

COMPREHENSIVE SCHOOL SAFETY PLAN

Pursuant to Education Code 32280 – 32289

EFFECTIVE DATES: 2023 – 2024



Pinacate Middle School

1990 South 'A' Street

Perris, CA 92570

(951) 943-6441

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

Deidra Johnson

Principal

FOR BOARD APPROVAL

Perris Union High School District

Grant Bennett Jr.

Superintendent

Anthony T. Stafford, Sr.

Board President

Printed: Wed Mar 01 18:17:29 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 elements of this Comprehensive School Safety Plan are considered confidential, and therefore not included as part of this document. Confidential components are not available to the public. Elements that are considered confidential include any information that may contain student or staff personal data, tactical response procedures or strategies, building infrastructure or asset information, and sensitive emergency contact information. 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.

TABLE OF CONTENTS

- SECTION 14
- OVERVIEW4
- STAFF TRAINING7
- COMMITTEE MEMBERSHIP11
- FIRST RESPONDER CONSULTATION13
- VISION STATEMENT14
- SECTION 215
- CURRENT STATUS15
- ASSESSMENT18
- CHILD ABUSE REPORTING PROCEDURES19
- DISASTER PROCEDURES21
- SUSPENSION & EXPULSION POLICIES41
- NOTIFYING TEACHERS OF DANGEROUS PUPILS44
- DISCRIMINATION & HARASSMENT POLICY46
- SCHOOL-WIDE DRESS CODE47
- SAFE INGRESS AND EGRESS49
- SAFE AND ORDERLY ENVIRONMENT51
- RULES AND PROCEDURES ON DISCIPLINE53
- TACTICAL RESPONSES55
- BULLYING AND CYBERBULLYING PREVENTION56
- THREAT ASSESSMENT58
- SECTION 360
- OTHER PROFESSIONALS60
- SECTION 461
- PESTICIDE RELEASE NEAR SCHOOL61

SECTION 563
 COMMUNICATING THE PLAN63
 NOTIFICATIONS64
SECTION 665
 MONITORING65
 BOARD REVIEW AND PRESENTATION67
APPENDIX69
CODE REFERENCES71

SECTION 1

OVERVIEW

Pinacate Middle School adheres to the PUHSD policy and procedure for child abuse, disaster procedures, policies for suspensions, procedures for notifying teachers, discrimination & harassment, and school discipline. Pinacate Middle School is governed by the policies and procedures



of Pinacate Middle School, and participates in safety initiatives 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 Pinacate Middle School.!

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

- Improved monitoring of students throughout campus.
- Reduced number of suspensions from the previous year.
- Improvements made to drill objectives, along with more in-depth execution of emergency drills.

SCHOOL PROFILE

Pinacate Middle School

1990 South 'A' Street

Perris, CA

92570

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

Principal: Deidra Johnson

Grades Served: 7-8

Student Enrolment: 934

Number of Certificated Staff: 53

Number of Classified Staff: 50

Course of studies offered by the school:

- California Core Curriculum

Additional program operating at the school site:

- Spanish
- RCOE - Career Explorations
- Computer Science
- Technology

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.

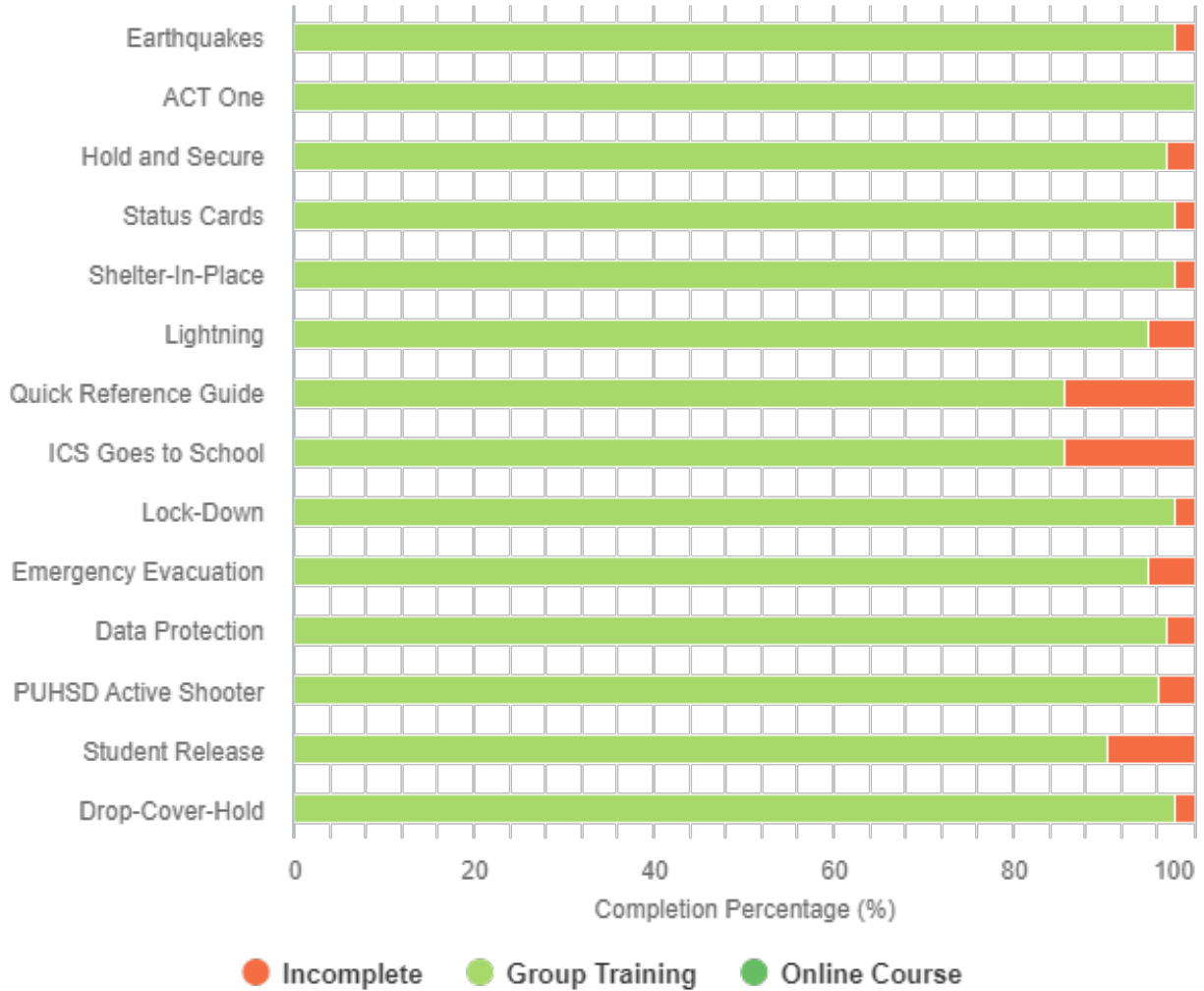
It is mandatory for all staff to participate in school safety plan training.

Training is provided to staff through a variety of methods, including the following:

- In Person Group
- Online
- Specialty Workshops
- Safety Presentation
- Emergency
- District Wide
- Other: Professional Development
- Staff Meetings

During the reporting period, staff completed or participated in the following courses as assigned through the Hour-Zero platform:

Course Completion
 Period 7/1/22 - 6/30/23
 District(s): Perris Union High School District
 Site(s): Pinacate Middle School
 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 along with the assigned administrator 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 needs of the school.

The Safety Committee meets on a regular basis. The Committee meets on the [Insert frequency, e.g., first Tuesdays of the month when school is in session, beginning with the third Tuesday of September.

Members can vote to adjust the meeting schedule.

COMMITTEE MEMBERS

Deidra Johnson	Principal	Pinacate Middle School
Victor Murillo	Assistant Principal	Pinacate Middle School
Liliana Orozco	Discipline Secretary	Pinacate Middle School
Rosa Heredia	ELD Coordinator	Pinacate Middle School
Sue Carroll	ELA Department Chair	Pinacate Middle School
Tricia Stanier	ELA Teacher	Pinacate Middle School
Christopher Lara	History Department Chari	Pinacate Middle School
Mark Wojciechowski	Elective Teacher	Pinacate Middle School
Samantha Diaz-Hill	Librarian	Pinacate Middle School
Cindy Corona	Parent	Parents

MEETING DATES

The committee met on the following dates:

Meeting 1	Meeting Date	27 Sep 2022	Time	02:15 PM
	Place	Pinacate Middle School	Facilitator	Victor Murillo
Meeting 2	Meeting Date	18 Oct 2022	Time	02:15 PM
	Place	Pinacate Middle School	Facilitator	Victor Murillo

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 County Sheriff Dept	Max Magdaleno	Deputy
CALFIRE - Riverside Unit	Robert Davis	Battalion Chief
American Medical Response AMR	AMR	Medical Response

CONSULTATION DATES

Formal consultation occurred on the following dates:

Meeting 1	Meeting Date	31 Jan 2023	Time	09:25 AM
	Place	Pinacate Middle School	Facilitator	Deidra Johnson
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

Pinacate Middle School will inspire and support college and career readiness and the personal success of every student every day, by providing a safe, positive learning environment, effective instruction, targeted intervention, and active parental involvement.

Be our BEST! Every Student! Every Day!

Mission Statement

The mission of Pinacate Middle School is to prepare and support all students to be their BEST to become college and career-ready, and productive, contributing members in a competitive global society.

SECTION 2

CURRENT STATUS

ED Code Reference

EC 32282 (1)

Board Policy Reference

AR 0450

APPENDIX B.1

Pinacate Middle School adheres to the PUHSD policy and procedure for child abuse, disaster procedures, policies for suspensions, procedures for notifying teachers, discrimination & harassment, and school discipline. 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.

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



SOURCES

California Healthy Kids Parent Survey
California Healthy Kids Staff Survey
California Healthy Kids Student Survey
CrimeMapping
Data Quest
State Performance
Student Referral
Suspension
Truancy

DATA ANALYSIS

	2020- 2021		2021-2022		2022-2023	
Student Enrollment	974		1057		934	
Office Referrals	104	10.68%	722	68.31%	514	55.03%
Suspensions	0.0	0.00%	132	12.49%	52	5.57%
Expulsions	0.0	0.00%	3	0.28%	0.0	0.00%
Truancy	400	41.07%	912	86.28%	860	92.08%

Emergency Events

Emergency Event summaries will be incorporated into future CSSPs so that the information can be processed and used for safety planning initiatives.

Student Injuries

Student Injury summaries will be incorporated into future CSSPs so that the information can be processed and used for safety planning initiatives.

Property Damage

Property damage summaries will be incorporated into future CSSPs, so the information can be processed and used for safety planning initiatives.

Student Inappropriate Behavior

Pinacate will continue to monitor suspensions, expulsions, and truancies which deeply affect student learning and the school culture.

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.

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

- Discipline has improved in lowering suspensions from last year by providing more alternative solutions by utilizing preventive programs such as restorative circles, social emotional counselors.

AREAS OF PRIDE AND STRENGTH

- For the school year 2022/2023, we have improved our suspension rate from the previous year 2021/2022 by 45%

AREAS WE WISH TO IMPROVE

- Continue to improve our suspension and attendance rate.

CHILD ABUSE REPORTING PROCEDURES

ED Code Reference

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

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.

Board Policy Reference

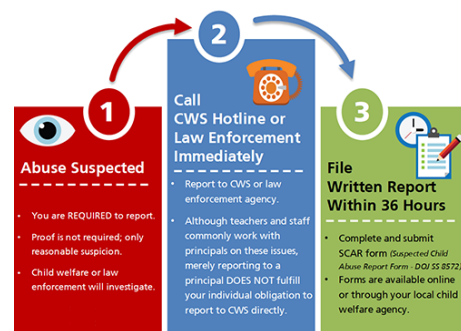
BP 5141.4 Child Abuse Prevention and Reporting

APPENDIX B.2

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
Trespassing		
Level 2 Protocols		
Bomb	Bus Accident Nonfatal	Influenza
Missing Child	Serious Injured Person	Suicide
Weapon Suspicion	Train	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 /		

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.

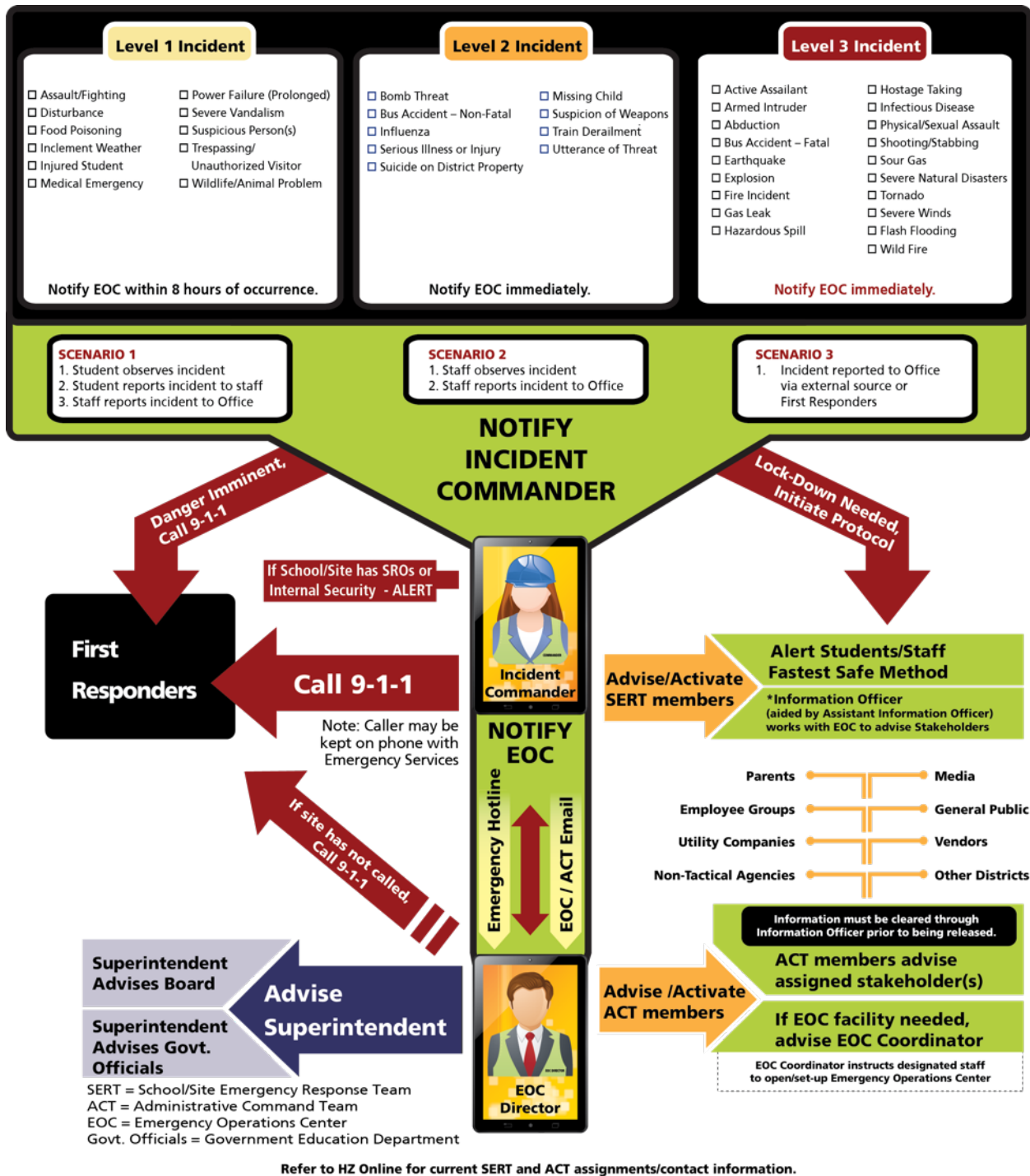
The processes follow, as close as practical, the procedures listed below.

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.

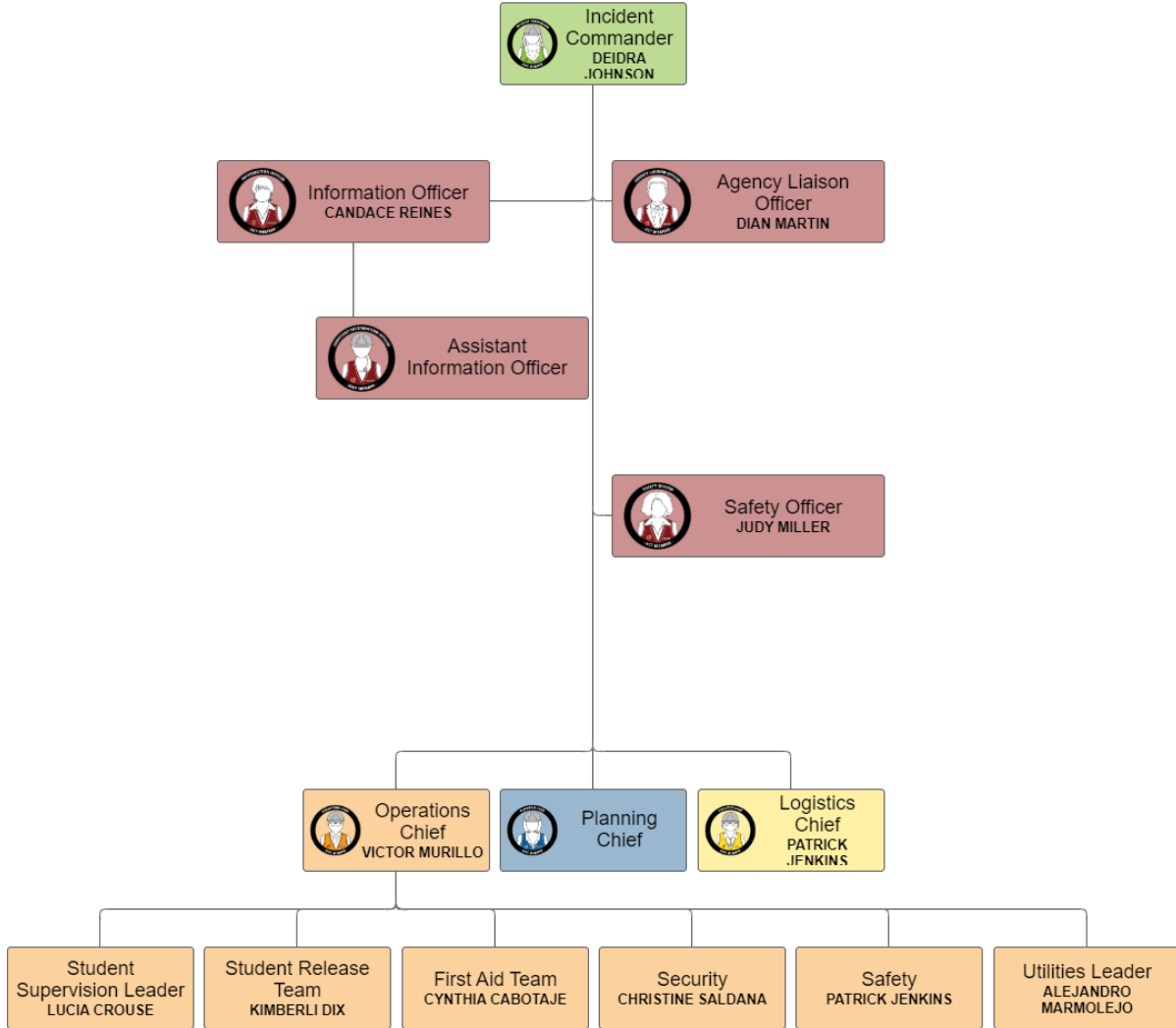
In accordance with California Government Code Section 3100, all school employees are considered disaster service workers when:

- 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): Pinacate Middle School



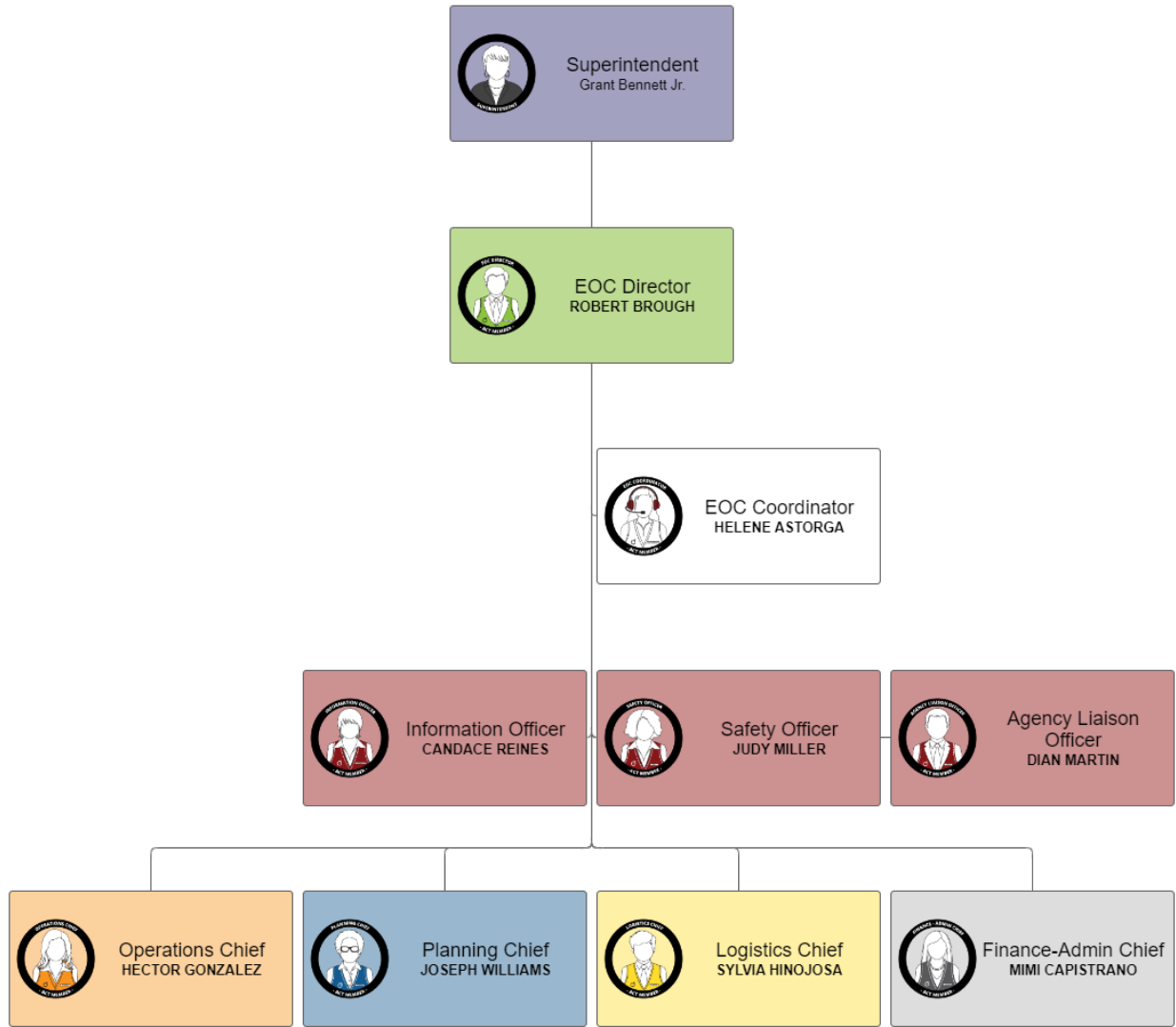
ADMINISTRATIVE COMMAND TEAM (ACT)/EOC

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

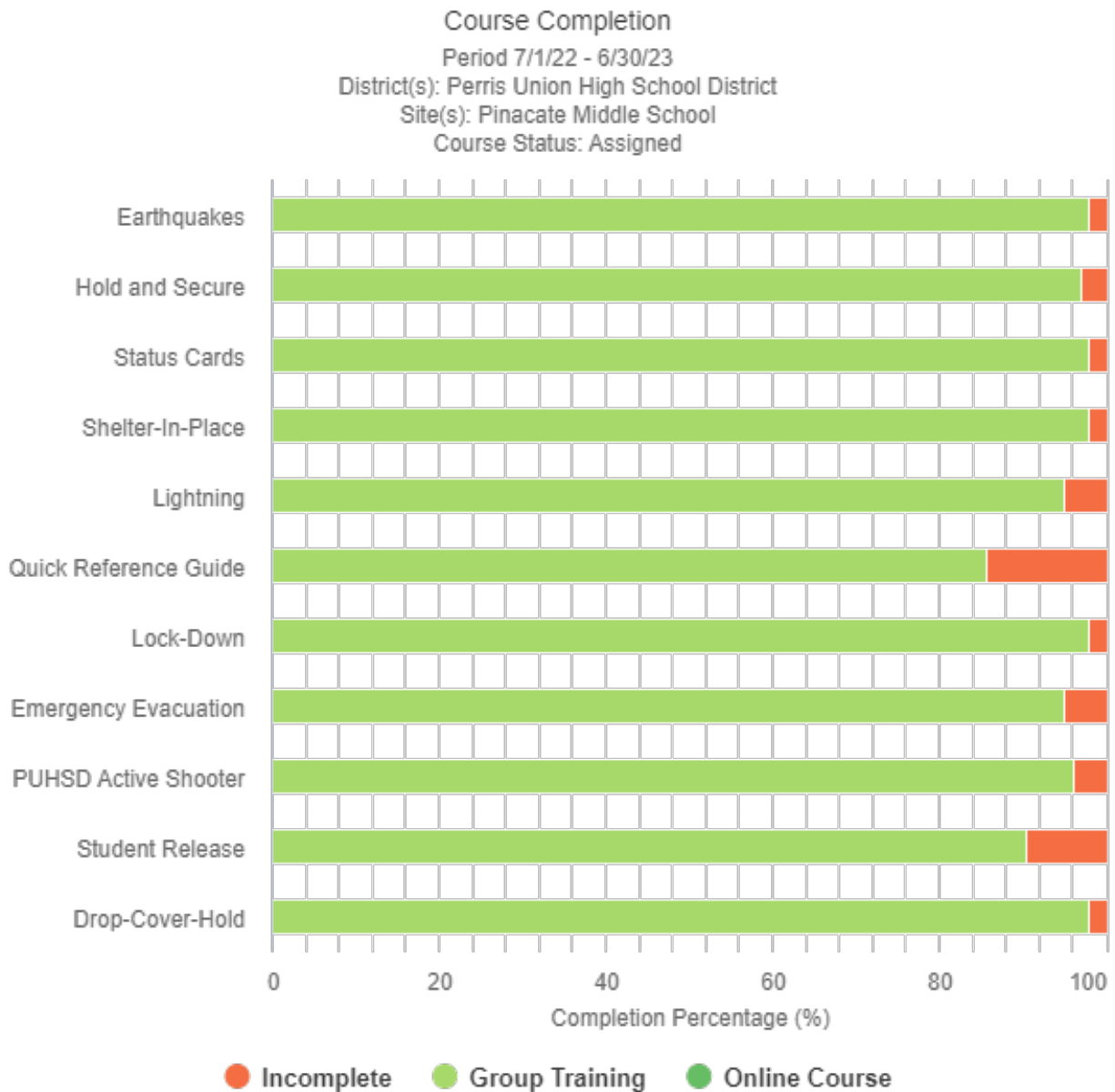


EMERGENCY DRILLS AND TRAINING

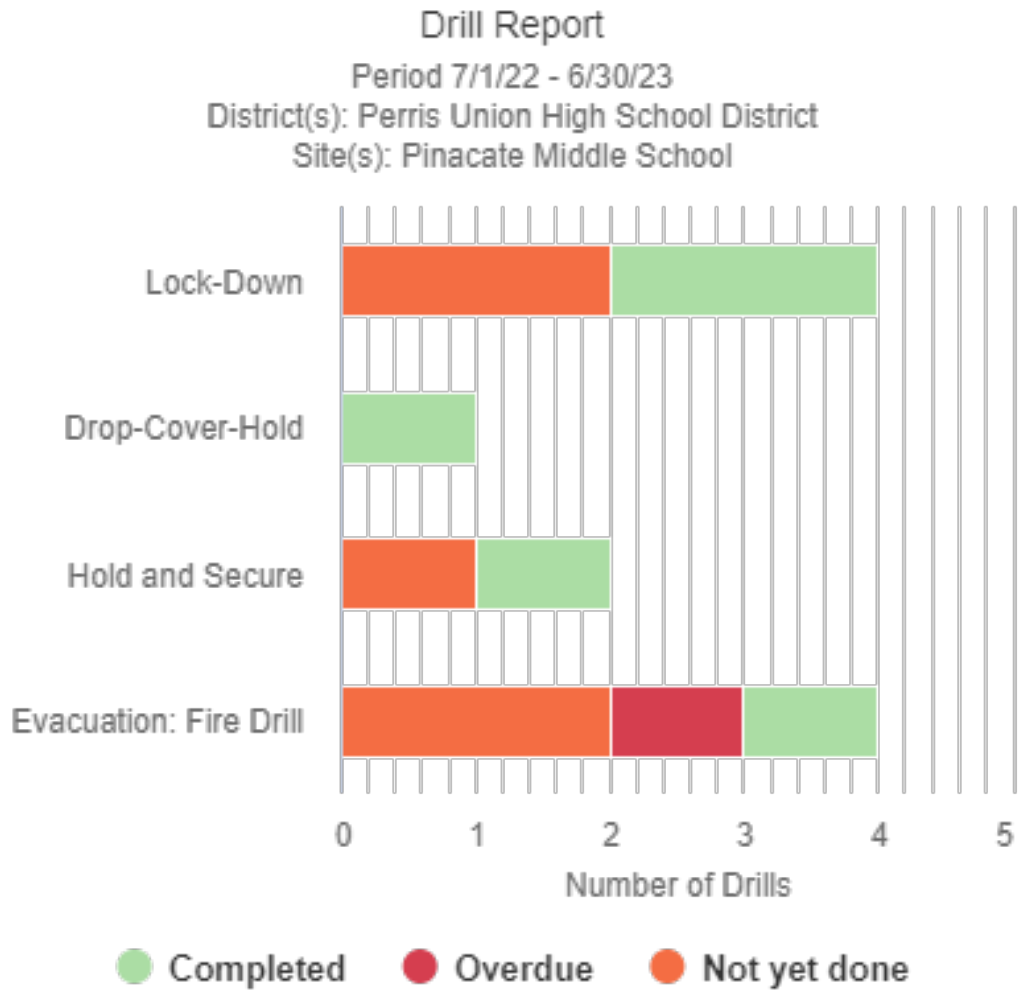
Training and testing are essential to the Plan. All District students and staff are required to participate in training as it relates to their roles and responsibilities.

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 the 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	0	0	0	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.
------------	---

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

Pinacate Middle School adheres to the PUHSD policy and procedure for suspensions, procedures for notifying teachers, discrimination & harassment, and school discipline.

At Pinacate Middle School 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.

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
- Hoonuit
- California Dashboard
- Data Quest

	2020-2021		2021-2022		2022-2023	
Student Enrollment	974		1057		934	
Office Referrals	104	10.68%	722	68.31%	514	55.03%
Suspensions	0	0.00%	132	12.49%	52	5.57%
Expulsions	0	0.00%	3	0.28%	0	0.00%
Truancy	400	41.07%	912	86.28%	860	92.08%

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.

- Policies are posted on the school and district websites
- Policies are included in the Student Handbook
- Policies are discussed at Student Assemblies
- Policies are reviewed at Student Orientation Sessions
- Policies are made clear to parents through regular communications from the school and reinforced during parent meetings.
- Teachers are informed of policies through staff training and during staff meetings.

Suspension Authority:

- Classroom discipline procedures are the responsibility of the individual teacher. However, severe misbehavior including, but not limited to, fighting, openly defying adults, and 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.
- Further action may be required, such as detention, suspension, or expulsion, depending on the severity and circumstances. In these instances, parents will be

notified either by phone, postal services, or email.

- Classroom teacher: up to two days of 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 strategy will be implemented in the upcoming school year.

The initiative aims to support disciplinary practices that are non-discriminatory and that foster a safe and productive learning environment.

STRATEGY 1	Pinacate Middle School will continue to work on improving the Alternative to Suspension Program. The program will implement a full day of interventions for the entirety of the program
------------	---

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

APPENDIX B.6

Pinacate Middle School adheres to the PUHSD policy and procedure for notifying teachers. 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.

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. *The first week of each semester the teacher will receive a list from the school secretary, of students in their classes that are deemed to have violated or been suspected of violating one the 48900 Education Codes.
2. *The teacher will receive daily emails of students that have had schedule changes that come to their class that are deemed to have violated or been suspected of violating one of the 48900 Education Codes.
3. *The teacher will receive daily notification by email of students that have violated or who are reasonably suspected of violating Education Code 48900 that day.
4. *The teacher will have access, through Infinite Campus, to a list of students in their classes that have violated or been suspected of violating Education Code 48900.

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	Fencing around the perimeter of the campus
STRATEGY 2	A "closed campus" sign-in policy for all visitors
STRATEGY 3	Campus supervisor AM and PM yard duty stations
STRATEGY 4	Success Presentations every six weeks to all students

STRATEGY 5	Success Presentations throughout the year in parent meetings
STRATEGY 6	Referral system for defiant or disruptive behavior
STRATEGY 7	Lunch Detention is available five days per week
STRATEGY 8	Puma University is available Tuesday-Thursday
STRATEGY 9	Tutoring Sessions are available Tuesday through Thursday.

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

Pinacate Middle School adheres to the PUHSD policy and procedures for discrimination and harassment. 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.

SCHOOL-WIDE DRESS CODE

ED Code Reference

EC 32282(a)[2](F)

Board Policy Reference

AR 5132 – Dress & Grooming

APPENDIX B.2

Pinacate Middle School 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

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

- Any clothing including head apparel, backpacks, purses, or skin that display words, initials, or symbols that COULD BE interpreted as gang-related (for example, sport team logos), racially insensitive, gambling or drug-related and sexually suggestive (for example, images of women in bikinis or sexually suggestive poses) are NOT allowed on campus.

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

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, like child predators, bullying, and street violence also impact student and staff travel patterns.

APPENDIX B.4

As such, the 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

- Regular day gate access times: 7:30 am to 8:00 am | 2:10 pm to 2:30 pm
- Minimum day gate access times: 7:30 am to 8:00 am | 12:50 pm to 1:10 pm
- Gates are locked at all other times.
- When access gates are locked all ingress and egress to the campus must occur by means of the front door located in the administration building.
- All unauthorized persons entering the campus must sign in and identify their purpose and destination.
- Parents or guardians picking up students prior to the end of the school day must sign in and be authorized according to emergency card information.

- In the unlikely event that a student leaves campus without permission, the parent or guardian is immediately contacted. If the parent or guardian is unavailable, law enforcement is contacted, and appropriate steps are taken to locate the child.

STRATEGY 1

The school will monitor to determine if any changes in current strategies require adjustments,

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 the goal may seem lofty, the school plays a major role in impacting 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 initiative(s) documented below highlight specific goals relating 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			
The PUMA LOUNGE	SE				x								

PE: Physical Environment

SE: Social Environment

SOCIAL ENVIRONMENT: GOAL 1

Create a caring and connected school climate.

OBJECTIVE 1	To create a safe social environment where all students can grow and thrive.	
ACTIVITIES	<input type="checkbox"/> The PUMA LOUNGE Lead: Nishantha Unantenne	
RESOURCE 1	Time: 4h30m	Cost: 0
EVALUATION	The PUMA LOUNGE, where every Wednesday a small group of students are selected to socialize and get to know their peers in a more meaningful way. In the PUMA LOUNGE students are able to play various types of games. The students are enjoying getting to know their peers in a more meaningful way.	
Social Environment Resource Requirements Total		
Resources: 1	Time: 4h30m	Cost:

RULES AND PROCEDURES ON DISCIPLINE

ED Code Reference

EC 32282(a)[2](l)

Board Policy Reference

AR 5144 - Discipline

APPENDIX B.5

Pinacate Middle School adheres to district policy and procedures for Rules and Procedures on Discipline. Pinacate Middle School 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 parents and teachers share an 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. Responsibility for following rules is the student's. Students must know the rules and regulations of the school, be responsible for their part in maintaining these regulations, be aware of the
2. consequences when they are broken, and be reinforced positively when they are conforming to the concept of good citizenship. We believe in good citizenship and good academic performance are related.

CLASSROOM STANDARDS

1. Teachers believe wholeheartedly that every student can learn and they differentiate instruction to facilitate each child's mastery of grade-level standards. Teachers make every effort to provide engaging and effective standard-based instruction. Each week teachers attend professional learning communities allowing them to examine test data, determine successes and challenges, and to collectively decide the next steps necessary to deliver the highest quality instruction possible. Teachers provide explicit bell-to-bell instruction of curriculum-based content skills and academic vocabulary is provided by implementing structured interactive strategies requiring students to develop higher-order thinking skills. Constant checks for understanding are used throughout each period allowing teachers to make adjustments to ensure that instructional objectives are met and to maintain a sense of urgency toward achieving proficiency.

SCHOOL RULES

1. Rules and social skills are posted in every classroom. PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience support based on their behavioral responsiveness to intervention. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier).

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.

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

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 has established a Board Policy that sets the framework for the whole District. The Policy outlines the expectations and procedures for student behavior and the expectations for all members of the school community.

The school adheres to the following complaint and investigation procedures to address incidents of bullying.

- Contact the Teacher for a telephone conference or an appointment to discuss questions or concerns.
- Contact the Student's Counselor for additional assistance.
- Contact the Assistant Principal if the problem persists.
- Contact the Principal if the above steps fail to resolve the problem.

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	<ul style="list-style-type: none"><input type="checkbox"/> Manages the Wellness Center<input type="checkbox"/> Provides individual/group counseling<input type="checkbox"/> Provides drug counseling<input type="checkbox"/> Services students with social and emotional needs<input type="checkbox"/> Receives and follows up on student referrals<input type="checkbox"/> Attends SART meetings<input type="checkbox"/> Provides mental health crisis interventions and assessments.

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.

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

- Parents were notified that the Plan was available for review via School Site Council on 15 Mar 2023.
- Stakeholders were notified that the Plan was available for review via Meeting invites on 17 Jan 2023.

REQUEST TO REVIEW

- The School Safety Plan will be reviewed by the Principal by March 6, 2023.
- The Plan will be reviewed by the School Site Council on March 15th, 2023.
- The Plan will be presented to the school staff on March 27, 2023.
- Requests to review the Plan can also be made via email or phone.
- A scheduled appointment is necessary. The requester must sign into the Visitor

Management system, and be 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.

PLAN PRESENTATIONS

Where	Date	Agenda Item No.
Special Meeting	15 Mar 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:

- 5 Feb 2023 - A representative of the local school employee organizations.
- 5 Feb 2023 - A representative of each teacher organization at the school site.

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	The PUMA LOUNGE		x		Not Started

COMMITTEE MEETINGS

Meeting 1	Meeting Date	27 Sep 2022	Time	02:15 PM
	Place	Pinacate Middle School	Facilitator	Victor Murillo
Meeting 2	Meeting Date	18 Oct 2022	Time	02:15 PM
	Place	Pinacate Middle School	Facilitator	Victor Murillo

Meeting 3	Meeting Date	17 Jan 2023	Time	02:15 PM
	Place	Pinacate Middle School	Facilitator	Victor Murillo

Review Activities

- Review the plan with the safety committee and with the School Site Council.

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 Pinacate Middle School was presented at the following meeting(s):

School Council	Date	2023-02-15	Time	03:30 PM
	Place	Pinacate Middle School	Address	1990 A. Street Perris, Ca 92570
	Agenda#	1	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	Pinacate Middle School	Address	1990 South 'A' Street
	Agenda#		Motion#	

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

- Speaker's comments transcribed into minutes
- Video or voice recorded

The meeting was publicized using the following mediums:

- Twitter: Pinacatem
- Facebook: Pinacatem
- Website: @Pinacatem

The Plan was presented using the following mediums:

- Handouts

- Multimedia
- Presentation

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

Approval was received.

Board Agenda item: 1.

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.