

# COMPREHENSIVE SCHOOL SAFETY PLAN

Pursuant to Education Code 32280 – 32289

EFFECTIVE DATES: 2020 – 2021



## **San Jacinto Elementary**

136 N. Ramona Blvd.

San Jacinto, CA 92583

(951) 654-7349

<http://www.sanjacinto.k12.ca.us/sje/>

Michelle Clines

Principal

## **San Jacinto Unified School District**

Dr. David Pyle

Superintendent

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Deborah Rex

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.

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# SECTION 1

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## OVERVIEW

San Jacinto Elementary is governed by the policies and procedures of San Jacinto Unified School District and participates in safety initiatives that are consistent throughout the District. As such, there are many references to the District made in this document.

The District and its schools have an obligation to provide a safe and secure environment for 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 while maintaining a positive and respectful learning and work environment.



**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 San Jacinto Elementary.!**

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.

## HIGHLIGHTS

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- Overall, San Jacinto Elementary is a safe place for students and staff.

## **SCHOOL PROFILE**

San Jacinto Elementary  
136 N. Ramona Blvd.  
<http://www.sanjacinto.k12.ca.us/sje/>

Principal: Michelle Clines

Grades Served: Grades K thru 5

Student Enrolment: 619

Number of Certificated Staff: 40

Number of Classified Staff: 26

Course of studies offered by the school:

- General Education

Additional program operating at the school site:

- International Baccalaureate Primary Years Programme (Authorize 2020)

# STAFF TRAINING

## ED Code Reference

EC 32280

## Board Policy Reference

BP 450, Comprehensive Safety Plan

BP 4131, Staff Development

AR 4257, Employee Safety

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 training as it relates to the school safety plan.

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

- In Person Group
- Online
- Emergency
- District Wide

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

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

- Child Abuse Prevention Program
- Human Trafficking Awareness
- Boundary Invasion
- On-Site Isolation Boundaries Part 1 and 2
- Off-Site Behavioral Boundaries
- Sexual Misconduct: Staff-to-Student
- Sexual Harassment: Policy and Prevention
- Employee Authorized Use Policy

# COMMITTEE MEMBERSHIP

## ED Code Reference

EC 35294.1

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

## Board Policy Reference

AR 420, School Plans/Site Councils

The following individuals served as members of the [Insert School Name] Safety Committee

## COMMITTEE MEMBERS

Michelle Clines	Principal	San Jacinto Elementary
Monica Portugal	Assistant Principal	San Jacinto Elementary
Jessica Naves	Teacher	Certificated Staff
Jennifer Williams	School Secretary	Classified Staff
Ana Mendoza	Committee Member	Parents
Norma Orozco	Committee Member	Parents

## MEETING DATES

The committee met on the following dates:

Meeting 1	Meeting Date	13 Apr 2021	Time	03:30 PM
	Place	San Jacinto Elementary	Facilitator	Michelle Clines
Meeting 2	Meeting Date	9 Mar 2021	Time	03:30 PM
	Place	San Jacinto Elementary	Facilitator	Michelle Clines
Meeting 3	Meeting Date	19 Jan 2021	Time	03:30 PM
	Place	San Jacinto Elementary	Facilitator	Michelle Clines
Meeting 4	Meeting Date	17 Nov 2020	Time	03:30 PM
	Place	San Jacinto Elementary	Facilitator	Michelle Clines

Meeting 5	Meeting Date	20 Oct 2020	Time	03:30 PM
	Place	San Jacinto Elementary	Facilitator	Michelle Clines
Meeting 6	Meeting Date	15 Sep 2020	Time	03:30 PM
	Place	San Jacinto Elementary	Facilitator	Michelle Clines

# FIRST RESPONDER CONSULTATION

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

## FIRST RESPONDER AGENCIES

SJPD-Riverside County Sheriff	John Pingel	SRO, Deputy
SJPD-Riverside County Sheriff	Darick Bunn	SRO, Deputy
CalFire Station #25	Don Camp	Fire, Captain

## CONSULTATION DATES

Formal consultation occurred on the following dates:

Meeting 1	Meeting Date	1 Mar 2021	Time	10:30 AM
	Place	SJUSD District Office	Facilitator	Dr. Karen Kirschinger

## **VISION STATEMENT**

SJE is committed to developing every student into an International Baccalaureate Scholar!

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

# SECTION 2

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## CURRENT STATUS

**ED Code Reference**

EC 32282 (1)

**Board Policy Reference**

BP 450, Comprehensive Safety Plan

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.

"The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school."  
BP 450, Comprehensive Safety Plan

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

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Hour Zero School Safety Suite Reporting
California Healthy Kids Student Survey
Data Quest
State Performance
Student Referral
Suspension
Truancy

**DATA ANALYSIS**

	2018 - 2019		2019 -2020		2020-2021	
Student Enrollment	525		658		625	
Office Referrals	337	64.19%	454	69.00%	3	0.48%
Suspensions	24	4.57%	26	3.95%	0	0.00%
Expulsions	0	0.00%	0	0.00%	0	0.00%
Truancy	0	0.00%	0	0.00%	0	0.00%

**Emergency Events**

The world-wide COVID-19 Pandemic prompted SJUSD to activate a modified EOC on February 26, 2020, to respond using our Pandemic Plan. The full EOC was activated on March 12, and followed with a complete shut-down of all school campuses on March 13, 2020.

SJUSD opened the 2020-21 school year on August 17, 2020, in distance learning mode only, all grades. On September 14, 2020, SJUSD opened “distance learning hubs” at three schools (Park Hill Elementary, Estudillo Elementary, and San Jacinto High School). Two campuses opened for supervised distance learning on September 15, 2020 (Record Elementary and Edward Hyatt World Language Academy), followed by San Jacinto Elementary opening a learning hub on September 16, and further with six (6) campuses opening on September 21, 2020 (Mtn. View High, San Jacinto Leadership Academy, North Mountain Middle, Monte Vista Middle, Megan Cope Elementary, and DeAnza Elementary). Two weeks prior to the winter break (December 2020), all SJUSD campuses for TK-12th grade discontinued distance learning hubs due to State "Stay at Home" orders and the rise in local case rates and hospitalizations. Since February 1, 2021, distance learning hubs have been returning to each of the school campuses in a phased approach.

As of this issuance of the CSSP, return to in-person instruction for the 2020-21 school year is not yet determined.

## **Student Injuries**

Zero students were injured since they have not been on campus due to the Pandemic.

## **Property Damage**

Due to the pandemic the property damage that we have experienced has been with Chromebooks. As of February 2020, we have had to replace or fix approximately 320 Chromebooks.

## **Student Inappropriate Behavior**

There have been 3 cases so far this year of misuse of electronic devices due to the Pandemic which resulted in office referrals.

The District received a comprehensive Facilities Vulnerability Assessment that provided several items noted later in this plan for action.

To address student behavior, we have been emphasizing the use of PBIS and IB principals with students; included but not limited to classroom and Zoom classroom agreements, IB shout-outs, IB Bucks, classroom and site incentives.

# **ASSESSMENT**

Schools have a limited capacity to translate available data into evidence-based school improvement strategies. The effort and resources needed to gather evidence, interpret evidence and apply the evidence are often beyond the resources available to a school.

However, the data gathered from the noted sources is useful as it provides insight into the root causes of incidents, areas of success within the school and areas that need improvement.

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

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

## **HIGHLIGHTS**

- Overall, SJE is a safe place for students and staff. During the Pandemic we have taken measures to ensure distance learning is a success for students.

# CHILD ABUSE REPORTING PROCEDURES

## ED Code Reference

EC32282(a)[2](A); EC 44691; PC  
PC11165.5; PC11165.7;  
PC11166

## Board Policy Reference

AR 5141.4, Child Abuse  
Prevention and Reporting

## APPENDIX B.2

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 protective agency.

In adherence to State law, the Policy stipulates reporting must be made by the individual suspecting or observing the abuse to Child Protective Services and the school principal.

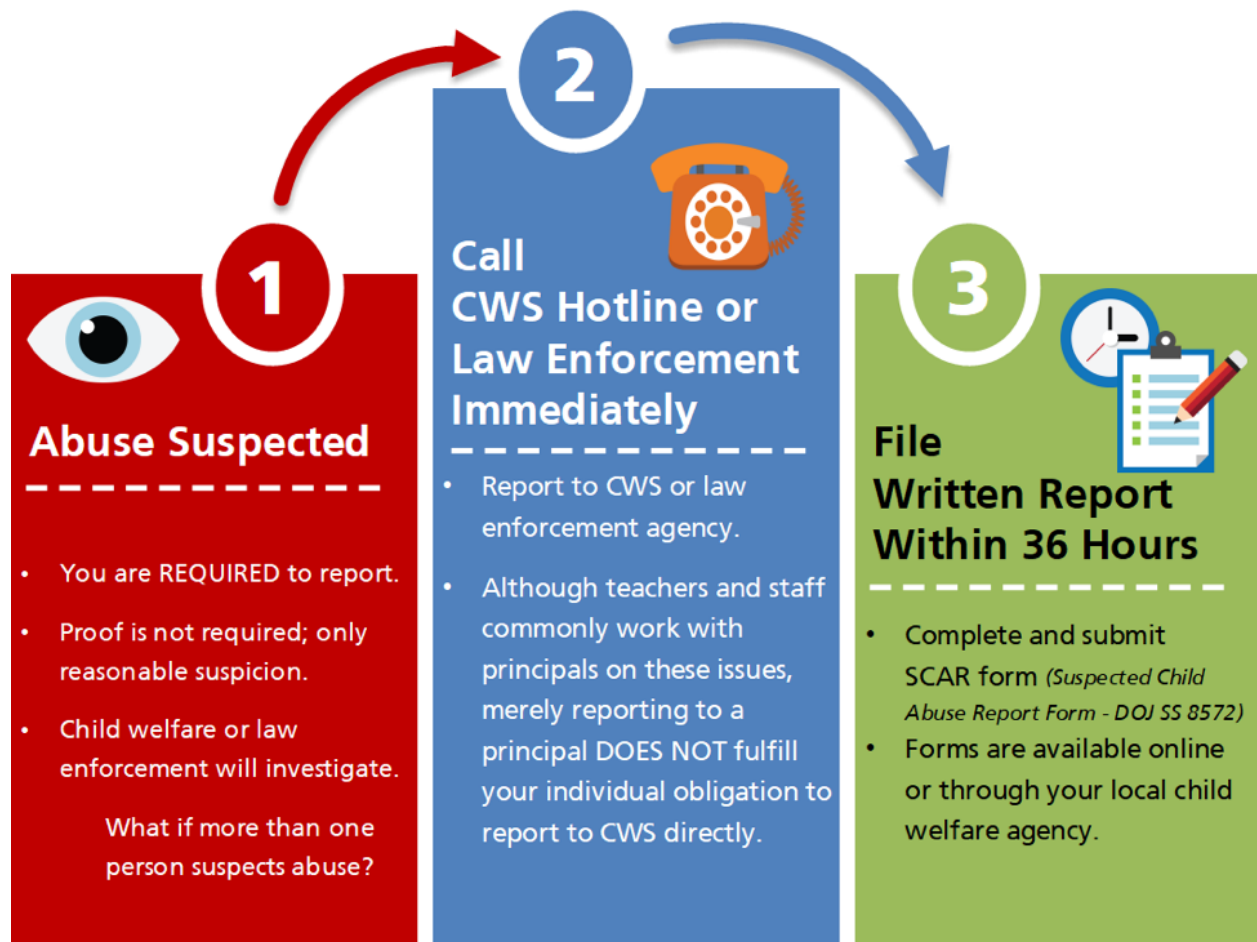
Staff must annually take Mandated Reporter Training. New hires are required to take the training within six weeks of their employment start date. For returning staff, training must be completed within six weeks of the start of the new school year.

The training is made available to each staff member via an online training provided through Hour Zero Online, or a group session conducted by their supervisor. Staff are required to pass a post-test to verify they understood 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 telephone, immediately or as soon as practically possible, to one of the designated Child Protective Agencies. Following the telephoned report a written report must be sent within 36 hours of receiving the information concerning the incident. A copy of the SCAR form used to report suspected child abuse can be found in Appendix [A]

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



### [SCARForm](#)

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

**Police Department 951-654-2702**

**Sheriff's Department 1-800-950-2444**

These numbers are posted in the staff room at the school.

# DISASTER PROCEDURES

## ED Code Reference

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

## Board Policy Reference

AR 3516, Emergencies and Disaster Preparedness Plan

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

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

## APPENDIX B.4

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

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

## **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.

**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		
Inclement Weather	Minor Injured Person	Medical Emergency
		Suspicious Person
Trespassing	Wildlife	
Level 2 Protocols		
Bomb		
	Serious Injured Person	Suicide
Weapon Suspicion		Threat Utterance
Level 3 Protocols		
Active Assailant	Armed Intruder	
	Earthquake	
Fire Incident		Hazardous Spill
		Wildfire
<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 include strategies to address:

- 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 scenario 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.

## Student Release

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

Therefore, the following procedures are to place to expediently and safely reunited students with their parents/guardians.

- 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.

## 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.

## **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.

## **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 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: Reaffirm physical health and ensure the perception of safety.

Evaluation: Evaluate victims and responders' levels of psychological risk (low, moderate, high) and appropriate interventions or self-care are administered.

Response Interventions: Appropriate interventions for each level of risk for psychological trauma.

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

- Providing individual and group counseling

## **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 board range of issues, such as, but not limited to:

- Air quality
- Mold and Moisture
- Asbestos
- Noise pollution

- Art Hazards
- Bloodborne pathogens
- Drinking-Water
- Heat exhaustion
- Lead Safety/Removal of PCBs
- Radon
- Vapor Intrusion / Toxic Substance Control

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

### **Risk Management**

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

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

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

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

### **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 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.
- Be prepared to deal with events, such as pandemics.

### **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.

SEMS and NIMS both use the Incident Command System (ICS) as a base. The Incident Command System, which originated in California, is recognized as a best practice for emergency response.

ICS embraces 14 key principles that construct a system to achieve a common operating picture, set priorities, manage resources, clarify roles and responsibilities, provide consistent planning strategies, formulate action plans, monitor progress, establish a chain of command, create a common nomenclature, and stabilize interoperability of communications and information management.

One of those principles includes a well-defined organizational structure that is adeptly suited to schools due to its flexibility, scalability, and integration with first responder agencies.

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

### **ADMINISTRATIVE COMMAND TEAM (ACT)/EOC**

The District maintains an Emergency Operations Center (EOC), which serves to support the response efforts of schools.

The EOC is the physical or virtual location from where the District team coordinates information and resources to support incident management activities.

The EOC is staffed by members of the Administrative Command Team (ACT). The ACT is comprised of central administrators who have the training and authority to perform their assigned functions.

The SERT Incident Commander, or delegate, is responsible for conferring with the District Emergency Operations Center.

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**

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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.

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

This section is currently optional. As such, it is not included as part of this year's school comprehensive school safety plan.

- This section is currently optional. As such, it is not included as part of this year's school comprehensive school safety plan.

## **SAFETY ASSESSMENTS**

The Plan addresses risks and threats identified through subject-specific 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 District's Property and Liability Insurance provider contracts with a subject-matter-expert consultant annually to perform a Safety Hazard Assessment.

## **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.

The District maintains a Mutual Aid Agreement with the City of San Jacinto for response to community crisis events.

**STRATEGIES TO ADDRESS NEEDS OF STUDENTS WITH DISABILITIES**

The school has identified the following number of students, who may require special assistance or provisions in the event of an emergency at the school.

The strategies outlined below 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.

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

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).
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This section is currently optional. As such, it is not included as part of this year's school comprehensive school safety plan.

# SUSPENSION & EXPULSION POLICIES

**ED Code Reference**

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

**Board Policy Reference**

AR 5144.1, Suspension and Expulsion/Due Process

At [insert school name] staff, students and parents work together to create a positive school environment whereby our code of conduct requires everyone to be respectful and responsible.

The District has established policies and standards of behavior that aim to promote learning and protect the

safety and well-being of all students and staff.

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

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

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

## Data Sources

- Data from the Student Information System (Aeries) and CalPADs will be reviewed.

	2018 – 2019		2019 -2020		2020-2021	
Student Enrollment	525		658		625	
Office Referrals	337	64.19%	454	69.00%	3	0.48%
Suspensions	24	4.57%	26	3.95%	0	0.00%
Expulsions	0	0.00%	0	0.00%	0	0.00%
Truancy	0	0.00%	0	0.00%	0	0.00%

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 Information.
- Expulsion/ Zero Tolerance information is included in student planners that are handed out to all students at the beginning of the school year.
- Teachers receive and review each year the School Behavior Management Flow Chart which explicitly outlines how to respond to student behavior.
- Personnel new to the District will receive training on the Suspension Expulsion Policies as part of their orientation held at the time of hire.

Classroom discipline procedures are the responsibility of the individual teacher. However, severe misbehavior including, but not limited to, fighting, openly defying adults, possession of weapons or illegal drugs will result in the student being sent immediately to the office where the principal or his/her designee will meet with the student.

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

**Suspension Authority:**

- Suspension Authority: Principal, Asst. Principal
- Classroom teacher: 1-9 days (from the classroom)
- Site Administrator: Up to 10 days

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

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STRATEGY 1	Our Kindness campaign will continue through the next year, which includes our ASB presenting daily announcements on kindness and providing weekly IB Shout-Outs. We have also ensured that our counselor and admin are available to provide support with restorative practices. During the pandemic we have provided students and staff with videos and resources on mindfulness to provide additional support needed.
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# NOTIFYING TEACHERS OF DANGEROUS PUPILS

## ED Code Reference

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

## Board Policy Reference

AR 4158/4258/4358, Employee Security

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

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 have been deemed to have violated or been suspected of violating one the 48900 Education Codes.
2. The teacher will receive daily emails identifying students with schedule changes, and that come to their class, who 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 the District's Student Information System, to a list of students in their classes that have violated or been suspected of violating Education Code 48900.

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

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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.
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# 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

San Jacinto Elementary 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**

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- Any apparel that presents a health or safety hazard or interferes with the educational process
- Any clothing that is see-through. (clothing must be opaque)
- Any clothing or accessories which show profanity, obscene words or pictures, sexually suggestive statements, or incites to violence
- Any clothing representing gang-related activities, such as gang or tag-related clothing/apparel that incites confrontation or provokes hostility between or among students, including bandanas
- Any clothing/apparel promoting violence, weapons, tobacco, drugs, alcohol or other controlled substances
- Any clothing with text that is libelous, bullying, constitutes harassment or discrimination
- Pajamas, bathrobes or related sleep attire
- Head coverings may not be worn inside classrooms or offices, except at the attendance of a sporting or other similar event, or if the head covering is required by religious doctrine
- No bare feet and no slippers - shoes must be worn at all times

# SAFE INGRESS AND EGRESS

**ED Code Reference**

EC 32282(a)[2](G)

**Board Policy Reference**

AR 3515, Campus Security

AR 4032, Reasonable Accommodations

BP 410, Nondiscrimination

San Jacinto Elementary makes every effort to assure the safety and welfare of students, staff, parents, and visitors to the school by adhering to the procedures outlined below.

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

- Parents/guardians driving their child to school are to drop off/pick up student in the zone established off Grand Army Avenue, off Santa Fe Avenue, or off Ramona Blvd. Parents/guardians must follow California pedestrian laws and City of San Jacinto parking regulations when dropping off and picking up students. “Double parking” and “jaywalking” on any of the streets and in the parking lot is strictly prohibited by law, with San Jacinto Police Department regularly enforcing city parking and pedestrian laws. Parents/guardians are not to leave students at the school before 8:15 a.m. Kindergarten students must be picked up at their classrooms at the end of the day.
- Parents/guardians are to drive slowly and safely no matter where they meet their child. If using the LOADING ZONE, drivers are to pull as far forward as possible before stopping. Stop only at the curb. If leaving a vehicle, drivers must use a marked parking space and not to leave car parked in the unloading zone or double parked.

All SJUSD schools have closed campuses. All visitors, including itinerant staff, parents/guardians, and vendor/contractors, must check-in at school front offices and log their visit in the LobbyGuard Visitor Management System. LobbyGuard screens visitors against a national database of registered sex offenders. Visitors without valid photo identification will not be allowed to enter the school grounds (beyond the school office).

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STRATEGY 1

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Provide training staff, volunteers, and parents training in the proper flow and control of traffic in parking lots during drop-off and pick-up time to help reduce the risk of vehicle - pedestrian accidents.

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# 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. During the Pandemic, we have taken necessary measures to provide support to all students and staff in regards to social emotional welfare.

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

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

**TIMELINE OF MAJOR ACTIVITIES**

ACTIVITIES	RELATES TO	2019/2020			2020/2021			2021/2022		
ASB Fun Friday	SocialEnvironment:			x			x			x
Fridary Tiger Assemblies	SocialEnvironment:			x			x			x

## **SOCIAL ENVIRONMENT: GOAL 1**

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Provide students to participate in orderly and fun social opportunities during the Pandemic.

OBJECTIVE 1.	To have students interact and feel connected to their peers, staff, classroom, and school; experiencing a positive learning environment that will promote social and academic success.
ACTIVITIES	<input type="checkbox"/> ASB Fun Friday
LEAD	Beatriz Valerio Monica Portugal
RESOURCES	1h0m, 0,
EVALUATION	Each month we evaluate how the ASB Fun Fridays are going, we discuss student activities and interactions. We modify student activities as needed.

## **SOCIAL ENVIRONMENT: GOAL 2**

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Friday Tiger Assemblies

OBJECTIVE 1.	We conduct Friday Tiger Assemblies to build school culture and highlight students' social and academic success through IB Shout-Outs and Perfect Attendance recognitions, and best class attendance.
ACTIVITIES	<input type="checkbox"/> Friday Tiger Assemblies
LEAD	Stacy Ward Monica Portugal
RESOURCES	1h0m, 0,

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EVALUATION

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We will look at attendance and discipline data to determine it's effectiveness and measures needed to ensure student success.

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# **RULES AND PROCEDURES ON DISCIPLINE**

## **ED Code Reference**

EC 32282(a)[2](l)

## **Board Policy Reference**

AR 5144, Discipline

San Jacinto Elementary provides an exemplary educational program for all students. Good teaching and an orderly environment set the stage for academic excellence. All students should be aware that their parents and teachers share the expectation of them to achieve to their highest potential, be on their best

behavior while in school, in the cafeteria/MPR, on the playground, on their way to and from school or on the bus.

San Jacinto Elementary's School-Wide Discipline Plan is focused on developing responsibility for ones own actions. The Plan is based on a code of conduct, which is reinforced through specific rules developed for classrooms, playground, lunch, and bus travel.

The Plan also includes the offenses for which a student may be suspended under the California Education Code 48900. Parents are encouraged to discuss the Plan at home to assure the students full comprehension of the rules and the reasons why these rules exist.

## **CODE OF CONDUCT**

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

## **CLASSROOM STANDARDS**

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

## **GENERAL BEHAVIOR GUIDELINES**

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

### **SCHOOL RULES**

1. Be Principled
2. Be Reflective
3. Be Caring

### **LUNCH RULES**

1. Be Principled- quiet voice, bottoms on benches, and raise your hand to leave the seat.
2. Be Reflective- trash in the can, munch your own lunch, and stack trays.
3. Be Caring- use walking feet, listen for dismissal, and keep hands/feet to yourself.

### **PLAYGROUND RULES**

At San Jacinto Elementary we take pride in providing a safe and fun environment for all students. As part of school culture we provide playground expectations for all students. These expectations are necessary to ensure the safety of all students and staff. These rules apply at all times for all stakeholders. Unfortunately due to the Pandemic, we have not had students on campus at this time. We are providing student multiple ways of them interacting and connecting with each other with the supervision of staff.

1. Be Principled- Kind hand and words while playing games. Listen to directions from adults and take turns.
2. Be Reflective- Follow playground structure expectations, use MPR for restrooms and water, and freeze when the bell rings; use walking feet.
3. Be caring- Use walking feet on playground, walk/bounce balls on blacktop, and run/kick balls on the field area.

## **CONSEQUENCES**

When a student does not follow school expectations, the following actions take place:

1. Verbal Warning to redirect behavior
2. Bench to reflect on behavior
3. Detention
4. Lose Privilege
5. Parent Conference
6. PST/SST Referral
7. See administration for behavior support; who will then make the necessary referral to counselor or other support staff.

**SEVERE CLAUSE FOR EXTREMELY SEVERE CASES, including but not limited to, bullying, fighting, theft, possession of drugs or weapons, or harassment, students may be sent directly to administration on the first offense. Administration will determine the consequences and notify parents.**

# TACTICAL RESPONSES

**ED Code Reference**

EC 32282(a)[2](j)

**Board Policy Reference**

BP and AR 3516, Emergencies and Disaster Preparedness Plan

In collaboration with law enforcement, tactical response strategies have been developed to address criminal incidents. As defined in EC, tactical responses to criminal incidents means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

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

The strategies incorporate security measures, defensive tactics, and offensive response. In accordance with EC 32281(f), the District has elected not to make the tactical response plans available to the public. This is due to the sensitive nature of this information, and the negative ramifications of its misuse.



# **BULLYING AND CYBERBULLYING PREVENTION**

**ED Code Reference**

EC 32283.5; EC 234.4, AB 2291

**Board Policy Reference**

BP 5131.2, Bullying

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.

This section is currently optional. As such, it is not included as part of this year's school comprehensive school safety plan.

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 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.

This section is currently optional. As such, it is not included as part of this year's school comprehensive school safety plan.

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To enforce the policy, the following strategies will be implemented in the upcoming year.

All bullying reports are immediately addressed by school administrators who conduct the necessary investigations and keep parents and or necessary stakeholders of the investigation and outcome.

STRATEGY 1	As part of the investigations, all stakeholders are interviewed and based on the outcome, the necessary supports are provided and or offered. These supports include, but are not limited to; conflict mediation, restorative practices, counseling referral to counselor and or Ed. Therapist, School Psychologist, and or, referral to outside services.
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Administration take the lead and investigate any complaint or concern. They inform parents of concern or complaint, the process of investigation, as well as the outcome of the investigation.

- A student statement is taken by any staff member. Admin. then follows up with an investigation and contacts parents to inform them of the process as well as the outcome of the investigation.

This section is currently optional. As such, it is not included as part of this year's school comprehensive school safety plan.

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# THREAT ASSESSMENT

## ED Code Reference

Currently no ED Code

SJE takes all necessary measures to ensure the safety of all stakeholders. It follows SJUSD guidelines and protocols to address any threat assessment.

## Board Policy Reference

BP 450

Comprehensive Safety Plan

This section is currently optional. As such, it is not included as part of this year's school comprehensive school safety plan.

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# SECTION 3

## OTHER PROFESSIONALS

**ED Code Reference**

EC 32282.1

**Board Policy Reference**

BP 5137

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
<p><b>MENTAL HEALTH PROFESSIONAL</b>  District Resource</p>	<p><input type="checkbox"/> Supports students' social-emotional well being during distance learning and traditional school setting.</p>
<p><b>SCHOOL COUNSELOR</b>  District Resource</p>	<p><input type="checkbox"/> Supports students' social-emotional well being during distance learning and traditional school setting.</p>
<p><b>STUDENT RESOURCE OFFICER</b>  District Resource</p>	<p><input type="checkbox"/> Supports students and prevent harm during distance learning through home visits as well as during the traditional school setting.</p>
<p><b>Nurse</b>  District Resource</p>	<p><input type="checkbox"/> Supports students and treats minor injuries; provides supports during distance learning and traditional school setting.</p>

# SECTION 4

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## 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.

The Plan recognizes that a pesticide application or other toxic substance can drift to school properties. These drifting pesticides 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 & Operations Department
- Notifications to parents
- Notifications to persons specifically requested such notifications



# SECTION 5

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## COMMUNICATING THE PLAN

### ED Code Reference

EC 32288

### Board Policy Reference

BP 450, 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.

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.

- Parents notified that Plan available for review via Website on 12 Mar 2021.

### REQUEST TO REVIEW

- Various portions of the plan will be reviewed at each School Site Council meeting.

### PLAN PRESENTATIONS

Where	Date	Agenda Item No.
Special Meeting	1 Mar 2021	
Board Meeting	9 Mar 2021	

## 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:

- 12 Feb 2021 - All persons who have indicated they want to be notified and have registered their request with the school office.allRequested

# SECTION 6

## MONITORING

**ED Code Reference**

ED 332286-32288

**Board Policy Reference**

BP 450 Comprehensive Safety Plan

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

- At each School Site Council meeting, various portions of the Plan will be reviewed.

Activity Number	Activity Name	2020/2021	2021/2022	2022/2023	Activity Status	Resources	Time	Cost
Activity 1.		x	x	x	inProgress			
Activity 2.		x	x	x	inProgress			

## COMMITTEE MEETINGS

Meeting 1	Meeting Date	13 Apr 2021	Time	03:30 PM
	Place	San Jacinto Elementary	Facilitator	Michelle Clines

- Noted above (various sections at each meeting).

SJE takes all necessary measures to evaluate and measure the effectiveness of the plan for all stakeholders.

# BOARD REVIEW AND PRESENTATION

<b>ED Code Reference</b>	The Board reviews and approves the plan each March.
ED 332286-32288	The Comprehensive Safety Plan for San Jacinto Elementary was presented to the public at a meeting held on <b>9 Mar 2021, at District Office, 2045 S. San Jacinto Ave., San Jacinto, CA 92583</b>
<b>Board Policy Reference</b>	
BP 450	

The public was invited to share their comments on matters pertaining to the Plan through the following avenues:

- Speaker's comments transcribed into minutes

The meeting was publicized using the following mediums:

- Website: [www.sanjacinto.k12.ca.us](http://www.sanjacinto.k12.ca.us)
- Agenda Online

The Plan was presented using the following mediums:

- Other: Online Agenda attachment

# APPENDIX

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## CHILD ABUSE REPORTING PROCEDURES

[Appendix Document 1.0](#)

## DISASTER PROCEDURES

[Appendix Document 1.0](#)

# CODE REFERENCES

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§32280 (b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite 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.