

SCHOOL	Pioneer Junior High
SCHOOL YEAR	2026 - 2027
PRINCIPAL	Dr. Chris Kotlewski

In compliance with State law and Board policy, stakeholders at our school engaged in a systematic planning process for the purpose of reviewing and updating our comprehensive school safety plan. This process included gathering and analyzing crime and safety data to develop reasonable safety goals relevant to the needs and resources of our campus. This Executive Summary details the two data-driven safety goals that resulted from our planning process. The entire plan can be viewed by making an appointment with the Principal.

Goal 1: At Pioneer Junior High, our priority is to ensure the safety and preparedness of students, staff, and administrators by providing comprehensive emergency response training. This includes equipping our school community with the knowledge and skills to effectively respond to fires, natural disasters, and potential security threats. To achieve this, we will conduct regular practice drills, implement clear and efficient evacuation procedures, and maintain accessible and well-stocked emergency supplies.

Goal 2: Pioneer Junior High is dedicated to creating a safe and inclusive environment by implementing programs that promote awareness and prevention of bullying, digital safety, and other potential risks. Our commitment includes strengthening reporting systems and providing comprehensive counseling and support services to ensure that all students feel heard, supported, and protected

FOR ADMINISTRATIVE USE ONLY

Procedure for Comprehensive Safe School Plans	Policy # 0450
Plan adopted by school site on:	
Plan approved by district or governing board on:	
Plan shared with LE and FD on:	

Safety is a Process

The Law:

California Ed Codes 32280-32289.5, require every school in a district with more than 2501 average daily attendance to develop and maintain plans designed to address campus risks. The law also requires designated stakeholders at each school, along with local law enforcement, fire department, and other first responder agencies, to annually engage in a systematic planning process for the purpose of developing strategies to prevent and respond to potential incidents involving crimes and violence on campus.

The Template

This template was created by the Campus Safety Group on behalf of the Los Angeles County Office of Education, the California Department of Education, and the California Department of Justice.

Planning Due Dates

There are two mandatory due dates in Education Code:

- March 1 - The School must have "adopted" their school safety plan by March 1, and have forwarded it to the District for "approval."
- October 15 – The District must approve the school's plan by October 15. The District is required to report to CDE any individual schools that do not have approved plans by October 15. Non-compliance must be indicated on that school's SARC.

Planning Timeline

Schools should create a timeline to ensure compliance with the March 1 adoption date. An example of a compliance timeline:

- September/October
 - Step 1 - Identify collaborative comprehensive safe school planning committee.
 - Step 2 - Create a vision of school as a safe place to learn.
 - Step 3 - Gather and assess school-related crime and safety data.
- November/December
 - Step 4 – Identify data-driven areas for desired change.
 - Step 5 – Select and implement strategies for a safe and orderly environment.
- January/February
 - Step 6 – Share and then adopt the plan. Forward the adopted plan to the district.
- March/June
 - Step 7 – Implement the plan by achieving your data-driven safety goals.

COMPREHENSIVE SCHOOL SAFETY PLAN – EXECUTIVE SUMMARY

School Name	Pioneer Junior High
Principal	Dr. Chris Kotlewski
School year Plan is for the upcoming school year	2026/2027

Our school engaged in the systematic planning process recommended in the law:

Step One We Identified our safety committee

Step Two We created a vision of a school as a safe place to learn.

- Our Mission Statement and existing safety practices.

Step Three We gathered and assessed school related crime and safety data.

- Specific data known to have an impact on campus safety.

Step Four We identified areas of desired change.

- Data-driven analysis towards improvement.

Step Five We developed strategies to maintain a safe and orderly environment.

- Two data-driven safety goals that are meaningful to our unique campus circumstances and achievable through existing resources.

Step Six We shared and adopted the plan.

- A public meeting was held with invitations extended to campus and community stakeholders.

Step Seven We will continue to evaluate and revise the plan

Step 1 – Identify the committee

Ed Codes 32280 & 32281 “In cooperation with local law enforcement, fire department, and other first responder agencies.” “The school site council...shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.”

[illegible]

Step Two – Our school's vision of a safe place to learn School Mission Statement:

We reach, teach and touch the lives of junior high students, preparing them for tomorrow. We expand their intellectual and physical abilities, develop high levels of proficiency in a diverse curriculum, and address the needs of the whole individual.

About our school, a safe place to learn

At Pioneer Junior High School, the safety and well-being of our students, staff, and parents are paramount. Our proactive approach to emergency planning is facilitated by the dedicated efforts of the school's safety committee, which collaboratively establishes and communicates procedures and routines. This comprehensive safety plan addresses a spectrum of emergency situations, delineating clear policies, procedures, and assigning specific responsibilities to the safety team.

To ensure preparedness, Pioneer engages in regular emergency drills, including monthly Emergency Drills, Fire Drills, and three Lockdown drills annually. These drills serve as crucial practice sessions to enhance the effectiveness of our response strategies in the face of diverse emergency scenarios.

Our commitment to safety extends beyond drills. Pioneer Junior High School benefits from the presence of a School Resource Officer provided through collaboration with the Upland Unified School District and Upland Police Department. This officer plays a pivotal role in clarifying queries, responding to specific incidents, and maintaining a visible and supportive presence within the school community. Additionally, a Probation Officer is available for addressing chronic discipline and attendance issues, further fortifying our commitment to a secure and disciplined learning environment.

Campus supervision is a collaborative effort, involving teachers and administration on duty 15 minutes before and after school. During lunch, five noon-aides and a dedicated 7-hour proctor ensure a vigilant presence, monitoring safety concerns and supporting staff as needed throughout the day. To facilitate seamless communication, various staff members carry two-way radios, and the school is equipped with a comprehensive school-wide speaker system for announcements.

Our closed campus policy during school hours ensures heightened security, requiring all visitors to enter through the front office. All visitors undergo a sign-in process and wear identification badges to signify their authorized presence on campus. Staff members consistently wear school identity badges, contributing to a culture of visual accountability.

Furthermore, Pioneer Junior High School prioritizes continuous learning and preparedness. In collaboration with the Upland Police Department, the district conducted Active Shooter training, featuring the Run, Hide, Fight Protocol. This district-wide initiative involved presentations and interactive sessions, allowing staff and students to engage with the protocol and seek clarifications from the district resource officer.

Pioneer Junior High School remains steadfast in its commitment to fostering a safe, secure, and supportive environment, where every member of the school community can thrive.

Safety Team's Safe School Vision

A safe school environment at Pioneer means every stakeholder (students, staff, and families) feels physically secure and emotionally supported. We maintain this through proactive risk mitigation, transparent communication, and consistent emergency readiness, ensuring a climate where all can learn and thrive.

Step Three – Gather & assess school crime and safety data

3.1 - Safety Policies and Procedures

Ed Code 32282 establishes a list of required and recommended safety policies and procedures that must be included in the safety planning process. Create a hyperlink (in the blue box) to the policies or attach a current PDF version of applicable policies and procedures to this plan. Remember, you can include other safety practices in your planning process that may not be mentioned in the law.

Required Safety Policies/Procedures	
Policy/Procedure	BP/AR
Child Abuse Reporting	BP AR
Disaster Response Procedures	BP AR
Suspension & Expulsion Policies	BP AR
Procedure to notify teachers of dangerous pupils	BP AR
Anti-Discrimination/Harassment Policy	BP AR
Anti-Bullying Policy	BP AR
School Dress Code re “anti-gang” apparel	BP AR
Procedure for safe ingress/egress	BP AR
Rules for school discipline	BP AR
Procedures to assess/respond to reports or threats of dangerous, violent, or unlawful activity.	BP AR
Tactical response procedure	BP AR
Opioid overdose procedure (Does not apply to TK - 6th Grade)	BP AR
Procedure for sudden cardiac arrest or similar life-threatening emergency	BP AR
Other Safety Policies/Procedures	
Haz-Mat within ¼ mile of campus	BP AR
Lockdown procedure	Emergency Preparedness Plan
Building evacuation plan	
Campus evacuation plan	
Bomb threat	BP AR
Visitors on campus	BP AR
Anti-sex abuse/trafficking procedures	BP AR
Guidelines for mental health and law enforcement contacts at school	BP BP
Procedures to address the mental health of students who have witnessed a violent act on campus, going to or headed from school, or at any other school-related event	BP AR
Professional Boundaries: Professional Standards	BP , BP , BP
Professional Boundaries: Appropriate Adult-Student Relationships	BP , BP , BP

Section 3.2 – Step Three: Task Log

Red numbers indicate the task is for the principal or designee. Remember, this is a stake-holder based planning process, use your team!

Task #	Primary Person Tasked
3.3 Crime assessment	Dr. Chris Kotlewski
3.4 Tactical response (Plan handled at District Level; Lockdown and evacuation procedures are school's responses).	
3.5 Lockdown procedure	Dr. Chris Kotlewski
3.6 Disaster plan, incident commander	Dr. Chris Kotlewski
3.7 Disaster plan, general	Dallas Duncan
3.8 Disaster plan, medical team	Rosemary Soto
3.9 Disaster plan, search & rescue	Dallas Duncan
3.10 Disaster plan, reunification	Amber Arguello
3.11 Anti-Bullying	Justin Hall
3.12 Expulsion/Suspension/Discipline	Justin Hall
3.13 Notify teachers of dangerous pupils	Justin Hall
3.14 Pesticide & harmful materials plan	Joseph Marron
3.15 Visitors on campus	Deanna Montoya
3.16 Safe ingress/egress	Dr. Chris Kotlewski
3.17 Anti-Harassment procedure	Justin Hall
3.18 Dress code, gang related apparel	Justin Hall
3.19 Child abuse reporting procedures	Dr. Chris Kotlewski
3.20 Assess/respond to dangerous, violent, unlawful acts	Justin Hall
3.21 Opioid overdose procedure (Grades 7-12 only)	Justin Hall
3.22 Sudden cardiac arrest or other life emergency	Justin Hall
3.23 Existing resources	Dr. Chris Kotlewski

3.3 – Assessment of Campus Crime

This assessment to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Justin Hall	1/20/26

The purpose of this assessment is to assure the school is aware of criminal behavior or dangerous trends occurring on campus or at school-related functions. Consult with local law enforcement to be certain all relevant information is gathered.

These numbers are from the previous school year and will come from your local law enforcement agency as well as crimes that might not have been reported to the police such as significant vandalism or reported thefts. Internal data sources include work orders and insurance claims.

Type of crime

Avoid using code sections. For example, enter "vandalism" instead of 594 PC.

TYPE	NUMBER
CITIZEN CONTACT	1
SAFETY CHECK	1
DISPLAY WEAPON	1
MENTAL THREAT	1
COURT ORDER VIOL REPT	1

Assets/Suggested action plan(s):

A brief statement to highlight assets and/or areas of desired change.

Assets	At Pioneer Junior High, we have effectively implemented a range of safety measures that have contributed to a more secure and respectful learning environment for all students. Additionally, we utilize various tools and data sources such as Kelvin School Climate Data, the Dashboard, RFAs (Requests for Assistance), alternative disciplinary measures, attendance interventions (SART/SARB), and the RAPTOR system to monitor and support student well-being.
Actions	Strengthening partnerships with community organizations and law enforcement to enhance preventative and supportive measures. Refining protocols and procedures to ensure clarity and effectiveness. Increasing opportunities for School Resource Officers (SROs) to engage in mentorship, fostering stronger connections with students and embedding them further into the school community.

3.4 – Tactical Response Plan

This assessment to be completed by the school principal or designee.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by	Date
The listed name must be the person who does the assessment. Justin Hall	12/16/25

The purpose of this assessment is to ensure that the campus has a “Tactical Response Plan” for dangerous criminal incidents occurring on campus, including incidents involving firearms, and that those plans support first responder efforts.

Does your local law enforcement agency have a “tactical response” plan for your school? Most modern first responder agencies do have tactical response plans in place for schools within their jurisdiction. If you do not know, it is your job to make sure.	YES
Does your school have a plan for responding to dangerous criminal events on campus, including events involving firearms? Generally, such plans involve preparing for, initiating, maintaining, ending, and recovering from a lock down or rapid evacuation. If you do not have this plan, skip the next question and add “Develop a Tactical Response Plan” as a suggested action plan.	YES
Is your school plan coordinated with the law enforcement plan? The purpose of this assessment is to facilitate continual communications between the school and local first responder agencies. DON'T accept a District level “we’re working with local law enforcement” statement. It’s your job to ensure the school’s efforts are coordinated with responder efforts.	YES
If active shooter drills are conducted, are they performed in accordance with EC32282(K) trauma based approach?	UUSD does not conduct armed assailant drills

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	The tactical response plan for schools employing the run/hide/fight protocol prioritizes swift action and decisive decision-making in the face of an active threat. In the event of an emergency, individuals are instructed to assess their surroundings and, if safe to do so, evacuate the premises (run). If evacuation is not possible, individuals should seek refuge in a secure location, locking doors and barricading entry points (hide). As a last resort, if confronted directly by the threat and unable to escape or hide, individuals are empowered to defend themselves using any available means (fight). Our school coordinates with Upland PD to provide training in the tactical response plan once a year. Teachers deliver this information to students in an age-appropriate manner. In addition, school resource officers deliver an in-person training to all students at the secondary level once per year. All schools utilize a threat assessment process for any threat made to persons or property. The threat assessment team consists of consultation with, at minimum, administration, a school mental health professional, and law enforcement.
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		In accordance with AB1858 our school does not hold armed assailant drills.
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	Actions	We aim to enhance our collaboration with first responders in Upland and San Bernardino County, focusing on updating our emergency practices and extending invitations to these agencies to provide presentations to our staff and students.
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3.5 – Lockdown Plan

This assessment to be completed by the school principal or designee.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Justin Hall	12/16/25

The purpose of this assessment is to assure the school is taking all reasonable steps to be prepared for a lock down scenario.

Does the school have a lock down procedure? If no, add "create procedure" as a suggested action plan. If yes, review the procedure and proceed to the next questions.	YES
Does the procedure include redundant announcements? Redundant announcements refer to multiple ways of signaling a lockdown, such as bells, PA systems, flashing lights and any other means of campus mass communications. If the answer is no, suggest adding redundant announcements as an action plan.	NO
Does the procedure include documentation/review of drills/events? Dates/times of drills must be documented. A drill review would include information from staff, visitors, and when age-appropriate, from students. Include information related to how effective the drill was. If the answer is no, suggest adding an after-drill review.	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Solid Team and Procedures: The team is competent and dedicated to the safety and security of Pioneer. Established procedures are clear, well-understood, and meticulously followed by staff and students. Training and drills are conducted regularly to keep everyone prepared and aware of their roles and responsibilities during a lockdown.
Actions	Redundant Announcements: Current limitation of relying solely on the PA system for announcements. There is a need for redundancy in communication to ensure that all individuals, irrespective of their location in the school, receive timely and clear instructions during a lockdown drill.

3.6 Disaster Plan – Incident Commander

This form to be completed by the school principal or designated Incident Commander

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Dr. Chris Kotlewski	02/17/2026

The purpose of this assessment is to ensure the Campus Incident Commander (IC) has the requisite training and supplies to manage the school during a disaster or other unusual occurrence requiring an Incident Command Post.

Do the IC & alternate IC have NIMS/SEMS training? This includes ICS 100 & NIMS 700. You can check training requirements here . If no, add training as a suggested action plan.	YES
Is there a list of IC forms & supplies? If no, add "create a list" as a suggested action plan.	YES
Are all required forms & supplies in place and serviceable? If no, add "update forms & supplies" to suggested action plans.	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	At Pioneer Junior High, we have implemented safety measures that contribute to a secure and respectful learning environment. We utilize tools such as Kelvin School Climate Data, the Dashboard, RFAs, alternative disciplinary measures, attendance interventions (SART/SARB), and the RAPTOR system to support student well-being.
Actions	To improve, we aim to strengthen partnerships with community organizations and law enforcement, refine protocols and procedures, and provide more mentorship opportunities with School Resource Officers (SROs) to foster stronger student connections.

3.7 Disaster Plan – General

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Dallas Duncan	01/08/2026

The purpose of this assessment is to assure the school is taking all reasonable steps to be prepared for a disaster.

Is there a disaster procedure in compliance with state law? See Ed Code 32282(a)(3)(A) procedures for services when school is disrupted due to an emergency, including an Instruction Continuity Plan (ICP)?	YES
Is there an campus evacuation procedure identifying a refuge shelter for students and staff? If no, add as a suggested action plan. If yes, when was it last updated?	YES
Is the campus in a “high fire hazard severity zone?” If yes, is there an identified refuge shelter and communications plan in the event of an early evacuation warning?	YES
Is there a map showing the location of gas and water shut off valves, fire sprinkler shut off valves, and electrical panels? If no, add "create maps" as a suggested action plan. If yes, when was it last updated?	YES
Is there a list of classroom disaster supplies? If no, add “create a list of classroom disaster supplies” as a suggested action plan. If yes, answer the next questions.	YES
Are classroom supplies in place and serviceable? If no, add "update supplies" as a suggested action plan.	YES
Is there a procedure to routinely check for non-structural dangers? Non-structural dangers include, but are not limited to, heavy objects in high places, untethered bookcases/shelving, and situations presenting otherwise avoidable injuries.	NO

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Click for Instructional Continuity Plan Pioneer Junior High has established a strong disaster preparedness framework, strictly adhering to state law requirements to ensure student and staff safety. Our approach includes maintaining an updated inventory of classroom disaster supplies and annually refreshing disaster backpacks to keep contents current and functional. Custodian Joe Marron and safety coordinator Dallas Duncan play a key role in inspecting the campus for non-structural hazards, further strengthening our preparedness.
Actions	To improve, we plan to update documentation for gas and water meters, implement structured utility management procedures, establish periodic checks for non-structural dangers, and provide staff training to enhance emergency response.

3.8 - Disaster Plan – Medical Team

This form should be completed by the school Medical Unit Leader. If no such position exists, consider the school nurse or other person who would be assigned to the Medical Unit in a disaster.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by	Date
The listed name must be the person who does the assessment.	
Rosemary Soto	01/06/2026

The purpose of this assessment is to ensure the campus medical team is prepared for a disaster.

Is there a written disaster procedure for the campus medical team? If no, add "prepare written medical team procedure" as the suggested action plan. If yes, go to the next question.	YES
Are there training requirements in the procedure? If no, add "training requirements" to the suggested action plans. If yes, go to the next question	YES
Are medical team members trained in the procedure? If no, add "training" to suggested action plans.	YES
Is there a list of medical team forms and supplies? If no, add "create a list of medical team forms and supplies" as a suggested action plan. If yes, go to the next question.	YES
Are all forms and supplies in place and serviceable? If no, add "obtain required forms and supplies" as a suggested action plan.	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Pursuant to Ed Code 32282 "a comprehensive school safety plan, and the school safety plan of a charter school, for a school serving pupils in any of grades 7 to 12, inclusive, to include the development of a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose." UUSD Board Policy states any trained District staff member (Rosemary Soto, Dr. Chris Kotlewski, and Justin Hall) shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired. The following individuals are trained: - For the district: Campus safety, health techs, and administrators as of 2025/2026. (Rosemary Soto, Dr. Chris Kotlewski, and Justin Hall) - Indicate specific staff for your site: Naloxone is present on campus in the school health office and we have two nasal sprays.
Actions	The medical team at Pioneer Junior High demonstrates exceptional preparedness with a well-structured plan and clear procedures for swift emergency response. All training requirements have been completed, ensuring a high level of competency, and our records meticulously track medical forms and supplies for immediate availability. Recognizing the evolving nature of emergency response, we are committed to keeping our staff updated with the latest training and best practices. This dedication reinforces our ongoing commitment to the health and safety of our school community.

3.9 – Disaster Plan – Search and Rescue

This form should be completed by the school Search & Rescue Team Leader. If no such position exists, consider a person who would be assigned to the Search & Rescue Unit in a disaster. Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by	Date
The listed name must be the person who does the assessment.	
Dallas Duncan	01/06/2026

The purpose of this assessment is to ensure the Campus Search & Rescue Team (S&R) has the requisite training and supplies to manage the school during a disaster.

Are there written procedures for the S&R unit? If no, add, "create search & rescue procedures" as a suggested action plan. If yes, answer the next question.	YES
Are there training recommendations? If no, add "create training recommendations" to the suggested action plans. If yes, answer the next question.	YES
Are S&R team members trained? If no, add "obtain training" to the suggested action plans.	YES
Is there a list of S&R forms & supplies? If no, add "create a list" to the suggested action plans. If yes, answer the next questions.	YES
Are forms and supplies in place and serviceable? If no, add "search & rescue supplies" to the suggested action plans.	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Pioneer Junior High has built a highly skilled search and rescue team, led with dedication by Dallas Duncan, ensuring a swift and coordinated emergency response. Team members receive thorough training at the start of each school year, and all search and rescue supplies are meticulously organized and readily accessible.
Actions	To enhance preparedness, we aim to offer additional training dates, allowing staff to refine their skills and stay current with best practices. This ongoing commitment strengthens our ability to protect and support our school community in emergencies.

3.10 Disaster Plan – Reunification Team

This form should be completed by the school Reunification Team Leader. If no such position exists, consider a person who would be assigned to the Reunification Unit in a disaster. Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Armando Diaz	2/17/2026

The purpose of this assessment is to ensure the Reunification Team has the requisite training and supplies to manage the school during a disaster or other unusual occurrence.

Is there a procedure for reunification? If no, add, "create reunification procedures" as a suggested action plan. If yes, answer the next question.	YES
Is there a list of reunification forms & supplies? If no, add "create a list" to the suggested action plans. If yes, answer the next question.	YES
Are all forms & supplies in place and serviceable? If no, add "reunification supplies" to the suggested action plans.	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

Assets	At Pioneer Junior High, we prioritize safety through a well-structured reunification procedure that ensures a swift and organized emergency response. Our trained reunification team is equipped with essential resources, all meticulously maintained for immediate use. We systematically organize necessary forms and supplies to ensure they are always accessible and functional. This proactive approach reflects our commitment to providing a secure and supportive environment for our students and staff.
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Actions	We can strengthen our reunification procedures by conducting regular practice drills that include realistic scenarios and incorporate students and staff with access and functional needs. Additionally, we plan to develop quick-reference guides and increase parent communication about reunification protocols to ensure the entire school community is informed and confident in the process.
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3.11 Anti-Bullying Procedure

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Justin Hall	12/16/25

The purpose of this assessment is to assure all staff have met minimum training requirements and to look for trends. Prior to this assessment, review school and school district policy on bullying. Also, when was the last time the school/school district performed a bullying survey? Is it time for a new one?

Is staff sufficiently trained in recognizing/responding to bullying? If "no," suggest training as an action plan.	YES
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Compare the numbers for the previous three years of bullying reports.

Identify trends and consider action plans designed to promote what is working or where improvements can be made

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Pioneer Junior High has strengthened its approach to bullying by ensuring clear communication and easy access to reporting forms on our school website. Recognizing the rise of cyberbullying, we are expanding our efforts with digital citizenship training to help students navigate online spaces safely and respectfully. Additionally, we have provided parent training on parental controls for Instagram, Roblox, and Discord, while also planning school-wide assemblies to reinforce digital etiquette and online behavior awareness. These initiatives support our commitment to a safe, supportive learning environment for all students.
Actions	Continue to offer training to staff on Restorative practices, student centered teaching practices, and empowering teachers with supporting social media and digital citizenship.

3.12 Procedures for Expulsion, Suspension, and School Discipline

This form to be completed by the school principal or designee.

Assessment performed by	Date
The listed name must be the person who does the assessment	
Justin Hall	12/16/25

Review the numbers/reasons for the previous two years of expulsions. 24/25: 1, 23/24: 1
Review the numbers/reasons for the previous two years of suspensions. 24/25: 48, 23/24: 50
Review the numbers/reasons for the previous two years of disciplinary office referrals. 24/25: 93, 23/24: 188
Do any of these comparisons suggest a trend? Violence remains the largest reason for suspensions. K violations are the most numerous offenses across the two years. 48900.4 violations make up most of the rest.

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Our success in fostering a supportive school community stems from key initiatives that promote empathy, respect, and positive relationships. We continue to implement the Character Strong Social and Emotional Learning (SEL) Curriculum, providing students with essential skills for emotional intelligence and conflict resolution.
Actions	We are expanding Restorative Practice Training for staff and have introduced parent training on social media protections to help families navigate online safety. By strengthening relationships through ongoing training, awareness programs, and community-building activities, we aim to create an inclusive environment that reduces suspensions and expulsions while ensuring a safe and welcoming school for all.

Section 3.13 – Procedure to Notify Teachers of Dangerous Students

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Justin Hall	12/16/25

Teacher must be informed of each pupil that has been suspended and/or arrested for any violation of Ed Code 48900 - 48900.7, except H - Tobacco, based on any records that the district maintains.

Is your school compliant with the law? If these notifications are not happening it is likely that the “fix” needs to come from a level above the school. If you are not making these notifications you should be specific that the District office has been made aware of the matter.	YES
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Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Pioneer Junior High ensures compliance with legal mandates by notifying teachers about students with suspensions or relevant convictions. All teachers of record were briefed on this information before the school year began, with administrators available for consultations as needed. We also provided open office hours to support staff in discussing any concerns. This approach reinforces our commitment to a secure, transparent, and well-informed learning environment.
Actions	Continue to support and offer opportunities to share information with teachers.

Section 3.14 – Procedures for Pesticide or Other Harmful Material Spill

All related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act.

Assessment performed by The listed name must be the person who does the assessment.	Date
Joseph Marron	02/17/2026

The purpose of this assessment is to ensure the school is aware of, and taking all reasonable steps to be prepared for, a Hazardous Materials (HAZMAT) incident.

Is there a potential pesticide or harmful material concern within ¼ mile of the school? This information should be provided by the local fire department. Response procedures generally follow evacuation plans or shelter in place plans.	NO
Does the school have a shelter in place procedure? Shelter in place is similar to, but different than a lockdown. You can read about shelter in place here. If you do not have a shelter in place procedure, include creating one as a suggested action plan item. If you do have a procedure, answer the following questions.	YES
Are staff aware of shelter in place and evacuation plans? This requires a simple survey of staff asking if they are aware of the plan?	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Pioneer Junior High has implemented strong safety measures to address potential HAZMAT incidents, despite minimal risk due to the absence of hazardous materials within a quarter-mile of campus. We have a well-defined shelter-in-place procedure, which was practiced with students in January and April 2025 and again in January of 2026 to ensure preparedness.
Actions	To enhance safety, we will continue conducting regular drills and training sessions for students and staff. Additionally, we remain committed to transparent communication with all stakeholders regarding safety procedures and improvements.

Section 3.15 – Procedures for Visitors on Campus

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act.

Assessment performed by	Date
The listed name must be the person who does the assessment. This can be a group project.	
Justin Hall	12/8/25

Are there written guidelines for visitors on campus? If no, add "prepare written guidelines for visitors on campus" to action plans.	YES
Is there sufficient signage guiding visitors? Best practice is to have multilingual signs directing visitors to check in location(s). Additionally, signage should be clear that failing to check in could result in law enforcement being called.	No, there is one sign posted signifying the office.
Are staff and students (age appropriate) trained how to report unidentified visitors on campus? Best practice is to establish a "culture of compliance" related to visitors. Staff and students should instinctively know how to direct or report unidentified visitors	YES
Conduct a survey Pick a random week and survey the campus to determine if any visitors are on campus that did not follow the procedure. You can use other safety committee members to assist you.	All procedures were followed.

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Use of Raptor for checking in all visitors. At Pioneer Junior High, we maintain a vigilant and effective approach to campus security, with clear visitor guidelines and trained staff and students. A recent assessment on 12/8/25 confirmed no unidentified visitors on campus, highlighting the success of our protocols.
Actions	To enhance security, we plan to add multilingual signs. We will also add additional signage to indicate office to visitors

Section 3.16 – Plan for Safe Ingress and Egress

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act.

Assessment performed by _____	Date
The listed name must be the person who does the assessment. This can be a group project.	
Justin Hall, Joseph Marron	2/17/26

An ingress/egress plan is generally a map of the school, created in cooperation with law enforcement, fire department, and neighbors, designating “routine” arrival and departure points as well as emergency departure paths (showing both building evacuation paths, campus evacuation paths, as well as assembly areas.) Although it is not always possible, the ideal arrival plan limits points of access to only those areas that can be monitored by staff and/or cameras that are monitored by staff. An emergency egress plan must take into consideration how locked gates might be opened during an emergency.

Does the school have a written ingress/egress plan? If no, add “create ingress/egress plan” to the suggested action plans.	YES
Does the school have a plan to ensure exterior gates and doors are locked during school hours? The plan should go beyond requiring gates doors to be locked to include some sort of daily check.	YES
Is there a plan to ensure designated gates can be unlocked to facilitate emergency egress? Check for redundancy in opening locked gates. What if the primary “key holder” was not available?	YES
Is there sufficient signage directing visitors? If no, add “consider exterior/interior signage” to suggested action plans.	NO

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	<i>SB 323 (ii) The evaluation of a comprehensive school safety plan... shall include ensuring that the plan includes appropriate adaptations for pupils with disabilities, so that all students have the ability to access disaster safety procedures described in the comprehensive school safety plan</i> School site teams: In “what we are doing well/What we need to improve” include discussion of any adaptations for pupils with disabilities in the development of the plan. Indicate that this was discussed with SSC or the planning committee). Pioneer Junior High prioritizes safe ingress and egress through clearly outlined procedures in our safety plan. All exterior gates and doors remain locked during school hours, with a daily walkthrough conducted by custodian to verify secure closure. Designated gates are accessible for emergency egress and have redundant unlocking systems to ensure they can be opened quickly, even if the primary keyholder is unavailable. These procedures are regularly practiced through schoolwide drills. As part of our school safety planning process, we engaged our emergency planning team to
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review and discuss adaptations for students with disabilities and individuals with access and functional needs. This includes ensuring evacuation routes are wheelchair accessible, assigning adult support to assist students with mobility challenges, and confirming that evacuation maps are visible and understandable to all students, including those with cognitive disabilities. This approach aligns with SB 323, which emphasizes inclusive emergency planning so that all students—regardless of ability—can access disaster safety procedures described in our Comprehensive School Safety Plan.

Actions Additional signage to guide visitors will be implemented

3.17 Anti-Harassment Procedure

This form to be completed by the school principal or designee.

Assessment performed by	Date
The listed name must be the person who does the assessment.	9-22-2025
Justin Hall	1/6/26

Are all staff members trained as required in policy? A “no” answer requires a suggested action plan that all staff meet training requirements.	YES
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Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets Training module provided through Alludo (Connect U): Pioneer Junior High is committed to fostering a respectful and inclusive school environment, ensuring all staff completed Anti-Harassment training by the district’s September deadline. As a result, our staff is well-versed in anti-harassment procedures, reinforcing a safe and supportive school culture. This achievement reflects our dedication to maintaining a harassment-free environment for all.

Actions Continue to provide necessary communication to staff when needed.

Section 3.18 – Dress Code – “Gang Related Apparel”

Assessment performed by	Date
The listed name must be the person who does the assessment.	
Justin Hall	12/8/25

Review the current policy, specific to “gang-related apparel.” If the policy does not address gang-related apparel, disregard this assessment. If it does, continue.
Conduct a survey Pick random times during a week and walk the campus, specifically looking for violations of this policy. You can ask other safety team members to assist you with this survey.

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

Assets	What are we doing well? To maintain a safe and focused learning environment, Pioneer Junior High conducted a survey on 8/28/24 to assess compliance with our gang-related apparel policy. During a random campus walk-through, staff checked for insignia, colors, or materials linked to gang affiliation, obscenity, or substance promotion. The results were positive, with no evidence of attire or items that could threaten safety or disrupt school operations. This confirms the effectiveness of our policy and the shared commitment of students and staff to a secure learning environment.
Actions	Continue to enforce expectations on a consistent level

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Justin Hall	1/26/26

Review your policy, specific to mandatory training.

Are all staff members current in required training? This information should be available through Human Resources. If "no" add an action plan to have all staff current on this training.	YES
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Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Training provided through Alludo (Connect U) Pioneer Junior High remains committed to child safety and welfare, ensuring all staff are thoroughly trained in Child Abuse reporting procedures. By the September deadline, every staff member successfully completed the mandatory HR training course, reinforcing our strict safety protocols. This dedication reflects our ongoing commitment to providing a secure and nurturing environment for all students.
Actions	Continue to provide training and open conversations

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Justin Hall	12/16/25

Review your procedure (if any) and answer the listed questions

Is there a written procedure for assessing threats of, or responding to dangerous, violent, or unlawful acts on campus, as well as reporting a threat or perceived threat that a pupil is preparing to commit a homicidal act at a school or school related function to law enforcement? If the answer is no, add “consider preparing written procedures in the “Actions” box and disregard the next questions. If the answer is yes, continue:	YES
Is staff trained in the procedure?	YES
If the procedure includes specific forms or equipment are the forms and equipment in place in good working order.	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Pioneer staff have knowledge and training on district threat assessment protocols. Pioneer’s Emergency Preparedness Plan documents the evacuation procedures.
Actions	We will continue to identify training needs for new staff on threat assessment protocols and will update school protocols for responding to threats annually.

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Justin Hall	12/16/25

Review your procedure (if any) and answer the listed questions

Is there a written procedure for responding to an opioid overdose on campus? If the answer is no, add "consider preparing written procedures in the "Actions" box and disregard the next questions. If the answer is yes, continue:	YES
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Are key staff trained in the procedure?	YES
If the procedure includes specific forms or equipment are the forms and equipment in place in good working order.	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	UUSD Board Policy states any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired. The following individuals are trained: - For the district: Campus safety, health techs, administrators as of 2025/2026. Indicate specific staff for your site: Dr. Chris Kotlewski , Justin Hall , Rosemary Soto. - Naloxone is present on campus at (state location and quantity).
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Actions	Revisit the training as necessary to ensure that appropriate responses can be put into action. in the event of an emergency.
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3.22 Procedure to respond to sudden cardiac arrest or life-threatening medical emergency

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Justin Hall, Rosemary Soto	1/6/26

Review your procedure (if any) and answer the listed questions

Is there a written procedure for responding to a sudden cardiac arrest or life-threatening medical emergency? If the answer is no, add "consider preparing written procedures in the "Actions" box and disregard the next questions. If the answer is yes, continue:	YES
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Are key staff trained in the procedure?	YES
If the procedure includes specific forms or equipment are the forms and equipment in place in good working order.	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Emergency defibrillators are available on campus. Staff are trained in use of the emergency defibrillators. Response to cardiac issues is documented in Pioneer's Emergency Preparedness Plan.
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Actions	We will ensure that the location of emergency defibrillators is known to all staff. We will identify additional staff who are willing to volunteer to be trained in use of the emergency defibrillators.
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3.23 - US Immigration and Customs Enforcement on School Grounds

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Justin Hall	12/16/25

Review your procedure (if any) and answer the listed questions

Is there a written procedure for US Immigration and Customs Enforcement on School Grounds? If the answer is no, add "procedure(s) pending" in the "Actions" box and disregard the next questions. If the answer is yes, continue:	YES
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Are key staff trained in the procedure?	YES
If the procedure includes specific forms or equipment are the forms and equipment in place in good working order.	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	BP 5145.13 and AR 1445 clearly outline written procedures for compliance with this law. School staff follow these guidelines. All front office staff are aware of the proper procedures.
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Actions	We will periodically review guidelines with front office staff, as needed.
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Section 3.24 – Existing Resources

Step Four – Identify Areas of Desired Change

Step Four provides the opportunity to assess and prioritize the actions identified in Step Three. You will be prompted in Step Five to develop two move forward goals based on these assessments that are reasonable, data driven, and can be accomplished with existing resources.

Two goals address your schools Safe and Orderly Environment; 5.1, the **social** climate-and programs (interpersonal relationships) and 5.2, the **physical** environment-place (physical environment, disaster preparedness). **Social** and **Physical** are in red with the task summaries that correspond to 5.1 Social and 5.2 Physical.”

Finally, please remember to make your goals reasonable and attainable within existing resources.

ASSETS	ACTIONS
3.3 Crime Assessment Social / Physical	
At Pioneer Junior High, we have effectively implemented a range of safety measures that have contributed to a more secure and respectful learning environment for all students. Additionally, we utilize various tools and data sources such as Kelvin School Climate Data, the Dashboard, RFAs (Requests for Assistance), alternative disciplinary measures, attendance interventions (SART/SARB), and the RAPTOR system to monitor and support student well-being.	Strengthening partnerships with community organizations and law enforcement to enhance preventative and supportive measures. Refining protocols and procedures to ensure clarity and effectiveness. Increasing opportunities for School Resource Officers (SROs) to engage in mentorship, fostering stronger connections with students and embedding them further into the school community.
3.4 Tactical Response Plan Physical	
The tactical response plan for schools employing the run/hide/fight protocol prioritizes swift action and decisive decision-making in the face of an active threat. In the event of an emergency, individuals are instructed to assess their surroundings and, if safe to do so, evacuate the premises (run). If evacuation is not possible, individuals should seek refuge in a secure location, locking doors and barricading entry points (hide). As a last resort, if confronted directly by the threat and unable to escape or hide, individuals are empowered to defend themselves using any available means (fight). Our school coordinates with Upland PD to provide training in the tactical response plan once a year. Teachers deliver this information to students in an age-appropriate manner. In addition, school resource officers deliver an in-person training to all students at the secondary level once per year. All schools utilize a threat assessment process for any threat made to persons or property. The threat assessment team consists of consultation with, at minimum, administration, a school mental health professional, and law enforcement. In accordance with AB1858 our school does not hold armed assailant drills.	We aim to enhance our collaboration with first responders in Upland and San Bernardino County, focusing on updating our emergency practices and extending invitations to these agencies to provide presentations to our staff and students.

3.5 Lockdown Procedure Physical	
Solid Team and Procedures: The team is competent and dedicated to the safety and security of Pioneer. Established procedures are clear, well-understood, and meticulously followed by staff and students. Training and drills are conducted regularly to keep everyone prepared and aware of their roles and responsibilities during a lockdown.	Redundant Announcements: Current limitation of relying solely on the PA system for announcements. There is a need for redundancy in communication to ensure that all individuals, irrespective of their location in the school, receive timely and clear instructions during a lockdown drill.
3.6 Disaster Plan, Incident Commander Physical	
At Pioneer Junior High, we have implemented safety measures that contribute to a secure and respectful learning environment. We utilize tools such as Kelvin School Climate Data, the Dashboard, RFAs, alternative disciplinary measures, attendance interventions (SART/SARB), and the RAPTOR system to support student well-being.	To improve, we aim to strengthen partnerships with community organizations and law enforcement, refine protocols and procedures, and provide more mentorship opportunities with School Resource Officers (SROs) to foster stronger student connections.
3.7 Disaster Plan, General Physical	
Pioneer Junior High has established a strong disaster preparedness framework, strictly adhering to state law requirements to ensure student and staff safety. Our approach includes maintaining an updated inventory of classroom disaster supplies and annually refreshing disaster backpacks to keep contents current and functional. Custodian Joe Marron and safety coordinator Dallas Duncan play a key role in inspecting the campus for non-structural hazards, further strengthening our preparedness.	To improve, we plan to update documentation for gas and water meters, implement structured utility management procedures, establish periodic checks for non-structural dangers, and provide staff training to enhance emergency response.

ASSETS	ACTIONS
3.8 Disaster Plan, Medical Team Physical	
Pursuant to Ed Code 32282 "a comprehensive school safety plan, and the school safety plan of a charter school, for a school serving pupils in any of grades 7 to 12, inclusive, to include the development of a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose." UUSD Board Policy states any trained District staff member (Rosemary Soto, Dr. Chris Kotlewski, and Justin Hall) shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired. The following individuals are trained: For the district: Campus safety, health techs, and administrators as of 2025/2026. (Rosemary Soto,	The medical team at Pioneer Junior High demonstrates exceptional preparedness with a well-structured plan and clear procedures for swift emergency response. All training requirements have been completed, ensuring a high level of competency, and our records meticulously track medical forms and supplies for immediate availability. Recognizing the evolving nature of emergency response, we are committed to keeping our staff updated with the latest training and best practices. This dedication reinforces our ongoing commitment to the health and safety of our school community.

Dr. Chris Kotlewski, and Justin Hall) Indicate specific staff for your site: Naloxone is present on campus in the school health office and we have two nasal sprays.	
3.9 Disaster Plan, Search & Rescue Physical	
Pioneer Junior High has built a highly skilled search and rescue team, led with dedication by Dallas Duncan, ensuring a swift and coordinated emergency response. Team members receive thorough training at the start of each school year, and all search and rescue supplies are meticulously organized and readily accessible.	To enhance preparedness, we aim to offer additional training dates, allowing staff to refine their skills and stay current with best practices. This ongoing commitment strengthens our ability to protect and support our school community in emergencies.
3.10 Disaster Plan, Reunification Physical	
At Pioneer Junior High, we prioritize safety through a well-structured reunification procedure that ensures a swift and organized emergency response. Our trained reunification team is equipped with essential resources, all meticulously maintained for immediate use. We systematically organize necessary forms and supplies to ensure they are always accessible and functional. This proactive approach reflects our commitment to providing a secure and supportive environment for our students and staff.	We can strengthen our reunification procedures by conducting regular practice drills that include realistic scenarios and incorporate students and staff with access and functional needs. Additionally, we plan to develop quick-reference guides and increase parent communication about reunification protocols to ensure the entire school community is informed and confident in the process.
3.11 Anti-Bullying Procedure Social / Physical	
Pioneer Junior High has strengthened its approach to bullying by ensuring clear communication and easy access to reporting forms on our school website. Recognizing the rise of cyberbullying, we are expanding our efforts with digital citizenship training to help students navigate online spaces safely and respectfully. Additionally, we have provided parent training on parental controls for Instagram, Roblox, and Discord, while also planning school-wide assemblies to reinforce digital etiquette and online behavior awareness. These initiatives support our commitment to a safe, supportive learning environment for all students.	Continue to offer training to staff on Restorative practices, student centered teaching practices, and empowering teachers with supporting social media and digital citizenship.
3.12 Expulsion / Suspension / Discipline Social	
Our success in fostering a supportive school community stems from key initiatives that promote empathy, respect, and positive relationships. We continue to implement the Character Strong Social and Emotional Learning (SEL) Curriculum, providing students with essential skills for emotional intelligence and conflict resolution.	We are expanding Restorative Practice Training for staff and have introduced parent training on social media protections to help families navigate online safety. By strengthening relationships through ongoing training, awareness programs, and community-building activities, we aim to create an inclusive environment that reduces suspensions and expulsions while ensuring a safe and welcoming school for all.

3.13 Notify Teachers of Dangerous Pupils **Social**

Pioneer Junior High ensures compliance with legal mandates by notifying teachers about students with suspensions or relevant convictions. All teachers of record were briefed on this information before the school year began, with administrators available for consultations as needed. We also provided open office hours to support staff in discussing any concerns. This approach reinforces our commitment to a secure, transparent, and well-informed learning environment.	Continue to support and offer opportunities to share information with teachers.
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ASSETS

ACTIONS

3.14 Pesticides or Harmful Materials Within ¼ Mile of Campus **Physical**

Pioneer Junior High has implemented strong safety measures to address potential HAZMAT incidents, despite minimal risk due to the absence of hazardous materials within a quarter-mile of campus. We have a well-defined shelter-in place procedure, which was practiced with students in January and April 2025 and again in January of 2026 to ensure preparedness.	To enhance safety, we will continue conducting regular drills and training sessions for students and staff. Additionally, we remain committed to transparent communication with all stakeholders regarding safety procedures and improvements.
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3.15 Visitors on Campus **Social / Physical**

Use of Raptor System for checking in all visitors. At Pioneer Junior High, we maintain a vigilant and effective approach to campus security, with clear visitor guidelines and trained staff and students. A recent assessment on 12/8/25 confirmed no unidentified visitors on campus, highlighting the success of our protocols.	To enhance security, we plan to add multilingual signs. We will also add additional signage to indicate the office to visitors.
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3.16 Safe Ingress / Egress **Physical**

<i>SB 323 (ii) The evaluation of a comprehensive school safety plan... shall include ensuring that the plan includes appropriate adaptations for pupils with disabilities, so that all students have the ability to access disaster safety procedures described in the comprehensive school safety plan</i> School site teams: In “what we are doing well/What we need to improve” include discussion of any adaptations for pupils with disabilities in the development of the plan. Indicate that this was discussed with SSC or the planning committee). Pioneer Junior High prioritizes safe ingress and egress through clearly outlined procedures in our safety plan. All exterior gates and doors remain locked during school hours, with a daily walkthrough conducted by custodian to verify secure closure. Designated gates are accessible for emergency egress and have redundant unlocking systems to ensure they can be opened quickly, even if the primary keyholder is unavailable. These procedures	Additional signage to guide visitors will be implemented
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are regularly practiced through schoolwide drills. As part of our school safety planning process, we engaged our emergency planning team to review and discuss adaptations for students with disabilities and individuals with access and functional needs. This includes ensuring evacuation routes are wheelchair accessible, assigning adult support to assist students with mobility challenges, and confirming that evacuation maps are visible and understandable to all students, including those with cognitive disabilities. This approach aligns with SB 323, which emphasizes inclusive emergency planning so that all students—regardless of ability—can access disaster safety procedures described in our Comprehensive School Safety Plan.	
3.17 Anti-Harassment/Discrimination Procedure Social	
Training module provided through Alludo (Connect U): Pioneer Junior High is committed to fostering a respectful and inclusive school environment, ensuring all staff completed Anti-Harassment training by the district's November 1st deadline. Office Manager Susan Koch diligently monitored progress, conducting regular check-ins to ensure timely participation. As a result, our staff is well-versed in anti-harassment procedures, reinforcing a safe and supportive school culture. This achievement reflects our dedication to maintaining a harassment-free environment for all.	Continue to provide necessary communication to staff when needed.
3.18 Dress Code/Gang Related Social	
What are we doing well? To maintain a safe and focused learning environment, Pioneer Junior High conducted a survey on 8/28/24 to assess compliance with our gang-related apparel policy. During a random campus walk-through, staff checked for insignia, colors, or materials linked to gang affiliation, obscenity, or substance promotion. The results were positive, with no evidence of attire or items that could threaten safety or disrupt school operations. This confirms the effectiveness of our policy and the shared commitment of students and staff to a secure learning environment.	Continue to enforce expectations on a consistent level
3.19 Child Abuse Reporting Social	
Training provided through Alludo (Connect U) Pioneer Junior High remains committed to child safety and welfare, ensuring all staff are thoroughly trained in Child Abuse reporting procedures. By the 11/1/2024 deadline, every staff member successfully completed the mandatory HR training course, reinforcing our strict safety protocols. Office Manager Susan Koch diligently monitored and verified training completion, ensuring full compliance. This dedication reflects our ongoing commitment to providing a secure and nurturing environment for all students.	Continue to provide training and open conversations

ASSETS	ACTIONS
3.20 Assess/Respond to Dangerous, Violent, Unlawful Acts on Campus Social / Physical	
Pioneer staff have knowledge and training on district threat assessment protocols. Pioneer's Emergency Preparedness Plan documents the evacuation procedures.	We will continue to identify training needs for new staff on threat assessment protocols and will update school protocols annually for responding to threats.
3.21 Opioid Overdose Procedure (Grades 7-12 Only) Social / Physical	
UUSD Board Policy states any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired. The following individuals are trained: - For the district: Campus safety, health techs, administrators as of 2025/2026. Indicate specific staff for your site: Dr. Chris Kotlewski , Justin Hall , Rosemary Soto. - Naloxone is present on campus at (state location and quantity).	Revisit the training as necessary to ensure that appropriate responses can be put into action. in the event of an emergency.
3.22 Procedure for Sudden Cardiac Arrest or Other Life-Threatening Emergency Social / Physical	
Emergency defibrillators are available on campus. Staff are trained in use of the emergency defibrillators. Response to cardiac issues is documented in Pioneer's Emergency Preparedness Plan.	We will ensure that the location of emergency defibrillators is known to all staff. We will identify additional staff who are willing to volunteer to be trained in the use of the emergency defibrillators.

Step Five - Select and implement strategies for a safe and orderly environment.

Prioritizing the information gathered in Step Four, our team has developed the following goals designed to enhance our efforts at maintaining a safe and orderly environment

Section 5.1 - Component 1 Goal - “People.” The social climate, people and programs.

Ed Code 32281(b)(1) Goals should be measurable and relevant to the needs and resources of the school.

Section 5.1.1 - Action Plans for “People” Goal

Task	Person	Due Date
Provide staff with training on how to respond to and redirect negative student behaviors.	Climate and Culture	5/31/26
Communicate the location of all emergency defibrillators to all staff.	Justin Hall	5/31/26
Provide opportunities for staff to refine their knowledge of threat-related emergency procedures through practice drills.	Safety Committee	5/31/26

Section 5.2 - Component 2 Goal - “Place.” The physical environment.

Ed Code 32281(b)(1) Goals should be measurable and relevant to the needs and resources of the school.

Section 5.2.1 Action Plans for “Place” Goal

Task	Person	Due Date
Increasing signage that guides visitors to the office.	Safety Committee	5/31/26
Purchase additional radios to ensure redundancy of communication, as necessary.	Dallas Duncan	5/31/26
Ensure that all staff has access to Raptor for emergency communications.	Justin Hall	5/31/26

Step Six – Share & adopt the plan

[Insert Link to SSC Agenda and Invitation](#)
[Link to Instructional Continuity Plan](#)

Section 6.1 - Public Meeting

Ed Code 32288 (2) (b) (1) - Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan.

On the indicated date, we shared our plan at a public meeting. The notice of the meeting as well proof of written invitations to the Mayor, representatives from school employee groups, teacher groups, parent groups, student government as well as anyone requesting to be invited are attached.	Date
	12/16/25

Section 6.2 - Adoption of School Safety Plan

Ed Code 32286(a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter.

On the indicated date our Committee met and voted to adopt our school safety plan. The minutes from this meeting are attached to this plan. The plan was then forwarded to the district office for approval.	Date

Step Seven – Revise and evaluate

This plan represents a continual safety process. Stakeholders at our school will continue to evaluate the progress and impact of the listed goals while, at the same time, starting the systematic planning process over again at the beginning of the next school year.

Safety is a process