

Comprehensive School Safety Plan

Pursuant to Education Code 32280-32289

EFFECTIVE DATES: 2023-2024

Good Hope Elementary

24050 Theda Street
Perris, CA, 92570
951-657-5181

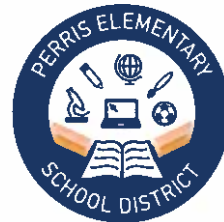
Rebecca Taud'i
Principal



Perris Elementary School District

Bruce Bivins
Superintendent

Douglas Corona
Board President



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.

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SECTION 1

OVERVIEW

This school is governed by the policies and procedures of Perris Elementary 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-wide policies, procedures, emergency protocols, and safety initiatives; site specific procedures and resources are in place to address the unique needs of this 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 school 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, provides 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

- Improvements made to drill objectives, along with more in-depth execution of emergency drills.
- Continue integration and testing of the District's Emergency Notification System (ENS) announcement program over telephones, PA system, and computer screens.

SCHOOL PROFILE

Good Hope Elementary

24050 Theda Street
Perris, CA, 92570
951-657-5181

Principal: Rebecca Taud'i

Assistant Principal: Jazmina Villalta

Grades Served: Kindergarten through 6th Grade

Student Enrollment:

Number of Certificated Staff:

Number of Classified Staff:

Course of Student offered by the school:

- California Common Core Elementary Curriculum

Additional programs operating at the school site:

- Think Together

STAFF TRAINING

ED Code Reference

EC32280

Board Policy Reference

BP 0400

BP 0450

AR 0450

AR 3515

APPENDIX A

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
- Safety Presentation
- Emergency District Wide



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

- Bloodborne Pathogens Exposure Prevention
- Mandated Reporter: Child Abuse and Neglect
- Sexual Harassment for Non-Managers
- Sexual Harassment: Policy and Prevention- Management
- Heat Illness Prevention
- Hazard Communication: Right to Understand

COMMITTEE MEMBERSHIP

ED Code Reference

EC 35294.1

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.

Board Policy Reference

BP 0420

AR 0420

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.

APPENDIX B

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

Rebecca Taua'i	Principal	Good Hope Elementary School
Jazmina Villalta	Asst. Principal	Good Hope Elementary School
	Teacher	Good Hope Elementary School
	Teacher	Good Hope Elementary School
	Teacher	Good Hope Elementary School
	Parent	
	Classified	Good Hope Elementary School

Meeting Date

Date	Time	Place	Facilitator

FIRST RESPONDER CONSULTATION

Representatives from the following agencies were consulted on the writing, development, revisions, or amendments of the school safety plan.

FIRST RESPONDERS AGENCIES

Riverside Sheriff Department/Perris Station
137 N. Perris Blvd
Perris, CA 92509
(951) 210-1000

Riverside County Fire Department
105 S F Street
Perris, CA 92570
(951) 943-1781



Meeting Dates

Date	Time	Place	Facilitator

VISION/MISSION STATEMENTS

Good Hope Elementary Vision Statement

Good Hope Elementary School Mission

Good Hope Elementary School draws upon each individual child's uniqueness, creativity, and diverse background to create a community of learners with skills and attributes necessary to succeed in the 21st Century. We perceive these to be academic excellence, critical thinking, self- motivation, leadership, and integrity

Perris Elementary School District Vision Statement

Our students will be successful, responsible learners for life who strive toward their unlimited potential.

Perris Elementary School District Mission

Our mission is to empower and inspire our students to make productive contributions to society.

We will do this by:

- Inspiring them to see a future without limits
- Engaging them with relevant learning experiences that build confidence
- Developing their ability to communicate beliefs and ideas, and a passion to learn

SECTION 2

CURRENT STATUS

ED Code Reference

EC 32282 (1)

Board Policy Reference

BP 0450

APPENDIX A

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

Dataquest
State Performance
Suspension
Truancy
Riverside Sheriff Department PRR

DATA ANALYSIS

Rate	School			District			State		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Suspensions	0.00	0.63		0.02	2.27		0.20	3.17	
Expulsions	0.00	0.00		0.00	0.00		0.00	0.07	
Truancy									

Emergency Events

The following list of incidents required the school to activate an emergency protocol, over the past year:

Student Injuries

Student injuries most frequently occur while students play at recess.

Property Damage

The following list of property damages that occurred during this school year.

-

Student Inappropriate Behavior

Inappropriate student behavior is addressed with a restorative practice approach, along with consequences and communication with family.

Crime Data

The City of Perris law enforcement agency is Riverside County Sheriff's and their station is located at:

137 N. Perris Blvd
Perris, CA 92570

This station services the City of Perris as well as the unincorporated communities of Glen Valley, Mead Valley, Woodcrest, and Romoland.

In the year 2021, there were a total of 285 violent crimes and 1,620 property crimes for a total of 1905.

- Violent crimes in the City of Perris included: Homicide (5), Rape (10), Robbery (86), and Assault (182)
- Property crimes in the City of Perris included: Burglary (201), Theft (943), and Motor Vehicle Theft (476)
- Riverside County Sheriff's Department made 29 service calls to Perris Elementary of which none were critical incidents.

The following actions have been taken to mitigate crime in the City of Perris, California.

- There are multiple Neighborhood Watch Programs throughout the City of Perris.
- Volunteers for Community Outreach efforts include Volunteers, Explorers, and Mounted Posse Members.
- Some of the events conducted by the Perris Sheriff's Department include National Night Out, Shop with a Cop, Harvest Festival, Veterans Parade, Tree Lighting Ceremony, Christmas Parade, Coffee with a Cop, and TODEC Festival.

Assessment

At Good Hope Elementary School, our highest priority is the safety and welfare of our students. All site staff, administrators, teachers, and supervision aides monitor the school campus to ensure a safe learning environment for our students. The campus is a closed campus, with access only through the front office reception area; all guests, visitors, and vendors are required to check in at the front office, where they are logged in through the Raptor System before gaining authorized access to the campus.

Our school has an Emergency and Disaster Preparedness Plan that aligns with the NIMS Emergency System. The plan specifies procedures for dealing with fire, flood, earthquakes, lockdowns, hazardous materials, disaster recovery organization, and student accountability, following a disaster. These plans are updated and reviewed annually. In addition, we have state-of-the-art intrusion and fire alarm systems and we routinely conduct a variety of safety drills, to ensure that our students and staff are well-prepared to respond in the event of an emergency. In the event of a true emergency, our site utilizes the Parent Square system to notify parents.

Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, and other illegal activities. These also help administrators and local law enforcement with the investigation of any crimes that occur on campus after school hours, making our school safer and more secure.

HIGHLIGHTS

AREAS OF PRIDE AND STRENGTH

AREAS WE WISH TO IMPROVE

CHILD ABUSE REPORTING PROCEDURES

Good Hope Elementary School Comprehensive School Safety Plan

School staff actively monitor the safety and welfare of students on a continual basis. In accordance with State law, staff identified as mandated reporters are required to report known or suspected child abuse to a child

ED Code Reference

EC 32282 (a)[2](A); EC 44691

PC PC 11165.5; PC 11165.7:

PC 1116

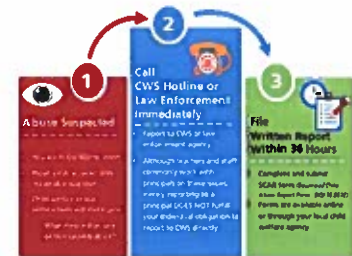
Board Policy Reference

AR 5141.4 Child Abuse

Prevention and Reporting

APPENDIX C

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; administrators, counselors; athletic coaches, athletic administrators and directors employed by any public or private school that provides any combination of instruction for kindergarten, or grades 1 to 12, inclusive. (Penal Code 11165.7)



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

The training is made available to each staff member via an online training provided through Keenan Safe Schools, or a group session conducted by their supervisor. Staff are required to pass a post-test to verify they understand the presented material. The

chart reflects the Mandated Reporter training taken by staff this school year.

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, the mandated reporter shall then prepare and either send, fax or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

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, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)
5. The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.
6. Reporting the information to an employer, supervisor, principal, school

counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

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.

- 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

Good Hope Elementary School The District's Crisis Safety Procedures build on the national principles that impact many operational functions of the District and each of its schools.

ED Code Reference

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

Board Policy Reference

BP 3516; AR 3516; BP 3516.1

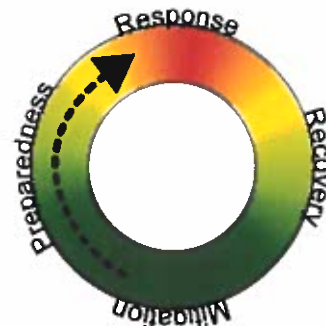
APPENDIX D

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

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

The District's disaster procedures are adapted to meet the unique needs of the school through site-specific procedures.

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 that creates a common operating picture, promotes mutual goals and responsibilities, and advances a more efficient and effective response.

The ERP addresses the four phases of emergency management: mitigation, preparedness, response, and recovery. It uses the NFPA 1600 standard as its framework, applies the fourteen principles of the Incident Command System, and incorporates current best practices for school emergency plans. Site-specific procedures address risks, hazards, and other emerging issues identified through 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. The section describes the overall purpose, goals, 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 are used to address hazard assessments and mitigation, emergency preparedness and response, along with initial recovery activities. The District uses the Hour-Zero School Emergency Program as 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.

Drills

Monthly safety drills are in place for students participating in our Expanded Learning Opportunities Program. These drills are planned collaboratively with the site principal and are aligned with the drills that are conducted during the instructional day. These drills include fire, earthquake, and lockdown drills.

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 Protocol		
Assault	Disturbance	Medical Emergency
Inclement Weather	Minor Injured Person	Suspicious Person
Vandalism	Power Failure	Trespassing
Level 2 Protocol		
Missing Child	Serious Injured Person	Weapon Suspicion
Threat Utterance	Weapon Suspicion	Bus Accident- Nonfatal
Level 3 Protocol		
Active Assailant	High Magnitude Earthquake	Gas Leak
Physical Assault		

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.

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 include strategies to address:

- Lessening the potential physical impact of an earthquake by utilizing the Drop, Cover, and Hold On protocol.
- 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),

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 to save lives and prepare professionals and staff for this role and responsibility.

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 check in with EOC and sign students out on EOC STUDENT RELEASE LOG. 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 a legal guardian or emergency contact on the student's Emergency Card, which is completed at the 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 your 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

Communication 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 closely 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 communication 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 a greater reach of messages.

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 and to help maintain

an effective injury and illness prevention program, along with promoting health and safety in the workplace.

The program includes strategies to address a broad range of issues, such as, but not limited to:

- Air quality
- Mold and Moisture
- Bloodborne pathogens
- Heat exhaustion
- Art Hazards

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.

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 well-being, 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,
 - Address the needs of students who participate in meal programs,
 - Continue essential critical activities in the event of a disruption
 - Ensure 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.

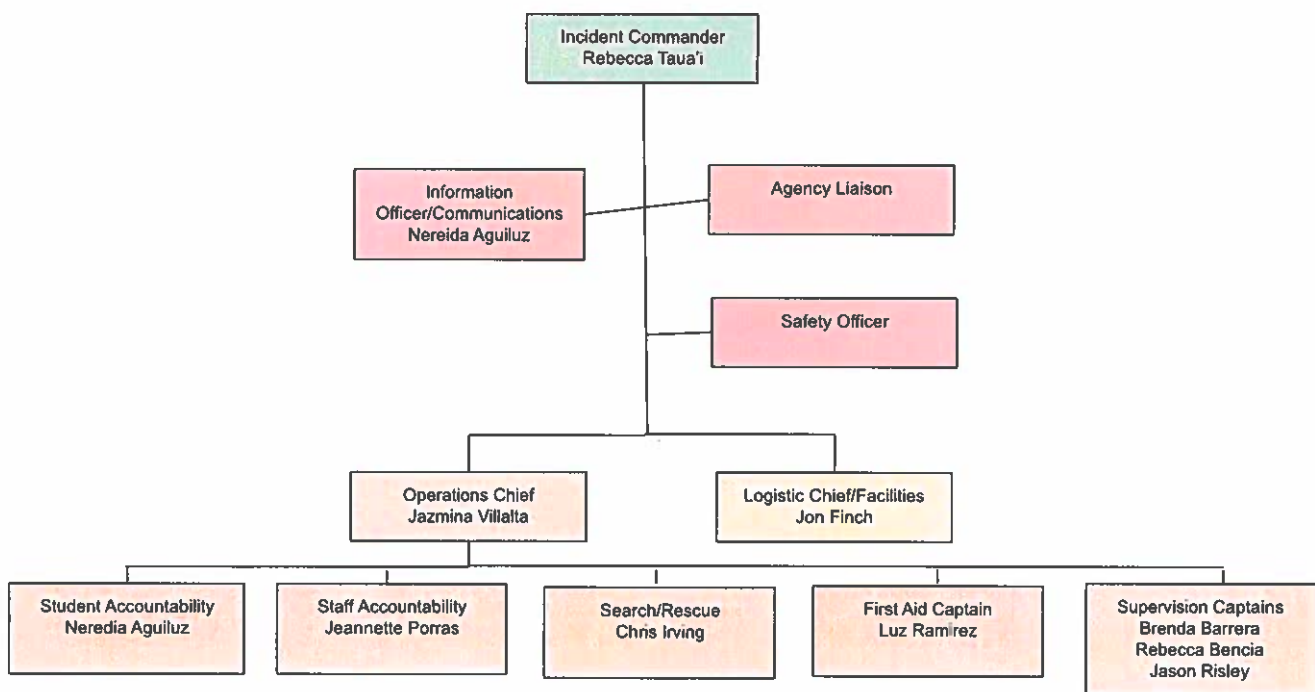
The School Emergency Response Team (SERT) leads the on-site response until first responders arrive (if needed). Once emergency agencies have arrived, command transitions to "Unified Command," where representatives from the respective agencies and school collaboratively plan, delegate, and carry out response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

SERT assignments are based on suitability, availability, and completed training.

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

SCHOOL EMERGENCY RESPONSE TEAM

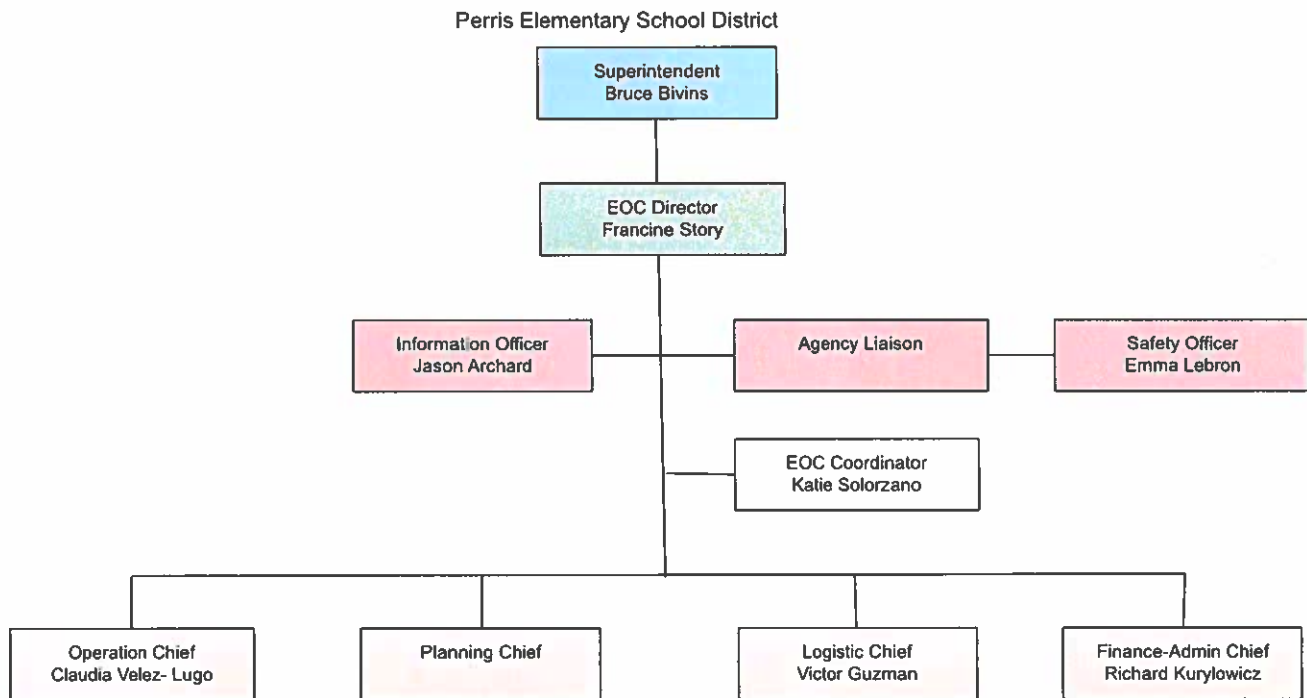


ADMINISTRATIVE COMMAND TEAM (ACT)/EOC

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



DRILLS AND TRAINING

Schools are responsible for conducting training with their staff; ensuring staff are fully acquainted with the School Emergency Response Plan and able to perform their assigned tasks. The Principal is responsible for scheduling the training throughout the school year. A record of all training and drills is maintained on HZ Online.

SAFETY ASSESSMENTS

Assessments identify situations, hazards, or behaviors which have the potential to disrupt operations, cause casualties, do damage to a facility and/or property, or otherwise have a negative effect on students, staff, facilities, and/or the District's reputation.

The Plan incorporates suitable assessment processes, including the type of assessment to be conducted and activation/review schedule. E.g., emergency plans incorporate an annual risk assessment; crisis intervention plans require a risk and threat assessment process that allows for timely intervention; disaster recovery requires vulnerability assessment, etc.

A change in condition(s), e.g., natural disaster, 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. Whenever possible, the Plan attempts to attribute a distinct meaning for each term. As this is not always possible, it is important to understand the context in which a term is being used.

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
- Communications 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.

APPENDIX EA

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					

The following strategies have been incorporated into the school's 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

The needs and accommodations of students with disabilities are identified by the I.E.P. team and addressed within the I.E.P.

STRATEGY 2

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 3

To accommodate the needs of students with life-threatening medical conditions, the student's teacher or designated aide will ensure the student's medication remains 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:

- Emergency supplies in all classrooms
- Incident Command Post Kits
- Emergency Response Kits

SUSPENSION AND EXPULSION POLICIES

ED Code Reference

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

Board Policy Reference

BP 5144.1 Suspension and
Expulsion/Due Process

APPENDIX E

At Good Hope Elementary, 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 include Refocus submissions, Goal Getter Data Logs, and AERIES Discipline

Rate	School			District			State		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Suspensions	0.00	0.63		0.02	2.27		0.20	3.17	
Expulsions	0.00	0.00		0.00	0.00		0.00	0.07	
Truancy									

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.

- The policies, procedures, and student conduct expectations are made available through the school's website under Parent Portal.
- Expulsion/ Zero Tolerance information is included in the Parent-Student handbook that are handed out to all students at the beginning of the school year and available on our website.
- Teachers receive and review each year the School Behavior Management Flow Chart which explicitly outlines how to respond to student behavior.
- Expectation Stations at the beginning of the school year explaining the expectations for each of the student areas for all students. This is reinforced with Refocus Sessions, PBIS parties, and House Points.

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.

The use of positive reinforcement will be used to its fullest to promote positive student behavior. Unacceptable behaviors shall be addressed with appropriate interventions and consequences, which take into account the age of the child, the severity of the infraction, and surrounding circumstances.

Depending on the severity and circumstances, further action may be required such as detention, suspension, or expulsion. In these instances, parents will be notified either by phone, postal services, or email.

Suspension Authority:

- Teachers work in collaboration with admin and school-wide systems to determine suspensions.

To further address the suspension and expulsion rates at the school, the following strategies will be implemented in the upcoming school year.

STRATEGY 1

Good Hope Elementary will continue to work on improving the Alternative to Suspension Program. The program will implement a full day of intervention of the entirety of the program.

STRATEGY 1

Good Hope Elementary utilizes

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

Good Hope Elementary adheres to the PESD 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.

APPENDIX F

APPENDIX G

APPENDIX H

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

At the beginning of the school year, the teacher will receive a list from their administrator, of students in their classes who are deemed to have violated or been suspected of violating one of the 48900 Education Codes.

The teacher will have access, through Aeries, to a list of students in their classes who 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

Prior to enrolling the student, the administration, counselors, and parents of the student will meet to formulate a support plan for the identified student. The plan will consist of expectations in behavior and support by the parents. The school will list appropriate

supports and interventions to assist the student in being successful and to protect the safety and rights of staff and other students.

STRATEGY 2

Fencing around the perimeter of the campus

STRATEGY 3

A “closed campus” sign-in policy for all visitors

DISCRIMINATION & HARASSMENT POLICY

ED Code Reference

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

Board Policy Reference

BP 0410, Nondiscrimination in District Programs and Activities
AR 4119.11, Sexual Harassment
BP 1312.3, Uniform Complaint Procedure

AR 6163.4, Student Use of Technology

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. That means putting in place policy, procedures and support structure to ensure that the commitment is met. Good Hope Elementary School adheres to the PESD policy and procedures for discrimination and harassment.

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

[APPENDIX I](#) [APPENDIX K](#)

[APPENDIX J](#) [APPENDIX L](#)

By extension, the school strives to provide an inclusive environment, free of harassment, discrimination, and hate-mongering. Staff are provided with training to help them to be able to better identify and address harassment and discrimination issues.

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

To further foster a school climate free of harassment and discrimination, the following strategies will be implemented in the upcoming school year. These strategies will be monitored to determine their effectiveness in engaging students and positively influencing behavior.

STRATEGY 1

Highlight "See Something, Say Something" and Anonymous Alerts, an anonymous reporting tool for students and staff.

SCHOOL-WIDE DRESS CODE

ED Code Reference

EC 32282(a)[2](F)

Board Policy Reference

BP 4119.22, Dress and Grooming

AR 5132, Dress and Grooming

APPENDIX M

APPENDIX N

Good Hope Elementary School believes in providing a safe and healthy learning environment for all students. To help achieve this, the District believes that students should dress in a manner that reinforces a positive image and does not offend or degrade through the use of offensive words or pictures of any culture, religion, gender, or ethnic value. In order to help parents select appropriate clothing for their child(ren) to wear to school, the following standards of dress have been established and are considered appropriate for school.

Student dress that interferes with or distracts from an environment conducive to academic learning or study, disrupts or threatens to disrupt the educational or instructional process, or creates an unnecessary or unreasonable risk of injury or harm to any student is prohibited.

- Clothing that allows undergarments to be visually observed is not permitted. Students must wear a shirt covering the upper torso. Tank tops with low-cut armholes, short tops that expose the midriff if the hand is raised, swimsuits or halter tops, and/or off-the-shoulder sleeves are prohibited. Tank tops must have at least a 1" shoulder strap.
- Short shorts, or skirts that allow undergarments to be seen, are not permitted. Shorts or skirt lengths cannot be shorter than the thumbs when the arm is extended down.
- Clothing containing emblems, printing, lettering, or pictures pertaining to drugs, tobacco, alcohol, sex, profanity, violence or unlawful acts, is not permitted.
- Jewelry which creates a health safety hazard is not permitted. Large hoop earrings or earrings that are sharp (gauge style earrings) are prohibited. Large chains are not to be worn or brought to school.

- Sandals must have a back strap and provide protection to the foot. Slip-on sandals or flip-flops are not appropriate or safe. Shoes with rollers/wheels are prohibited.
- Hats/Hoodies/beanies may only be worn outside.
- Clothing must be the proper size. Baggy clothing or excessively tight clothing is not acceptable. Therefore, all pants/shorts must stay at the waist without a belt.

The site principal may, at any time issue a parent/guardian advisory regarding apparel that could provide a clear and present danger/disruption to students. Clothing must not interfere with normal school activities.

UNACCEPTABLE APPAREL

- Any apparel that presents a health or safety hazard or interferes with the educational process

SAFE INGRESS AND EGRESS

ED Code Reference

EC 32282(a)[2](G)

Board Policy Reference

AR 3515, Campus Security

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.

APPENDIX O

APPENDIX P

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.

In addition to these procedures, site emergency and evacuation maps, which designate planned evacuation from the building and routes to evacuation centers, along with staging areas for assembly, first aid, parent reunification, bussing, and Incident Command Post.

ARRIVAL / DEPARTURE PRACTICES

School gates will be opened at 7:30 AM each school day. There is NO adult supervision before 7:30 AM Therefore, for the safety of our students, they should not be dropped off before 7:30 AM To help us keep our students safe, please follow the following procedures.

- Parents dropping off students by vehicle will need to enter on Theda St.
- Please drop-off your student(s) in the designated Loading/Unloading Zones.
- Parents will not be permitted to park along the curb or leave their vehicle unattended. These areas are strictly for dropping off & picking up students and the flow of traffic should be moving at all times.
- Students may be dropped off in the designated drop-off areas only! We appreciate your support in this matter, and we thank you for helping us keep our students safe

If you pick up your child after school, all 3rd-6th grade students will be dismissed through the Front Gate/Flagpole also referred to as GATE 2. All 1st and 2nd grade students will be dismissed thorough GATE 1.

- Parents picking up students by vehicle will need to enter on Theda St. Please proceed to the front of the pickup lane (do not stop midway.) Parents will not be permitted to park along the curb or leave their vehicle unattended. These areas are strictly for dropping off & picking up students, and the flow of traffic should be moving at all times.

At 2:30 PM, students who have not been picked up will be escorted to the office to wait for the parent or person(s) responsible for picking them up. If your child is not picked up on time, the Sheriff's Department and/or Child Protective Services may be contacted.

Unless students are participating in the after-school program, they are to leave campus immediately upon dismissal.

SAFE AND ORDERLY ENVIRONMENT

ED Code Reference

EC 32282(a)[2](H)

Board Policy Reference

BP 5131.2, Bullying

BP 5137, Positive School Climate

AR 5142, Safety

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

APPENDIX Q

APPENDIX R

APPENDIX S

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.

Campus Safety

Whenever a principal believes the condition of student unrest exists on the campus which may develop into a serious disruption of the operation of the school, the principal shall:

- Direct all campus supervisors/supervision aides, administrative building certificated personnel, and available teachers to take such steps (campus control, counseling with students) as he deems to be helpful in controlling the problem and in leading to its resolution.
- Inform the Superintendent's Office.
- Inform the Riverside County Sheriff's Office



TIMELINE OF MAJOR ACTIVITIES

Activities:	Relates to	2022-2023				2023-2024				2024-2025			
Recess	PE												

Activities:	Relates to	2022-2023				2023-2024				2024-2025			
Playworks Activity	SE												

PE: Physical Environment

SE: Social Environment

Social Environment: Goal 1

To improve the social environment at recess so all students feel safe, successful, and emotionally and socially supported.

Objective

Activities

Resource

Time:

Cost:

Evaluation

Physical Environment: Goal 2

Objective

Activities

Resource

Time:

Cost:

Evaluation

RULES AND PROCEDURES ON DISCIPLINE

ED Code Reference

EC 32282(a)[2](I)

Board Policy Reference

AR 5144, Discipline

Good Hope Elementary provides an exemplary educational program for all students. Good teaching and an orderly environment set the stage for academic excellence.

APPENDIX T

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.

Codes of Conduct

Good Hope Elementary school believes in the philosophy of Positive Behavior and Intervention Support (PBIS). We are committed to implementing the components of PBIS to promote appropriate behavior and social skills that will enable all students to successfully participate in the school environment. PBIS focuses on the intentional and systematic teaching and development of appropriate behaviors and social skills that will lead to students being self managers of their own behavior.

The students and staff at Good Hope exhibit **MUSTANG POWER**:

- We Persevere
- We are Organized
- We Work hard
- We have Empathy
- We are Responsible

Schoolwide Expectations are as follows:

To ensure all students have the opportunity to demonstrate these expectations successfully each day, all staff members are committed to the following PBIS principles:

- We commit to establishing a safe and welcoming culture.

- We will teach and model safe, respectful, and responsible behavior in all school settings.
- We will acknowledge students who are meeting school-wide expectations.
- We will treat minor offenses as an opportunity to teach appropriate behaviors.
- We will work together to resolve chronic and/or severe behavior problems

Rewards for Responsible Behavior:

Classroom Standards

School Rules

- Be respectful, responsible, and ready

Positive Reinforcement

TACTICAL RESPONSES

ED Code Reference

EC 32282(a)[2](J)

Board Policy Reference

BP and AR 3516, Emergencies
and Disaster Preparedness Plan

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.

APPENDIX U

APPENDIX TA

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 Q



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.

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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.

- 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 450

BP 6164.2:

Guidance/Counseling Services

[APPENDIX A](#)

[APPENDIX V](#)

Perris Elementary School District has an established Risk/Threat Assessment protocol. 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 Risk/Threat Assessment 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.

SECTION 3

OTHER PROFESSIONALS

ED Code Reference

EC 32282.1

Board Policy Reference

BP 5137 Positive School Climate

APPENDIX R

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.

Role	Responsibility
Mental Health Professional	<ul style="list-style-type: none">• Provides individual/group counseling• Services students with social and emotional needs• Receives and follows up on student referrals• 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

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

APPENDIX V

The Plan recognizes that 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 school actively monitors the spraying of pesticides on properties adjacent to the school site, and any applications which may inadvertently affect a school site. This is accomplished through:

- Communication between Principals and the District's Facilities and Operations Department
- Notifications to parents
- Notifications to persons who specifically requested such notifications

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.

APPENDIX A

It is extremely important that the District and the school engage 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.
- Able to review the Plan as outlined below.

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

- Parents were notified that the Plan was available for review via ParentSquare on
- Stakeholders were notified that the Plan was available for review via meetings on

REQUEST TO REVIEW

- School Site Councils meet with school administration to review the plan. .
- 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.

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:

- February __, 2023 - The Local Mayor
- February __, 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 Comprehensive Safety Plan

APPENDIX A

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 an online tool, which helps the school manage and monitor their Plan.

COMMITTEE MEETINGS

Date	Time	Place	Facilitator

Review Activities

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

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.

APPENDIX A

The Comprehensive Safety Plan for Good Hope Elementary School was presented to :

School

Date:

Time:

Council

Place: Good Hope Elementary

Address: 24050 Theda St.
Perris, CA 92570

Superintendent or

Date:

Designee

Place: Perris School District

Address: 143 East 1st
Perris, CA 92570

Appendixes

Staff Training

APPENDIX A

Committee Membership

APPENDIX B

Current Status

APPENDIX A

Child Abuse Reporting Procedures

APPENDIX C

Disaster Procedures

APPENDIX D

APPENDIX EA

Suspension & Expulsion Policy

APPENDIX E

Notifying Teachers of Dangerous Pupils

APPENDIX F

APPENDIX G

APPENDIX H

Discrimination & Harassment Policy

APPENDIX I

APPENDIX J

APPENDIX K

APPENDIX L

School-Wide Dress Code

APPENDIX M

APPENDIX N

Safe Ingress and Egress

[APPENDIX O](#)

[APPENDIX P](#)

Safe and Orderly Environment

[APPENDIX Q](#)

[APPENDIX R](#)

[APPENDIX S](#)

Rules and Procedures on Discipline

[APPENDIX T](#)

Bullying and Cyberbullying Prevention

[APPENDIX Q](#)

Threat Assessment

[APPENDIX U](#)

[APPENDIX TA](#)

Other Professionals

[APPENDIX R](#)

Pesticide Release Near School

[APPENDIX V](#)

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.

