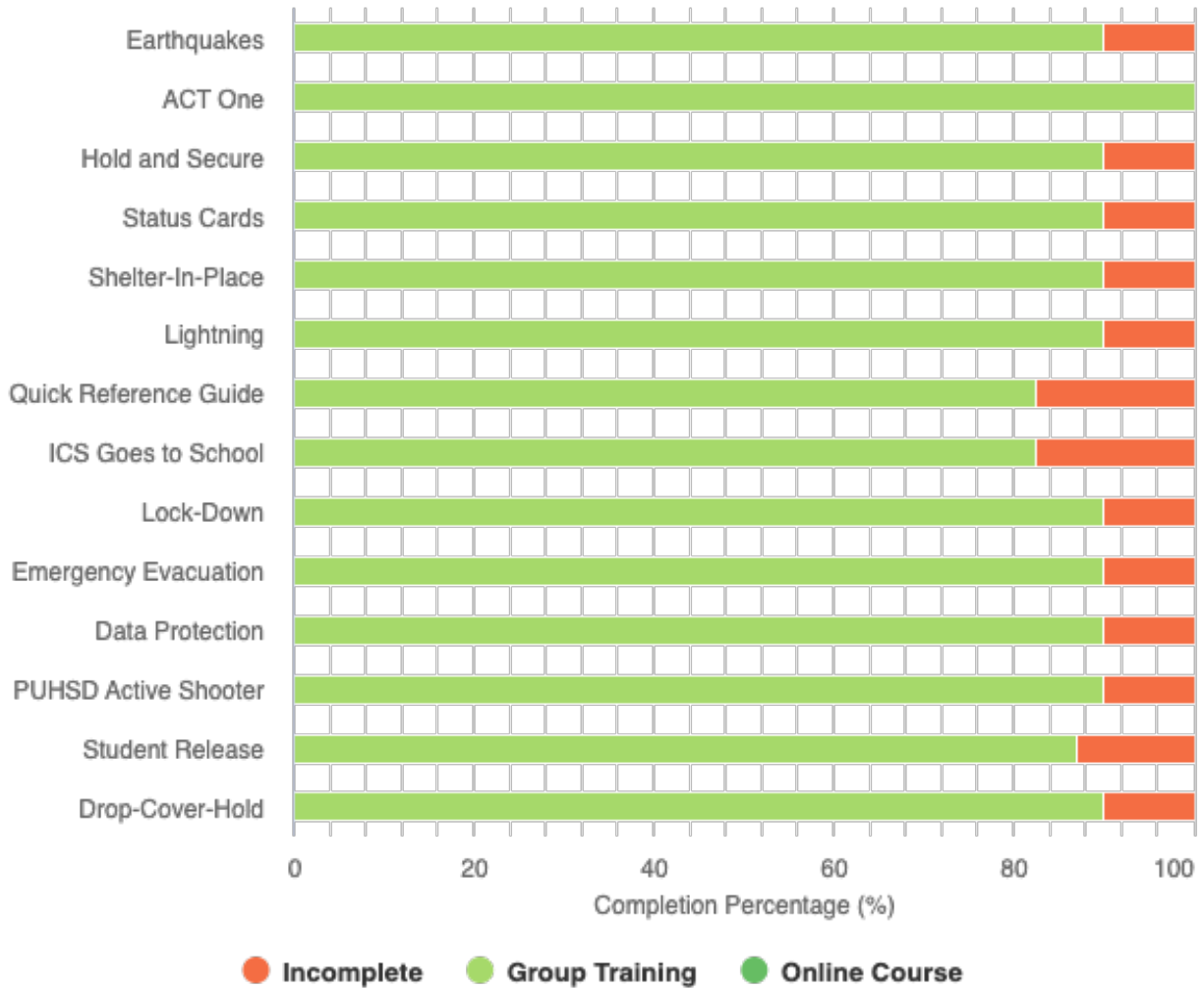
Training is provided to staff through a variety of methods, including the following: Hour Zero, Keenan Safe Schools, Monthly Safety Drills, Security Trainings,

- In Person Group
- Online
- Specialty Workshops
- Safety Presentation
- Emergency
- District Wide



During the reporting period, staff completed or participated in the following courses:

Course Completion
 Period 7/1/22 - 6/30/23
 District(s): Perris Union High School District
 Site(s): Perris Lake High School / Adult Education/ Scholar+
 Course Status: Assigned



Staff also participated in the following courses, workshops and readiness activities

- COVID-19 Training and Acknowledgement 2022-2023
- Bloodborne Path Exposure Prevention
- PUHSD BBP Policy
- BBP Summary for Athletic Coaches
- BBP Summary for Athletic Coaches
- 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
- Boundary Invasion
- 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
- Email and Messaging Safety
- Online Safety: What Every Educator Needs to Know
- Password Security Basics
- 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
- Fire Extinguisher Safety

- Back Injury & Lifting
- 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

COMMITTEE MEMBERSHIP

ED Code Reference

EC 35294.1

Board Policy Reference

AR 0420 - School Plans/Site Councils

APPENDIX A.2

The school site council is responsible for developing the school site safety plan or delegating the responsibility to a school safety planning committee.

The role of the Safety Committee is to develop and oversee the implementation of a comprehensive school safety plan relevant to the school.

The Safety Committee meets regularly. The Committee meets on the first Tuesday of the month when school is in session, beginning the third Tuesday of September.

Members can vote to adjust the meeting schedule.

COMMITTEE MEMBERS

Arthur Alfred	Principal	Perris Lake High School / Adult Education/ Scholar+
Amy Hall	Assistant Principal	Perris Lake High School / Adult Education/ Scholar+
Ramon Benz	Lead Campus Supervisor	Perris Lake High School / Adult Education/ Scholar+
Martha Puente	Teacher	Perris Lake High School / Adult Education/ Scholar+
Kayla Castillo	Campus Supervisor	Perris Lake High School / Adult Education/ Scholar+
Stephanie Stafford	Secretary	Perris Lake High School / Adult Education/ Scholar+
Michelle Pugh	Parent	Parents

MEETING DATES

The committee met on the following dates:

Meeting 1	Meeting Date	15 Nov 2022	Time	10:00 AM
	Place	Perris Lake High School / Adult Education/ Scholar+	Facilitator	HR Zero
Meeting 2	Meeting Date	13 Dec 2022	Time	04:00 PM
	Place	Perris Lake High School / Adult Education/ Scholar+	Facilitator	HR Zero
Meeting 3	Meeting Date	7 Feb 2023	Time	01:00 PM
	Place	Perris Lake High School / Adult Education/ Scholar+	Facilitator	Arthur Alfred

FIRST RESPONDER CONSULTATION

An important component of the school’s safety plan is collaborating and consulting with first responder agencies. To that end, representatives from the following agencies were consulted on the development, revisions, and amendments to the school safety plan.

FIRST RESPONDER AGENCIES

Riverside Sheriffs Dept	Magdeleno	Deputy
CALFIRE - Riverside Unit	Robert Davis	Battalion Chief

CONSULTATION DATES

Formal consultation occurred on the following dates:

Meeting 1	Meeting Date	7 Sep 2022	Time	10:05 AM
	Place	Perris Lake High School / Adult Education/ Scholar+	Facilitator	Amy Hall
Meeting 2	Meeting Date	23 Feb 2023	Time	12:00 PM
	Place	Virtual	Facilitator	Pauline Garcia
Meeting 3	Meeting Date	24 Feb 2023	Time	12:00 PM
	Place	Virtual	Facilitator	Pauline Garcia

VISION STATEMENT

The vision of Perris Alternative Education Center is to work with the students, staff, parents, and community members to meet the diverse needs of all students, and inspire them to make positive life choices that allow them to become architects of their future.

Mission Statement

The safety mission of Perris Alternative Education Center is to create and maintain a safe and secure educational climate for all students and staff members, through the protection of life and property; the resolution of conflict and the proactive reduction of opportunities for the commission of a crime on all district property.

SECTION 2

CURRENT STATUS

ED Code Reference

EC 32282 (1)

Board Policy Reference

AR 0450

APPENDIX B.1

Data plays a critical role in helping schools recognize trends, and pinpoint issues affecting school safety. By monitoring these trends, schools are better equipped to make policy and programming decisions, collaborate with other agencies and professionals, and direct resources to specific projects that enhance safety.

Establishing reliable indicators of the current state of school crime and safety and regularly updating and monitoring these indicators are important in ensuring the safety of our students.

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. This data was released to the School Safety Planning Committee as it became available.



SOURCES

Hour Zero School Safety Suite Reporting
Hour Zero Emergency and Incident Reporting
Hour Zero Threat Assessment Reporting
Hour Zero Incog Anonymous Reporting (Bullying/Abuse/Harassment)
California Healthy Kids Parent Survey
California Healthy Kids Staff Survey
California Healthy Kids Student Survey
CrimeMapping
District Damage
State Performance
Student Referral
Suspension
Truancy

DATA ANALYSIS

	2020- 2021		2021-2022		2022-2023	
Student Enrollment	681		1060		481	
Office Referrals	0	0.00%	31	2.92%	55	11.43%
Suspensions	0	0.00%	0	0.00%	2	0.42%
Expulsions	0	0.00%	0	0.00%	0	0.00%
Truancy	358	52.57%	382	36.04%	112	23.28%

Emergency Events

Emergency Events data charts will be implemented in the upcoming year and will be used to address any school safety issues that may arise.

Student Injuries

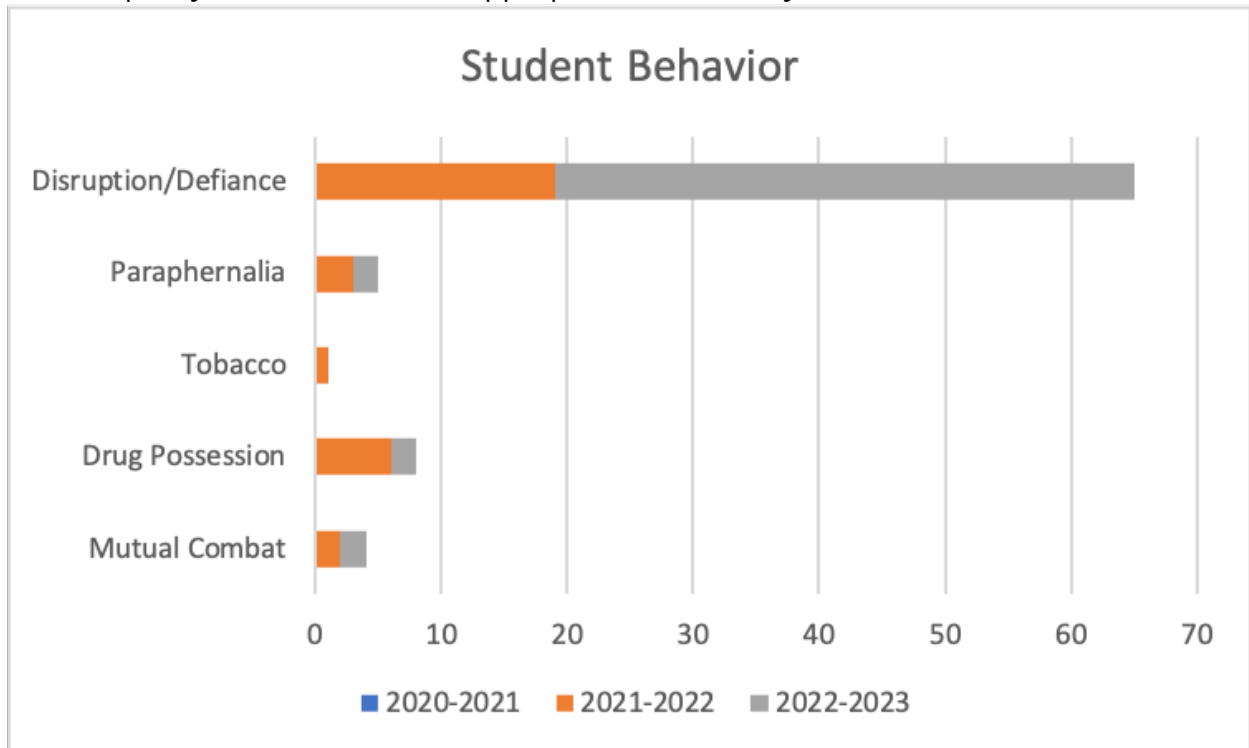
There were no student injuries reported over the past year.

Property Damage

There were no reports of property damage over the past year.

Student Inappropriate Behavior

The following chart reflects the number of student incidents reported to or by the school over the past year that relate to inappropriate behavior by a student.



[Document](#)

We meet weekly with our security team to adjust any safety issues as necessary.

ASSESSMENT

Schools have limited resources to gather and translate data into evidence-based school improvement strategies, the data gathered from the noted sources is still useful. The data provides insight into the root causes of incidents, areas of success within the school and areas that need improvement.



Local data becomes substantially more valuable as the school engages in ongoing monitoring; enabling the school to take corrective action before a few incidents evolve into a trend.

The validity of conclusions drawn from this data is dependent on the completeness and accuracy of data submitted by students, staff and other reporters. Of the data gathered, received and reviewed, the following conclusions merit highlighting.

HIGHLIGHTS

- Reduction in physical Altercation
- Reduction in Referrals
- Student seeking restorative conversation with other students.

AREAS OF PRIDE AND STRENGTH

- Culture has shifted to one of settling disputes and confrontations with words and conversations versus physical fights.
- Student access to wellness for trauma, anxiety and health.

AREAS WE WISH TO IMPROVE

- More counselors to assist our students in their wellness.

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.2

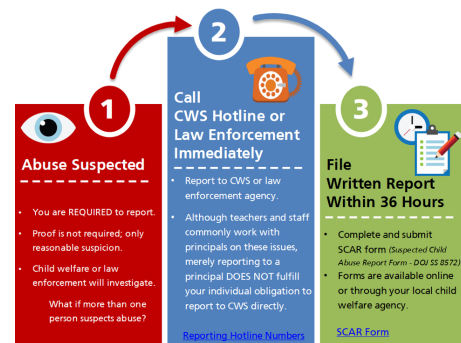
In accordance with State Law, District employees are obligated to report all known or suspected incidents of child abuse and neglect.

As such, school staff actively monitor the safety and welfare of students on a continual basis.

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 of a licensed daycare;
- employees of a licensed daycare;
- Head Start teachers;
- district police or security officers; and
- administrators, presenters, or counselors of a child abuse prevention program.



Staff must annually take Mandated Reporter Training. New hires are required to take the training within six weeks of their employment start date. In the case of staff returning after the summer break, the training must be completed within six weeks of the start of the new school year.

The training course is made available to each staff member via online training or a group session conducted by their supervisor. Staff are required to complete and pass a post-test to verify they understood the material.

Any known or suspected instances of child abuse must be reported by phone, immediately or as soon as practically possible, to one of the designated Child Protective Agencies.

Following the phone report, a written report must be sent within 36 hours of receiving the information concerning the incident. A copy of the BCIA 8572 SUSPECTED CHILD ABUSE REPORT form used to report suspected child abuse can be found in the Appendix.

Through training, staff are instructed to follow the steps outlined below to report known or suspected abuse.

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.

If you have a reasonable suspicion, you have a duty to check (reasonable suspicion creates a duty). If in doubt, file. The burden of proof is not with the reporter. Children and Family Services will do the investigation. School staff is not liable for defamation if done in the course and scope of your employment.

Consequences of Failing to Report

- A person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a \$1,000 fine (California Penal Code Section 11166[c]).

[SCARForm](#)

Child Abuse and Neglect Reporting Phone Number: 1-800-442-4918

This number is posted in the staff room at the school.

- Mandated reporters must immediately report abuse to the Child Abuse Hotline.
- Mandated reporters are required to submit a written follow-up report within 36 hours.

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.

DISASTER PROCEDURES

ED Code Reference

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

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

Board Policy Reference

AR 3516

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

APPENDIX B.4

The Plan is organized into annexes. Each annex may be independently updated or revised to ensure the Plan complies with legislative requirements, aligns with industry standards, incorporates current best practices, and addresses issues identified in After-Action Reports.

Major annexes of the District Safety Plan are summarized below.

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

The District has a robust Emergency Response Plan (ERP) 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 to create a common operating picture, promote mutual goals and responsibilities, and advance a more efficient and effective response.

The ERP addresses the four phases of emergency management: mitigation, preparedness, response, and recovery. It uses NFPA 1600 and the Incident Command System as its framework and incorporates best practices for school emergency plans.

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



Overview

The Overview establishes the lexicon to define and clarify the terminology used throughout the various components of the Plan. It is regularly updated to ensure the currency and completeness of the Plan.

This section describes the purpose, goal, scope, access control, partnerships, organizational structure, legal considerations, approval process, and requirements for Plan updates, training and testing.

Emergency Preparedness and Response

Standardized emergency protocols and procedures address hazard assessments and mitigation, emergency preparedness and response, and initial recovery activities.

The District uses the Hour-Zero School Emergency Program as the base for its Emergency Preparedness and Response Program (referred to as the District Emergency Response Plan). The program is documented and maintained on HZ Online and is accessible to authorized users via secure web access.

The Plan utilizes an all-hazard approach. As such, there are two protocol categories. Those include functional protocols and incident-specific protocols and include the protocols listed in the tables below.

FUNCTIONAL PROTOCOLS

Functional Protocols		
On Alert	Lock-Down	Evacuation
Hold and Secure	Shelter In Place	Drop-Cover-Hold
Active Shooter	All Clear	

INCIDENT-SPECIFIC PROTOCOLS

Level 1 Protocols		
Assault	Disturbance	Food Poisoning
Inclement Weather	Minor Injured Person	Medical Emergency
Power Failure	Vandalism	Suspicious Person
	Wildlife	
Level 2 Protocols		
Bomb	Bus Accident Nonfatal	Influenza
Missing Child	Serious Injured Person	Suicide
Weapon Suspicion		Threat Utterance
Level 3 Protocols		
Active Assailant	Armed Intruder	Bus Accident Fatal
Abduction	Earthquake	Explosion
Fire Incident	Gas Leak	Hazardous Spill
Hostage		Wildfire
Infectious Disease <i>(See Pandemic Plan)</i>	Physical Assault / Sexual Assault	Shooting Stabbing <i>(See Active Assailant)</i>
Severe Natural Disasters — / Wind / Flooding / Earthquake / Tsunami		

Earthquake Preparedness

According to the U.S. Geological Survey (USGS), schools in California have a high probability of experiencing an earthquake. As such, the school’s emergency response includes specific protocols to follow should an earthquake strike.

To ensure these protocols are well-understood, schools participate in earthquake drills at regular intervals throughout the year. (See Drill and Training chart below).

All schools in the district, along with the District Office, annually participate in the Great Shakeout. The exercise allows students and staff to practice, on a larger scale, what action they need to take to stay safe both during and immediately following a quake.

The school's earthquake preparedness activities also include strategies to address the following:

- Lessening the potential physical impact of an earthquake
- Encouraging personal preparedness at home
- Identifying and acquiring needed resources
- Structural and non-structural mitigation strategies
- Extended student care and lodging requirements

These activities align with The Field Act (Garrison Act and Riley Act), and The Katz Act.

Additional California Earthquake Hazards Mitigation Legislation can be referenced at <https://www.wsspc.org/public-policy/legislation/california/>

Active Shooter Preparedness

"While an attack by an armed assailant on school grounds is possible—and can have significant psychological and educational impact if it happens—it is not as probable as other types of crisis events." - National Association of School Psychologists

Yet an active shooter situation is one of the most feared scenarios of a school and can be devastating for the entire community.

The school's emergency plan contains protocols to address the potential risk. The active shooter response protocols are considered part of the school's Tactical Plan and are not made public for security reasons.

All schools in the District are required to conduct age-appropriate drills for an incident of this nature. When such drills are held, the school takes into consideration the developmental maturity, psychological history, prior traumatic experiences, personality, and special needs of participants. For that reason, the type of activities included in these drills and/or scenarios enacted will vary from school-to-school within the District.

The goal of these drills is to empower participants and save lives and prepare professionals and staff for this role and responsibility.

Additionally, all staff are required to complete a course on Active Shooter awareness and preparedness, developed in partnership with Riverside County Sheriff's Department.

Student Release

- A Parent-Child Reunification Area will be established. Parents will be notified at the time of the emergency of the Reunion Area's location. The location may not be at the school — the location will depend on the specifics of the emergency.
- 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, 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.

Crisis Communications

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

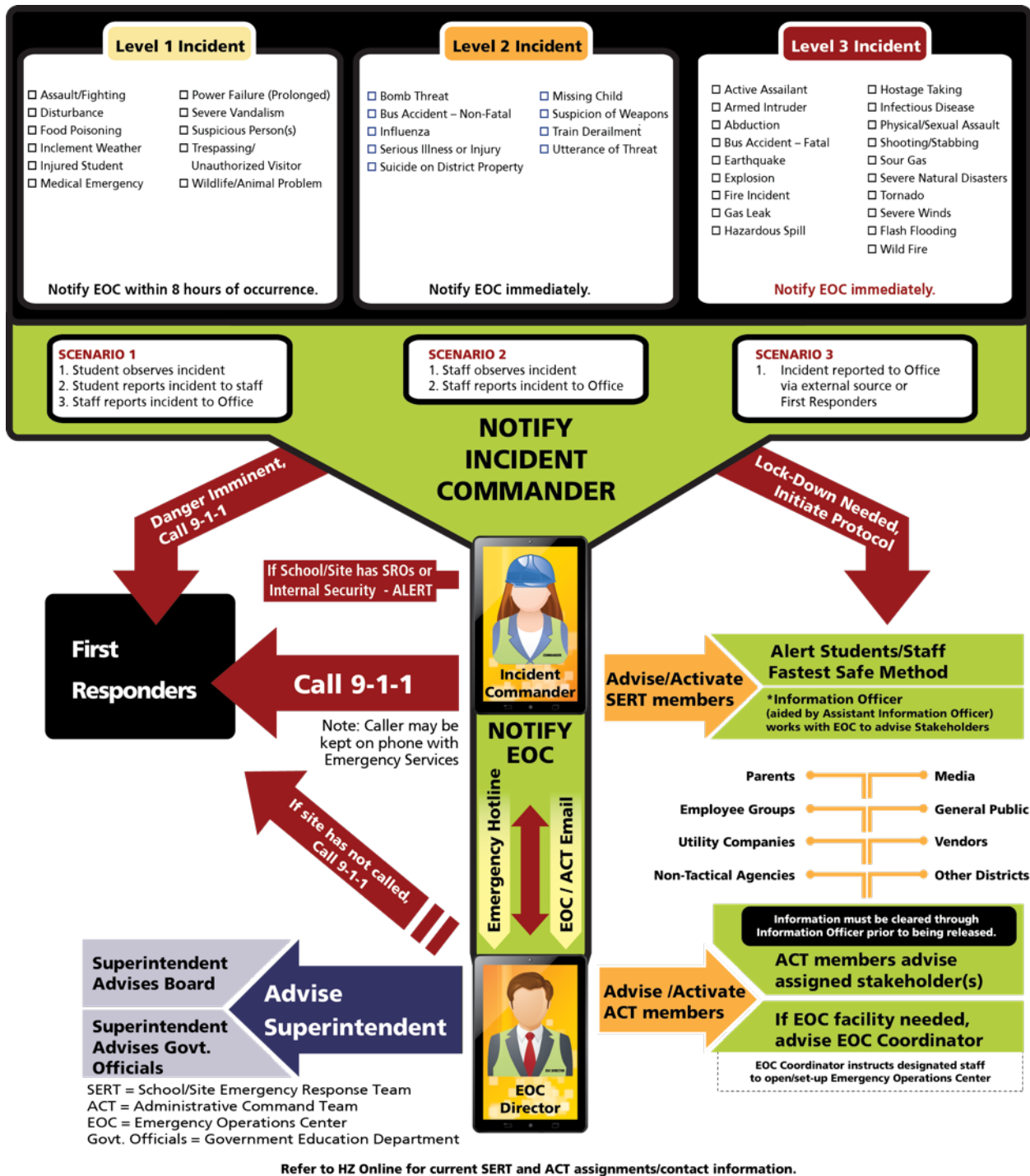
The processes follow, as close as practical, the procedures listed below.

The District endeavors to keep parents, 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. 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 chart 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 via HZ Alert, while calling 9-1-1)
- Level 1 Notification. Schools will advise the District Administrative Command Team (ACT) of the incident within 24 hours of the incident occurring. 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.
- Level 3 Notification. Schools are required to notify ACT at the time of the incident.
- Parent notifications shall take priority over any other external (non-responder) notifications.



Crisis Intervention

The District Crisis Intervention 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.

The details of Crisis Intervention protocols and procedures are contained within the Crisis Intervention and Crisis Response Plans. From time to time these Plans may change to reflect evidence-based findings, best practices and emerging strategies.

The Crisis Intervention Plan 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

Crisis Response

A crisis is a traumatic event that seriously disrupts a person's coping and problem-solving abilities. It can present a drastic and, sometimes tragic, change in the school environment. The change may create a sense of helplessness, hopelessness, and vulnerability combined with a loss of safety.

The District's Crisis Response Plan focuses on the psychological impact of school crises; assisting students and staff, who have been emotionally or psychologically affected by the critical incident or emergency event.

The intent of the Plan is to address the trauma in such a way as to prevent or reduce long-term negative impacts.

The response process is typically broken down into three stages.

Triage: Reaffirms physical health and ensures the perception of safety.

Evaluation: Crisis Response team constantly evaluates victims' and responders' levels of psychological risk and appropriate interventions or self-care are administered.

Response Interventions: Appropriate interventions are used for the level of risk for psychological trauma.

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
- Offering peer mediation training, conflict resolution programs, and anti-bullying programs
- 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 Health and Safety

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, help maintain an effective injury and illness prevention program, and promote workplace health and safety. The program includes strategies to address a broad range of issues, such as, but not limited to:

- Indoor Air Quality (IAQ)
- AHERA Management Plan
- Hazard Communication
- Chemical Hygiene Plan
- COVID Prevention Procedures
- Ergonomics Program

- Bloodborne Pathogens Exposure Control Plan
- Heat Illness Prevention
- Injury Illness Prevention Program (IIPP)
- Utility Vehicle Safety Policy and Procedures
- Lockout Tagout Plan
- Fire Prevention Plan

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.

Business Continuity (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 the 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.

Disaster Recovery (Information Technology)

Disaster recovery activities focus on maintaining a reliable Information Technology infrastructure to keep the District operational during unforeseen disasters or emergencies. This includes recovering critical technology platforms and telecommunications infrastructure which interrupt information systems and/or business operations, along with safeguarding student, staff and district information against data breaches.

SEMS/NIMS Overview

Effective emergency response requires systematic, repeatable processes; processes that are well-organized and carefully coordinated.

The Standardized Emergency Management System (SEMS) is the cornerstone of California's emergency response system. It provides the fundamental structure for the response phase of emergency management.

Additionally, the National Incident Management System (NIMS) further expands on the principles of SEMS and addresses multi-jurisdictional on a national basis.

Applying SEMS and NIMS to the District's emergency plan helps unify all elements of the response - both internal and external - into a single integrated system and standardizes key elements.

The Petris Bill (California Government Code Section 8607) and Homeland Security Presidential Directive HSPD-5 require California's schools to use the SEMS and NIMS in planning for and responding to school emergencies and disasters.

The School Emergency Response Team (SERT) leads the on-site response until first responders arrive (if needed). Once emergency agencies have arrived, the command transitions to "Unified Command," where representatives from the respective agencies, including the school Incident Commander, collaboratively plan, delegate and carry out response activities.

SERT assignments are based on suitability, availability, and completed training, and may not align with the organization chart of the school.

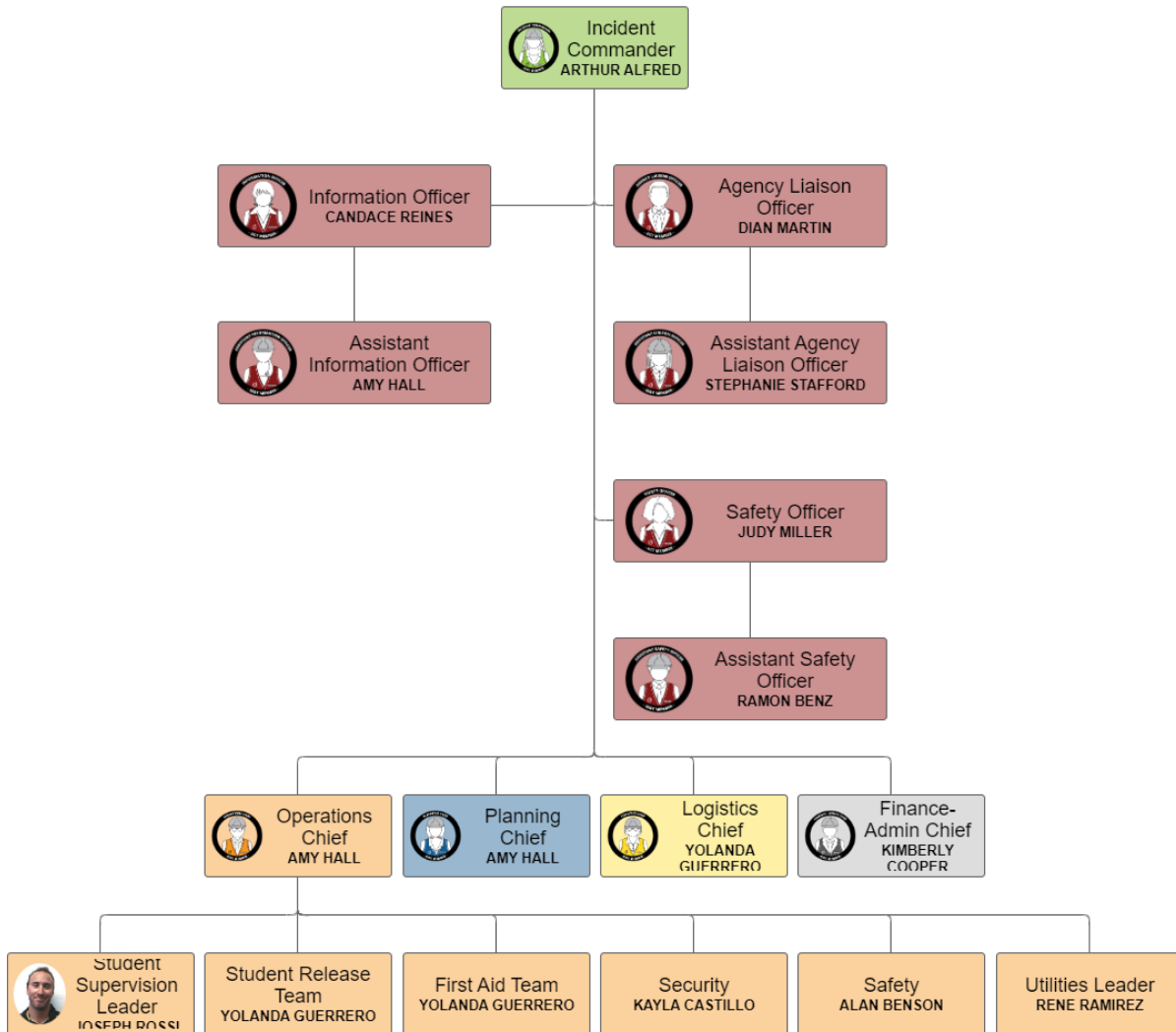
In accordance with California Government Code Section 3100, all school employees are considered disaster service workers when:

- A local emergency has been proclaimed
- A state emergency has been proclaimed
- A federal disaster declaration has been made

No public school employee may leave the school site during a declared emergency until formally released.

SCHOOL EMERGENCY RESPONSE TEAM (SERT)

Site(s): Perris Lake High School / Adult Education/ Scholar+



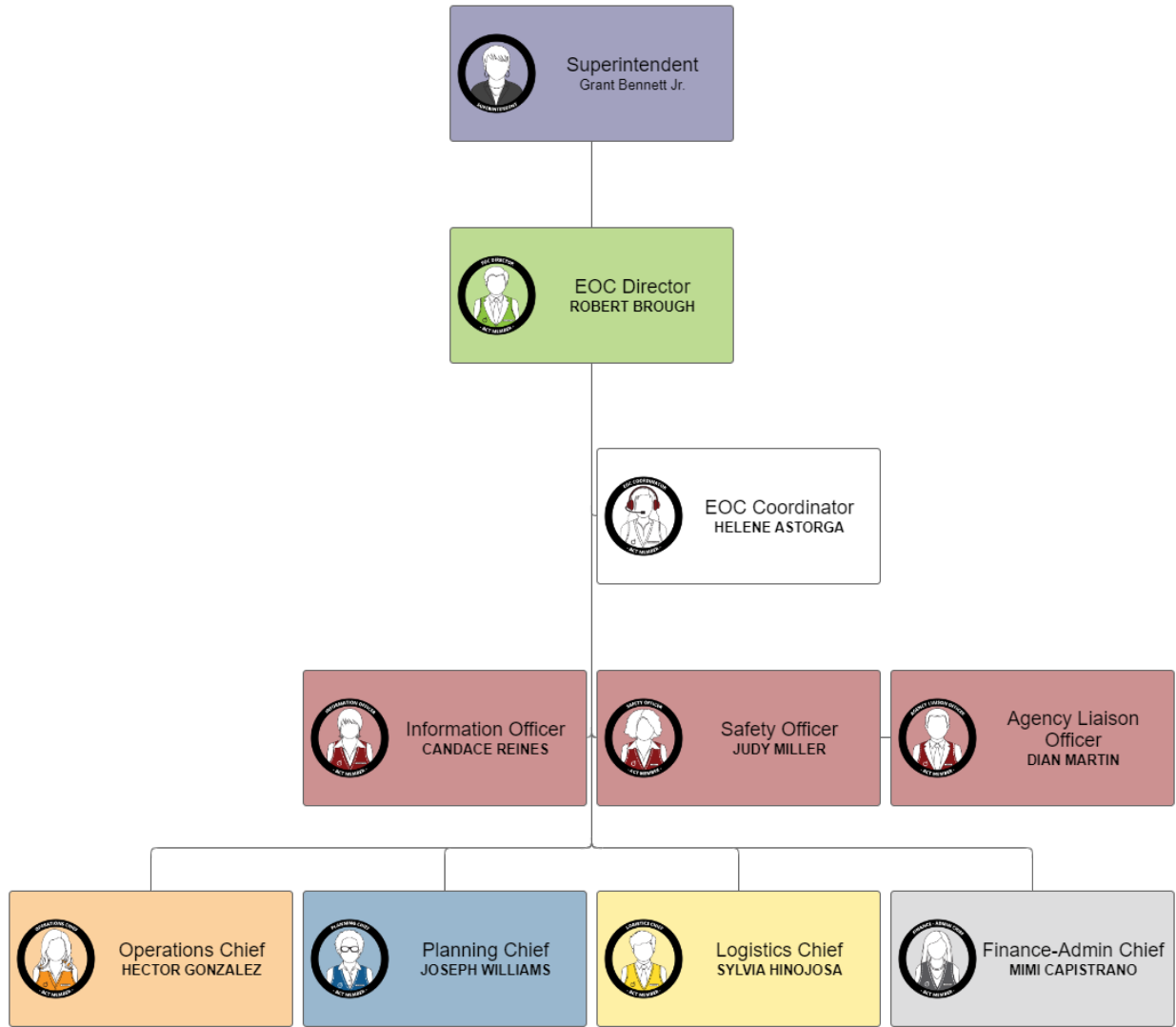
ADMINISTRATIVE COMMAND TEAM (ACT)/EOC

The Administrative Command Team (ACT) is responsible for four primary functions at the District-level.

1. Support the School/Site Emergency Response Teams (SERT)
2. Coordinate response activities at the District-level
3. Provide Command and General staff for District EOC
4. Develop and update district emergency policies and procedures

These responsibilities encompass a broad range of activities that occur beyond the scope of EOC operations, which help ensure the District's state of preparedness. Some of these activities include such things as managing Aid Agreements, liaising with external agencies and stakeholders, drafting policy and procedures for Board approval, initiating Risk Communications strategies, promoting and implementing mitigation strategies, overseeing recovery activities, ensuring the District and schools emergency plans are kept current, amongst other things.

District(s): Perris Union High School District



EMERGENCY DRILLS AND TRAINING

Training and testing are essential to the Plan. All District students and staff are required to participate in training as it relates to their roles and responsibilities.

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.

In addition to the aforementioned drills and training, the SERT participated in the following training during the past year.

SAFETY ASSESSMENTS

The Plan addresses risks and threats identified through subject-specific assessments.

Assessments identify situations, hazards, or behaviors that can disrupt operations, cause casualties, damage a facility and/or property, or otherwise negatively affect students, staff, facilities and/or the District's reputation.

The Plan incorporates suitable assessment processes, including the assessment type and activation/review schedule. E.g., emergency plans incorporate an annual risk assessment; crisis intervention plans require an assessment process with timely intervention.

A change in condition(s), e.g., a natural disaster, an act of violence, system failure, etc., may also precipitate an update or review.

Due to the broad-reaching nature of the Plan, some terms may have different meanings across the various disciplines. The Plan attempts to attribute a distinct meaning to each term whenever possible.

The following is an example of the Safety Assessment (Audit) Process:

- Data and document collection and review: policies, procedures, incident reports, etc.
- Site Assessment: physical walk-through of site documenting a set of criteria
- Interviews of key personnel and stakeholders
- Drill Evaluation
- Communications processes review and testing
- Security processes review and testing
- Analysis: Observations, report and recommendations

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.

STRATEGIES TO ADDRESS NEEDS OF STUDENTS WITH DISABILITIES

The school will identify students, who may require special assistance or provisions in the event of an emergency at the school.

The strategies outlined below have generally been incorporated into the school’s Emergency Response Plan to address the needs of these individuals. These strategies will vary depending on the circumstance and, as required, to meet specific student needs.

Impairment	Visual	Orthopedic	Auditory	Cognitive	Life-threatening Health Condition
Students	1	0	1	0	0

The following strategies have been incorporated into the schools’ Emergency Response Plan to address the needs of these individuals. These strategies have been discussed with first responders as a part of the review process of the CSSP.

STRATEGY 1	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).
STRATEGY 2	To address the needs of students with visual impairments (low vision or blindness) the school has incorporated strobe lights and vibrating pagers to supplement audible alarms. Additionally, braille signage has been posted along the evacuation routes.
STRATEGY 3	To accommodate the needs of students with severe food allergies, the school stocks appropriate emergency food provisions. These provisions are for use in the event of catastrophic infrastructure failure resulting in the school having to shelter students for a maximum of 72 hours.
STRATEGY 4	To accommodate the needs of students with cognitive impairment, emergency protocol instructions are illustrated in pictograms and are included in the respective students’ emergency kits.
STRATEGY 5	To accommodate the needs of students with autism, individualized emergency drills are scheduled and carried out with each student. These drills are in addition to school-wide drills.

STRATEGY 6	To accommodate the needs of students with life-threatening medical conditions, the student’s teacher or designated aide will ensure the student’s medication remain with the student during emergency procedures that move the child from their usual location.
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Equipment and Supplies

The District has procured an inventory of emergency supplies for each site. Resources are managed by the individual site, with an inventory maintained on HZ Online. This includes:

- Classroom Emergency Kits
- Large Emergency Kits
- Incident Command Post Kits
- Emergency Response Kits
- Medical trauma kits
- Emergency Food Bars
- Automatic External Defibrillators
- Bleeding Control Paks
- Emergency Response Kits
- Compact Emergency Response Kits
- Evacu-Chairs

Risk and Hazard Assessments

The District engaged a safety consultant to prepare risk and hazard assessment reports for each site. The most current risk and/or hazard assessments can be found in the appendix.

SUSPENSION & EXPULSION POLICIES

ED Code Reference

EC 32282(a)[2](C) 48900.5

Board Policy Reference

5144.1: Suspension And Expulsion/Due Process

AR 5144.2

APPENDIX B.3

At Perris Alternative Education Center, staff, students and parents work together to create a positive school environment 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.

Everyone has a role to play in promoting healthy relationships and contributing to a school climate which helps to encourage appropriate student behavior.

When inappropriate student behavior occurs, the school will use progressive discipline and interventions to promote positive student behavior. A range of options will be considered to determine the most appropriate way to respond to each situation and help students learn from their choices. In some cases, a suspension or an expulsion may be necessary.



Data Sources

- Infinite Campus
- California School Dashboard
- Hoonuit
- Tableau

	2020-2021		2021-2022		2022-2023	
Student Enrollment	681		1060		481	
Office Referrals	0	0.00%	31	2.92%	55	11.43%
Suspensions	0	0.00%	0	0.00%	2	0.42%
Expulsions	0	0.00%	0	0.00%	0	0.00%
Truancy	358	52.57%	382	36.04%	112	23.28%

The policies outline the expectations set out for students, along with the consequences of violating those expectations. These policies are made clear to all students, parents, and staff through several methods.

- Student handbook
- Orientation
- All student assembly

Suspension Authority:

- 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.
- Classroom teacher: up to two days on-campus class suspension
- Administrators and/or a designee can suspend for up to 5 days including a recommendation for expulsion
- A school can suspend for up to 20 days a year

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

STRATEGY 1	Equity training
STRATEGY 2	Relationship building
STRATEGY 3	Restorative Practices
STRATEGY 4	Counseling
STRATEGY 5	Trauma and Anxiety Training

NOTIFYING TEACHERS OF DANGEROUS PUPILS

ED Code Reference

EC 32282(a)[2](D); EC 49079, EC48900

Board Policy Reference

AR 4158/4258/4358, Employee Security

The safety and well-being of students and staff is a top priority for the District and the school. To that end, the District has set forth Board Policy to help ensure teachers, along with other essential staff, e.g., counselors, are notified of students committing or reasonably suspected of committing a "dangerous act" within the last 3 years.

APPENDIX B.6

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.

PROCEDURES FOR TEACHER NOTIFICATION

1. A list of students is furnished by Student Services that provides each teacher with a list of any dangerous student on their rosters.

To address the potential concerns of staff and to support identified students, the following strategy will be implemented in the upcoming school year.

STRATEGY 1	Administration meets with student when enrolled on our campus.
STRATEGY 2	Student is shadowed by Campus Security for the first few days of their arrival on campus.
STRATEGY 3	Provide Restorative Practices with the student if necessary.

The school district may be required to look at information as far back as three school years. If a school district officer or employee knowingly fails to give information regarding a pupil with violent propensities, the courts may find the responsible party guilty of a misdemeanor.

The penalties for failing to report this information to teachers is up to six months in jail and/or a fine not to exceed \$1,000.

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.7

All students and staff deserve the right to study and work in an environment free of harassment and discrimination. The District is committed to providing a safe school experience, which means ensuring the necessary policies, procedures, and support structure are in place to meet that commitment.

District policy prohibits harassment or discrimination of students and staff at school or school-sponsored or school-related activities.

By extension, the school strives to provide an inclusive environment, free of harassment, discrimination, and hate-mongering.

Staff receive training on the topic (through Hour-Zero) to help them be better able to identify and address incidents or issues related to harassment and discrimination.



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

Keenan Safe Training

- Assistant Principal training in Title IX training

To further foster a school climate free of harassment and discrimination, the following strategies will be implemented in the upcoming school year.

STRATEGY 1	Student Assemblies
STRATEGY 2	Posters
STRATEGY 3	Phone Dialers
STRATEGY 4	Utilize PELI to involve community

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.

- Bullying form is submitted
- Bullying form is sent to site
- Administration investigates complaint
- Resolution of complaint

According to a 2011 study conducted by the American Association of University Women, some 48 percent of middle and high school reported being targets of sexual harassment, with many not wanting to go to school, feeling physically ill, and having trouble studying and sleeping,

Sexual harassment is just one of many forms of harassment or discrimination experienced by students.

The school has engaged in a number of activities to address this issue, including those activities outlined below.

- Wellness forum
- Presentations

The term "hate crime", in its broadest sense, refers to an attack on an individual or his or her property in which the victim is intentionally targeted because of his or her 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.

SCHOOL-WIDE DRESS CODE

ED Code Reference

EC 32282(a)[2](F)

Board Policy Reference

AR 5132 – Dress & Grooming

APPENDIX B.2

The Perris Alternative Education Center strives to create a positive environment that is conducive to the learning, which includes a student dress code requiring clothing to be free of offensive or vulgar expressions and not reflect gang affiliation.

Students are encouraged to dress in a manner that is appropriate and conducive to an active school day.

The District standard dress and appearance policy is gender-neutral and applies to all students equally regardless of gender on school campuses and at school-sponsored functions and will be enforced consistently and fairly by all members of the school staff

Students’ clothing must not present a health or safety hazard or interfere with the educational process.

The District has a dress code policy outlining standards for student dress and grooming. The school adheres to this policy.

The principal, staff, students and parents/guardians at the school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.



Coaches and teachers may impose more stringent dress requirements to accommodate the particular needs of certain sports and/or classes.

In addition to District policy, the school has a set Policy related to the type of sun-protective clothing that pupils are allowed to use outdoors, this includes:

- hats
- SPF protective clothing

- sunglasses
- other apparel needed due to medical condition, and approved by the principal

The list below offers guidance on what apparel is NOT allowed at school or school activities.

UNACCEPTABLE APPAREL

- Revealing Clothing
- Bare Midriffs
- See Through Clothing
- Perforated clothing without undergarments
- Revealing shorts and pants/ underwear showing
- Tube tops, halter tops, backless tops, strapless tops
- reference to sex, tobacco, alcohol, violence, racism, or drugs on clothing
- Picture, images, words, or sayings that are offensive by traditional standards shall not be visible on clothing.

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.4

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.

Parents’ perceptions of safety, along with multiple and competing obligations, often influence their child’s mode of school transport.

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.



ARRIVAL / DEPARTURE PRACTICES

- Students arrive and depart through a controlled gate monitored by campus supervisors. Once school is in session, the gate is secured and students enter through the Office, stopping to receive a Tardy Pass and reporting to their class.

In addition to the Arrival/Departure Practices listed above, the school also engages in the following activities:

- Annual Back to School Safety Campaign
- Annual Parking Lot Picnic
- Annual Bike Safety Rodeo
- National Walk to School Day

STRATEGY 1	Single point of entry for safety.
STRATEGY 2	All visitors can conduct necessary meetings in front office without walking into campus.

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.5

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, 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.

If students and staff don't feel safe, they won't have the psychological energy needed to achieve academic success or to support a child's educational journey.

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	2022-2023				2023-2024				2024-2025			
ANew Project	SE	x	x	x	x	x	x	x	x	x	x	x	x
Various community speakers	SE	x	x	x	x	x	x	x	x	x	x	x	x

ACTIVITIES	TYPE	2022-2023				2023-2024				2024-2025			
Staff Training/PD	PE	x		x		x		x	x	x		x	
Social Emotional Learning	PE	x	x			x	x		x	x	x		

PE: Physical Environment

SE: Social Environment

SOCIAL ENVIRONMENT: GOAL 1

We will focus on reviewing surveys in order to better assist our students with; career and educational choices and continue to bring programs that will sponsor student groups for individuals with drug problems, emotional problems and other problems that may prevent them from being in school.

OBJECTIVE 1 Create a caring and connected school climate.

- ACTIVITIES
- A New Project
Lead: Arthur Alfred
 - Various community speakers
Lead: Robert Bryant

RESOURCE 1 Time: 45h0m Cost: 0
Other: 0

EVALUATION Student Response
Administration Observation

PHYSICAL ENVIRONMENT: GOAL 1

Create a physical environment that communicates respect for learning and for individuals.

OBJECTIVE 1	We will survey students and staff in regards to the physical environment on the campus.	
ACTIVITIES	<input type="checkbox"/> Staff Training/PD Lead: Amy Hall	
	<input type="checkbox"/> Social Emotional Learning Lead: Amy Hall	
RESOURCE 1	Time: 10h0m Other: 0	Cost: 0
EVALUATION	Staff Feedback Administration Observation	

Social Environment Resource Requirements Total

Resources: 1	Time: 45h0m	Cost:
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Physical Environment Resource Requirements Total

Resources: 1	Time: 10h0m	Cost:
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RULES AND PROCEDURES ON DISCIPLINE

ED Code Reference

EC 32282(a)[2](l)

Board Policy Reference

AR 5144 - Discipline

APPENDIX B.5

The Perris Alternative Education Center provides 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 parents and teachers share the expectation of them to achieve to their highest potential, be on their best behavior while in school, in the cafeteria/MPR, on the playground, on their way to and from school or on the bus.

CODE OF CONDUCT

1. We believe that responsible citizenship begins in the home and is reinforced at school. The primary responsibility for citizenship instruction, therefore, rests with the parents. Freedom and responsibility go hand in hand and students have a responsibility to others in their school relationships. Good citizenship should be rewarded and poor citizenship should be discouraged. We believe all students can behave appropriately and must be held accountable for their actions.
2. Responsibility for following rules is the students'. Students must know the rules and regulations of the school, be responsible for their part in maintaining these regulations, be aware of the consequences when they are broken and be reinforced positively when they are conforming to the concept of good citizenship. We believe good citizenship and good academic performance are related.

CLASSROOM STANDARDS

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

GENERAL BEHAVIOR GUIDELINES

Rules are necessary to ensure the safety and welfare of all students. These rules apply before, during, and after school anywhere on the campus.

SCHOOL RULES

1. Students are to report to class when the bell rings.
2. Students are not allowed to push, cut in or run to any line.
3. Students must wait their turn in the lunch line.
4. Snacks may be eaten only in designated areas. No food in the classroom.
5. Students may not leave the campus without permission.
6. P.E. equipment must be used properly.
7. Running through or interfering with another person's game is not allowed.
8. No objects other than balls may be thrown.
9. No physical horseplay is allowed on campus.
10. Students may not hang or climb on baseball backstops, buildings, trees, fences or walls.
11. Students must walk to and from the lunch area.
12. Students may not push, hit or threaten others.
13. Common sense is expected when using all sport equipment.
14. Students must report to an adult when a ball goes over a fence.
15. The use of profanity is prohibited.
16. Students may not ride bikes or skateboards on campus.

TACTICAL RESPONSES

ED Code Reference

EC 32282(a)[2](j)

Board Policy Reference

AR 3516

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.

BULLYING AND CYBERBULLYING PREVENTION

ED Code Reference

EC 32283.5; EC 234.4, AB 2291

Board Policy Reference

BP 5131.2

APPENDIX B.13

Bullying is behavior that includes the use of any physical, verbal, electronic, written or other means.

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.

According to research, bullying is considered a significant public health problem. National estimates indicate that between 20 and 30 percent of children and youth are bullied at school each year, with certain vulnerable groups at even higher risk, including students with disabilities and LGBTQ youth.



To combat this identified problem, the District will establish a Board Policy that sets the framework for the whole District. The Policy will outline the expectations and procedures for student behavior, and the expectations for all members of the school community.

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.

THREAT ASSESSMENT

Board Policy Reference

BP 6164.2:
Guidance/Counseling Services

APPENDIX

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.

Based upon law enforcement's assessment of the situation, the Protocol may also be used for other weapon or broad-ranging criminal threat offenses.

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

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.

Please refer to the STAR protocol for details on the program.

SECTION 3

OTHER PROFESSIONALS

ED Code Reference

EC 32282.1

Board Policy Reference

BP 5137

APPENDIX C.1

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.

These 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	RESPONSIBILITY
MENTAL HEALTH PROFESSIONAL District Resource	<input type="checkbox"/> Mental wellness of students
SCHOOL COUNSELOR District Resource	<input type="checkbox"/> Mental wellness of students <input type="checkbox"/> College and Career Guidance <input type="checkbox"/> Class Schedule

SECTION 4

PESTICIDE RELEASE NEAR SCHOOL

ED Code Reference

32284, 17608-17613, 48980.3, 16714

Board Policy Reference

AR 3514.2, Integrated Pest Management

APPENDIX D.1

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

The pest management objective for the Perris Union High School District is to focus on long-term pest prevention using the safest methods through monitoring and various inspection methods.

The Plan recognizes a pesticide application or other toxic substance can drift to school properties. This can pose an immediate risk to students and staff, and an extended risk due to residues.

State laws require buffer zones around schools to eliminate accidental exposure. As a preventative measure, the district monitors the spraying of pesticides on properties adjacent to school sites and any applications which may inadvertently affect a school site. This is accomplished through:

- Staff and student reporting any sightings of spraying to the school office.
- The school annually sending a letter to the property owners and occupants of adjacent properties regarding the need to advise the school of any planned applications, and details related to school operating schedule/calendar, with particular emphasis placed on commuting times and times when students and staff may be out on the grounds.
- The District also sends a letter to all registered pesticides companies within the District boundaries, citing the legislation and asking the proprietor to advise the school before any pesticide applications, or knowledge of toxic substance release.
- District kitchens are inspected monthly and treated by Western Exterminator.



- Schools are monitored and inspected daily by Custodians and Supervisors.
- Athletic fields and grounds are monitored by Groundskeepers.
- Issues and complaints are reported through the District's work order reporting system.

SECTION 5

COMMUNICATING THE PLAN

ED Code Reference

EC 32288

Board Policy Reference

BP 0450, Comprehensive Safety Plan

An effective safety plan is dependent on strong relationships. Those relationships are built through clear and open communications both during the planning process and in times of crisis.

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

The school engages stakeholders in the Safety Plan by educating them on their respective roles, highlighting relevant policies, protocols, and procedures, along with providing them an opportunity for input.



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.

Stakeholders were notified of the Safety Plan through the following methods:

- Parents were notified that the Plan was available for review via Email / Phone Dialer on 10 Feb 2023.
- Staff were notified that the Plan was available for review via Email on 10 Feb 2023.

REQUEST TO REVIEW

- Parents can come to the Perris Alternative Education Center to review the plan which is available in the front office.
- Staff can view the Perris Alternative Education Center plan in the front office.

PLAN PRESENTATIONS

Where	Date	Agenda Item No.
Special Meeting	10 Feb 2023	

NOTIFICATIONS

In accordance with California Ed Code EC 32288, written notification of the public meeting was sent to the following people/groups on the indicated dates:

- 10 Feb 2023 - A representative of the student body government.
- 10 Feb 2023 - A representative of the local school employee organizations.
- 10 Feb 2023 - A representative of each parent organisation at the school, including the parent-teacher association and parent-teacher clubs.
- 10 Feb 2023 - All persons who have indicated they want to be notified and have registered their request with the school office.

SECTION 6

MONITORING

ED Code Reference

ED 332286-32288

Board Policy Reference

BP 0450

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.

Further monitoring is accomplished via the Hour-Zero Online Compliance Report tool.

The tool helps the school manage and monitor their Plan by tracking task completions, training, risk and hazards, and incident reporting, amongst other things.

Social Environment Activity Summary

Activity Number	Activity Name	2022-2023				2023-2024				2024-2025				Activity Status
Activity 1	ANew Project	x	x	x	x	x	x	x	x	x	x	x	x	In Progress
Activity 2	Various community speakers	x	x	x	x	x	x	x	x	x	x	x	x	In Progress

Physical Environment Activity Summary

Activity Number	Activity Name	2022-2023				2023-2024				2024-2025				Activity Status
Activity 1	Staff Training/PD	x		x		x		x		x		x		In Progress
Activity 2	Social Emotional Learning	x	x			x	x			x	x			In Progress

COMMITTEE MEETINGS

Meeting 1	Meeting Date	15 Nov 2022	Time	10:00 AM
	Place	Perris Lake High School / Adult Education/ Scholar+	Facilitator	HR Zero
Meeting 2	Meeting Date	13 Dec 2022	Time	10:00 AM
	Place	Perris Lake High School / Adult Education/ Scholar+	Facilitator	HR Zero
Meeting 3	Meeting Date	7 Feb 2023	Time	10:00 AM
	Place	Perris Lake High School / Adult Education/ Scholar+	Facilitator	Arthur Alfred

Review Activities

- Meeting to Review data and plan

BOARD REVIEW AND PRESENTATION

ED Code Reference

ED 332286-32288

Board Policy Reference

BP 0450

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.

Plan Review and Presentations

The CSSP for Perris Lake High School / Adult Education/ Scholar+ was presented at the following meeting(s):

School Council	Date	2023-02-10	Time	02:30 PM
	Place	PAEC	Address	418 W. Ellis Ave Perris CA 92570
	Agenda#		Motion#	
Board	Date	2023-03-15	Time	05:00 PM
	Place	District Administrative Center	Address	155 E 4th Street Perris, CA 92570
	Agenda#		Motion#	
School Council	Date	2023-02-23	Time	
	Place	Perris Lake High School	Address	418 West Ellis Avenue
	Agenda#		Motion#	

The public was invited to share their comments on the Plan through the following means:

- Other: Email, Speaking

The meeting was publicized using the following mediums:

- Email, Front office

The Plan was presented using the following mediums:

- Presentation

The Plan was received by the Governing Board for approval on 15 Mar 2023.

Approval was received.

Board Agenda item: .

APPENDIX

STAFF TRAINING

[Appendix Document 1.0](#)

COMMITTEE MEMBERSHIP

[Appendix Document 1.0](#)

CURRENT STATUS

[Appendix Document 1.0](#)

CHILD ABUSE REPORTING PROCEDURES

[Appendix Document 1.0](#)

DISASTER PROCEDURES

[Appendix Document 1.0](#)

[Appendix Document 2.0](#)

[Appendix Document 3.0](#)

SUSPENSION & EXPULSION POLICY

[Appendix Document 1.0](#)

[Appendix Document 2.0](#)

NOTIFYING TEACHERS OF DANGEROUS PUPILS

[Appendix Document 1.0](#)

[Appendix Document 2.0](#)

[Appendix Document 3.0](#)

DISCRIMINATION & HARASSMENT POLICY

[Appendix Document 1.0](#)

[Appendix Document 2.0](#)

SCHOOL-WIDE DRESS CODE

[Appendix Document 1.0](#)

SAFE INGRESS AND EGRESS

[Appendix Document 1.0](#)

[Appendix Document 2.0](#)

[Appendix Document 3.0](#)

SAFE AND ORDERLY ENVIRONMENT

[Appendix Document 1.0](#)

[Appendix Document 2.0](#)

[Appendix Document 3.0](#)

[Appendix Document 4.0](#)

[Appendix Document 5.0](#)

RULES AND PROCEDURES ON DISCIPLINE

[Appendix Document 1.0](#)

BULLYING AND CYBERBULLYING PREVENTION

[Appendix Document 1.0](#)

THREAT ASSESSMENT

[Appendix Document 1.0](#)

[Appendix Document 2.0](#)

OTHER PROFESSIONALS

[Appendix Document 1.0](#)

PESTICIDE RELEASE NEAR SCHOOL

[Appendix Document 1.0](#)

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.