

# **Directions for the Santa Cruz Countywide Comprehensive School Safety Template Part I - Public Components**

1. All sections of this template are required.
2. Add documents as Attachments.



# COMPREHENSIVE SCHOOL SAFETY PLAN



## Part I – Public Components

### 2024-2025

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**Superintendent:** Eric Gross  
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**Approved by:**

Name	Title	Signature	Date
Gwyn Rhabyt	President, Board of Trustees		
Cari Napoles	Trustee		

Name	Title	Signature	Date
Diana Conner	Trustee		

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## **Purpose of the Comprehensive School Safety Plan (CSSP)**

Sections 32280-32288 of the California Education Code outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a Comprehensive School Safety Plan relevant to the needs and resources of that particular school.

It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated Comprehensive School Safety Plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses. Comprehensive School Safety Plans are required under SB 719 & AB 115 and must contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual School Accountability Report Card (SARC).

<https://www.pacificesd.org/plans--lcap.html>

A copy of the Comprehensive School Safety Plan Public Version – Part I is available for review at the Pacific Elementary office, and online at .

### Plan Development and Approval

The Pacific Elementary Comprehensive School Safety Plan has been developed by:

- X School Site Council
- X School Safety Planning Committee

Which includes the following members:

Name	Membership Role
Eric Gross	Principal or Principal's Designee
Jennifer Tschirky	Teacher from Pacific Elementary
Amelia Gray	Parent whose child attends the School
Hillary Redding	Classified Employee
Sgt. Caitlyn McBride	Law Enforcement Agency Representative

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	3/10/24
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	3/10/25
School Site Council approval of the Plan	3/12/25
School District Board approval of the Plan	2/19/25
Submission to Santa Cruz County Office of Education for audit review	3/14/25

### **Current Status of School Crime**

This section presents data that will be analyzed to assess the current status of school crime committed on the Pacific Elementary campus and at school-related functions. Data presented include:

Findings from the analysis of the data presented above include:

There has been no reported crime at Pacific Elementary for at least the past 10 years. There has only been rare and sporadic, small-scale damage to school property most likely caused by neighborhood children, but none of it crosses the threshold of being considered as a reportable crime.

## **School Safety Strategies and Programs**

Pacific Elementary is committed to school safety for all students, staff, and visitors. Many strategies and programs provide and maintain a high level of school safety.

### **School Vision/Mission Statement**

#### **Pacific School's Mission Statement**

Pacific School's mission is to prepare children for life through experiential learning that addresses the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, a positive self-image and cross-cultural understanding.

#### **Pacific School's Vision Statement**

The staff of Pacific School is dedicated to addressing the needs of the whole child by creating a school environment wherein every child may experience success in social and academic growth, as well as develop enthusiasm for learning. Children learn to cooperate and take responsibility for their actions. They learn to function with a sense of community while maintaining individuality and creative self-expression. They are treated with kindness and respect, and learn to respect others. The multi-graded classroom environments allow children to become active participants in their own learning process.

#### **Pacific School's Goals**

Pacific School strives to give each child a lifelong appreciation of learning. Our rich educational environment provides every student with a broad foundation of knowledge and practical experience. The curriculum integrates with California State Standards and is delivered through three distinct programs: classroom-based 5 days/week, Independent Studies (a hybrid home study 2 days/week and classroom based 3 days/week), and Home Studies (full-time homeschooling). Well-rounded instruction is complemented by a variety of programs, including Life Lab and physical education, as well as the arts (music, visual, performing, and culinary arts). Students develop a sense of community while maintaining individuality and creative self-expression. Our diverse community fosters cooperative skills, mutual respect, and pride in academic progress.

Providing a safe learning environment is a priority for staff, parents, students, and school community members. Pacific Elementary prepares students to be self-disciplined and responsible citizens who can meet the challenge of living in an ethnically and socio-economically diverse community. Pacific Elementary promotes caring and nurturing relationships and work cooperatively with parents, students, law enforcement representatives, and other community agencies. Pacific Elementary stresses prevention of violence on campus and prepares students to handle conflict, anger, and other threats to safety.

Programs are implemented to prevent drug, alcohol, and tobacco use. The Pacific Elementary discipline policy provides students with behavior guidelines that are aligned to the California Education Code and district policies. School-wide rules, classroom rules, the dress code, and consequences for rule infractions provide students with clear expectations for behavior. The focus is to reduce barriers to learning as well as to build protective factors leading to student success, both academically and socially.

Intervention and prevention programs focus on positive youth development. Pacific Elementary implements programs to create a positive school climate and promote social-emotional learning using research-based strategies. Pacific Elementary implements multi-tiered systems of support/response to intervention for students that promote high expectations, maintain student engagement in school, and provide systems for student success.

Strategies and programs unique to Pacific Elementary that provide a safe learning environment for all students, including specifically for LGBTQ students.

While the topic of sexual orientation does not surface frequently at the elementary level, it is included in the family life curriculum for 5th- & 6th-grade students. Other grade levels include LGBTQ families in the appropriate curriculum. Otherwise, we promote a culture and enforce rules about treating everyone with respect, including LGBTQ students and families.

## **Child Abuse Reporting Procedures**

(EC 35294.2 [a] [2]; PC 11166)

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as child-care custodians and will immediately report all cases of known and suspected child abuse pursuant to Penal Code Section 11166. District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

Penal Code 11166. (a) Except as provided in subdivision (d), and in Section 11166.05, a mandated reporter shall make a report to an agency specified in Section 11165.9 whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written follow up report within 36 hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident.

Plans are also completed to assure ongoing monitoring of the student. School staff work closely with police and Child Protective Services with follow up actions as needed. Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting. Copies of all written reports are maintained in a confidential file in the principal's office. Board Policy 5141.4 addresses Child Abuse Prevention and Reporting and is included in the Appendix of the Comprehensive School Safety Plan.

In order to comply with requirements found in both the Education Code and the Penal Code (cited above), as well as Board Policy PESD BP 208 (CSBA BP 5141.1), the district trains staff annually on how to protect children from abuse and how to best deal with suspected abuse. At the first staff meeting of the year, the school administrator trains all staff that work directly with children on procedures for reporting possible child abuse. Staff is also required to complete an online safety training video on the subject. While infrequent, when the subject comes up during the school year, the administrator works with the staff to properly notify authorities, as well as to provide any support to the child that may be indicated.

## Emergency/Disaster Preparedness Training Schedule

Pacific Elementary will provide all students and staff with emergency/disaster preparedness training in a variety of procedures according to the following schedule:

Training	Date(s)
Fire Procedures	8/29/24, 9/27/24, 10/25/24, 11/12/24, 12/9/24, 2/20/25, 3/26/25, 4/15/25, 5/12/25
Lock Down Procedures	9/16/24, 11/19/24, 12/12/24, 3/11/25
Code Red Procedures	See Lockdown above
Shelter in Place Procedures	See Lockdown above
Earthquake Emergency Procedures	10/17/24, 1/10/24, 2/11/25, 3/21/25

### Procedures for Emergency Use by Public Agency – BP 3516

As documented in Board Policy 3516, public agencies, including the American Red Cross, have permission to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. Board Policy 3516 is included in the Appendix.

The Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent develops and maintains a disaster preparedness plan which contains routine and emergency disaster procedures, including, earthquake, fire, and hostile intruder protocols.

In developing the disaster preparedness plan, the Superintendent involved the Safety Committee and the School Site Council, which includes teachers, classified staff, and parents. The Superintendent also collaborated with a deputy from the Sheriff's Department, the County Office of Education, and members of the community.

The Superintendent provides training to employees regarding their responsibilities, including periodic drills for fire, earthquake, and hostile intruders. This year, for example, the Deputy Superintendent from the County Office of Education provided training on the updated "Santa Cruz Standard Command Response for Schools" protocols.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs.

CSBA BP 3516 = SSDA BP 29A

### Suspension/Expulsion Policies – BP 5144.1

As documented in Board Policy 5144.1, the school desires to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. Rules and regulations set the standards of behavior expected of students and the

disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. Board Policy 5144.1 is included in the Appendix.

The Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board developed rules and regulations to set the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

A student may be suspended or expelled only when his/her behavior is related to school activity or school attendance occurring within the school or going to/from school.

A suspension shall be used only when other means of correction have failed to bring about proper conduct. No student may be suspended for disruption or willful defiance. Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

A student may be expelled only by the Board. The Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: possessing, selling, brandishing a weapon, selling controlled substances, or attempting a sexual assault.

For all other violations, the Superintendent shall have the discretion to recommend the expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and/or due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Note: CSBA BP 5141.1 = SSDA BP 9

#### **Procedures to Notify Teachers of Dangerous Pupils – BP 5148**

As documented in Board Policy 5148, the Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Board Policy 5148 is included in the Appendix.

The Board of Trustees desires to provide a safe and orderly work environment for all employees. The Superintendent developed strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent. As appropriate, the Superintendent shall initiate legal and security measures to protect the employee and others in the workplace.

The Superintendent shall inform teachers of any crimes and offenses committed by students who may pose a danger in the classroom.

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent for self-defense purposes.

The Board requires employees to take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately call 911

CSBA BP 4158 = PESD BP 210

### **Nondiscrimination/Harassment Policy – BP 5145.3**

As documented in Board Policy 5145.3, the Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and/or bullying of any student, based on actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics. Board Policy 5145.3 is included in the Appendix.

Strategies and programs unique to Pacific Elementary that provide a safe school environment for all students, including specifically for LGBTQ students.

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other programs. The Board prohibits, at any school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics, including LGBTQ students.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Note: CSBA BP 5145.3 = SSDA BP 2 & SSDA BP 3

### **Dress Code – BP 5132**

As documented in Board Policy 5132, the Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to

wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Students are prohibited from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Board Policy 5132 is included in the Appendix.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

The Superintendent/Principal, staff and parents/guardians may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

Note: CSBA BP 5132 = PESD BP 205

#### **Rules and Procedures for School Discipline – BP 5144**

As documented in Board Policy 5144, the Board of Education is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed.

The Superintendent shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

Currently, some teachers instruct their students in mindfulness and engage in meditation to imbue students with a sense of calm and the skills needed to de-escalate conflicts.

Note: CSBA BP 5144 = SSDA BP 9

### **Consultation, Cooperation and Coordination with other School Site Councils or School Safety Plan Committees**

Describe collaboration with other schools in the development of the Comprehensive School Safety Plan OR delete this section.

Pacific Elementary has a standing Safety Committee that meets regularly to discuss safety concerns, implement solutions, and to promulgate a culture of safety for all. One task that the committee undertakes annually is the review of the Comprehensive Safety Plan prior to sending it to the School Site Council and the Board for review and approval.

Pacific Elementary is an active participant in all safety-related efforts led by the Santa Cruz County Office of Education. These efforts involve the other school districts in Santa Cruz County, and include coordination meetings with representatives from public safety agencies (fire and law enforcement), trainings on various safety-related topics, and safety policy meetings.

### **Bullying Prevention – BP 5131.2**

As documented in Board Policy 5131.2, the Board of Education is committed to creating a safe learning and working environment for all students and employees. The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or groups of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Board Policy 5131.2 is included in the Appendix.

Strategies and programs unique to Pacific Elementary that prevent bullying for all students, including specifically for LGBTQ students.

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

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

To the extent possible, the school shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of the school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior. Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived sexual orientation, immigration status, religious beliefs, and customs, or any other individual bias or prejudice.

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students, including LGBTQ students.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

Any student, parent/guardian, or other individuals who believe that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, or any other available school employee. Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved.

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive, may include suspension or expulsion in accordance with district policies and regulations.

CSBA BP 5131.2 = PESD BP 211

### **Positive School Climate – BP 5137**

As documented in Board Policy 5137, the Board of Education desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools. Board Policy 5137 is included in the Appendix.

The Board of Trustees desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

The Superintendent/Principal may develop other strategies to enhance students' feelings of connectedness with the school, such as campus beautification projects, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

The school shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

CSBA BP 5137 = PESD 212

Describe strategies and programs that this school uses to promote a positive school climate here:

Pacific Elementary School established a Culture and Climate Committee (CCC) in 2017. The CCC is composed of the Superintendent/Principal and teachers. The CCC meets on a regular basis to create an infrastructure that promotes pro-social behavior and enact the Board Policies (BPs) as determined by the Trustees that serve on the Board of Education. The CCC uses the tenets of Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) to guide its work. Staff have had several trainings on social-emotional learning and inclusion over the past few years.

Describe roles and responsibilities of mental health professionals, school counselors, and school resource officers in these strategies and programs, if applicable.

Pacific Elementary School District does not have the financial resources to employ health professionals or school resource officers. Since the 2020-21 school year, the school received an emergency grant to hire a part-time social-emotional counselor to help students cope with the trauma caused by the CZU Lightening Fire. We try to collaborate with other governmental entities in order to connect our families with the resources that they need.

Strategies and programs unique to Pacific Elementary that create a positive school climate for all students, including specifically for LGBTQ students.

Students, staff, and parents begin the school day with a whole-school assembly. We do this to re-create a sense of community, share announcements and celebrations, and ground ourselves in self-reflection. Each class has similar rituals to create a sub-culture within the classroom. Examples include the song that the 1st-grade class sings before they eat their snack each day, or the hug/handshake/high five that students give the 4th-grade teacher as they leave at the end of the day. Our older students cook and serve lunch for the entire school each day, and as they eat at their assigned seats, the head chef thanks the students for their roles in nourishing all of us.

For LGBTQ+ students specifically, the Superintendent will meet with the parents and the teacher to create a gender support plan. We have also identified several bathrooms on campus as gender-neutral.

### **Uniform Complaint Procedure – BP 1312.3**

As documented in Board Policy 5137, the Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation. Board Policy 1312.3 is included in the Appendix.

Strategies and programs unique to Pacific Elementary that encourage early resolution of complaints for all students, including specifically for LGBTQ students.

The Board of Trustees recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs, including the protection of LGBTQ students. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law
2. Any complaint alleging the occurrence of unlawful discrimination against any student, employee, or other person participating in district programs and activities.
3. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities.
4. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school.
5. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
6. Any other complaint as specified in district policy.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying against any student or staff, including LGBTQ), the Superintendent shall keep the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

CSBA BP 1312.3 = SSDA BP 36

### **Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act**

Pupils who have witnessed a violent act at school or at a school-sponsored activity, while going to or coming from school or a school sponsored activity, or during a lunch period on or off campus, will need attention to address their mental health. Witnessing violence and being a victim of violence at school have been found both positively and significantly associated with child psychological trauma symptoms and self-reported violent behavior, even after controlling for the effects of various demographic factors. Serious emotional and behavioral consequences can occur for students who are merely witnesses to violence (Flannery, D. J., Wester, K. L., & Singer, M. I., 2004).

Describe protocols for reporting incidents and referring students for mental health care

The Board of Trustees desires to help all district students achieve to their highest potential regardless of their social, health, or economic circumstances and recognizes that schools alone cannot meet all the complex needs of children. The district shall provide support services for children and families to the extent possible and shall work with other local governments, businesses, foundations, and community-based organizations, as appropriate, to improve the health, safety, and well-being of the community's youth.

The Board shall initiate or participate in collaborative relationships with elected officials to design and coordinate multi-agency programs that respond to the needs of children and families and provide more efficient use of district and community resources.

The Superintendent/Principal and appropriate staff shall cooperate with public and private entities in the planning and implementation of joint projects or activities within the community.

The Board shall communicate with the community about the district's collaborative efforts and the conditions of children within the schools. The Board may advocate for local, state, and national policies, programs, and initiatives designed to improve the conditions of children and youth.

### **Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school**

In an effort to assure the safety and welfare of students, parents, and visitors to Pacific Elementary, the following procedures should be followed when traveling to and from the school site:

- Daily Bus Drop-off & Pick-up at School:
- Students Walking to School:
- Students and Adults visiting the school site after hours or on weekends:

Students, their family, staff, and other visitors arrive at and leave from Pacific Elementary School via a variety of transportation modalities. Some walk or ride bikes from the Davenport neighborhood in which the campus is located. A large number take the municipal (metro) bus from Santa Cruz. Many ride in personal cars or carpools. Most people arrive just before the start of the school day and leave at the end of the academic day or at the end of one of the after-school programs. Sometimes people arrive and/or leave during the middle of the school day. In all cases, there are procedures in place to make it as safe as possible.

There are 3 gates along the perimeter of the campus for ingress and egress. All are open at the beginning and end of school.

Fortunately, for those that arrive and leave using people power (on foot or on a bike), traveling in Old Town (the section of Davenport in which the campus is located) is relatively safe because there is very little car traffic. Almost all students commute with parents, who keep a protective watch over their children and enforce traffic safety protocols. There is a bike rack on campus where students and families park their bikes. Some lock them and some don't, but there has never been an instance of theft or damage to bikes. There have not been any reports of safety issues for those who walk or bike. For those that walk or bike from New Town, there is a short stretch of the route that includes Highway 1. Vehicular traffic travels rapidly and there is a danger of a car veering out of their lane and striking someone on the shoulder of the road. The Superintendent, parents, and community members have communicated with officials about making safety improvements to the area.

Thought the exact number varies, about 20-25 students, a few parents, and a few staff members ride the metro bus to school in the mornings. Usually, about 5-10 students ride the bus home in the afternoon. The parents whose children ride the bus take turns to ride along with them in order to chaperone the children to keep them safe. The bus stop is at the edge of campus, so bus riders only have to walk about 50 feet along the road in order to enter the gate to the playground. As the stopped bus blocks traffic, and all the children walk at once, the route from the bus to the gate is brief and safe.

Approximately half of the students ride in parents' vehicles -- either individually or in carpools. As there is very little parking available, walking to/from cars is possibly the riskiest part of the commute. Many parents either drop kids off directly outside a gate or walk them to the playground in order to keep them safe.

The campus serves as a neighborhood park after hours and on weekends. The playground is not a regional draw, so it is used almost exclusively by children who live in the neighborhood. Perhaps the most significant protective factor for the facility is the fact that there is a strong sense of ownership of the school as almost all neighborhood children attended/attend the school, and most of the parents have helped to fix and maintain the facility.

### **Standard Command Response for Schools Protocol**

Purpose of ISCRS:

- Standardizes and shares a common group of clear, initial responses applicable to a broad variety of K-12 school environments.
- Provides four (4) limited and unambiguous protocols in a standardized framework which each school, school district, and surrounding community can easily incorporate into their respective school and/or jurisdictional Emergency Operations Plans (EOP).
- Offers distinct operational procedure(s) that may be enacted in series or succession.
- Accounts for the "in Loco Parentis" responsibilities of school staff, i.e., the legal and ethical responsibility to "stand in the place of the parents" for a child.
- Acknowledges the mobile nature of modern education and student populations.
- Allows for sustainability by providing free training and materials.
- Draws from familiar procedures (examples: Run/Hide/Fight, Avoid/Deny/Defend, CRASE etc), existing training/experience, and prevalent lessons learned from past school-related emergencies.
- Strengthens partnerships among school communities and first responders to build and enhance a culture of safety and preparedness.
- NOTE: ISCRS has been designed for schools and doesn't impact or alter police/fire response.

Santa Cruz Standard Command Response for Schools Protocol:

The approach to training schools on the Santa Cruz Standard Command Responses for Schools focuses on training for administrators, teachers and students for the IMMEDIATE response to a threat and/or hazard. The command responses can be enacted in series or succession. The command responses focus on the following:

#### **EVACUATION**

- Removing students and staff from dangerous situations inside a building.

- Staff are expected to be aware of their surroundings and make decisions based on active awareness of circumstances
- Movement must be safe, controlled and intentional.

#### REVERSE EVACUATION

- Removing students and staff from dangerous situations outside a building.
- This command response can be used for the following: Dangers on the playground or outside, Law enforcement activity or other emergencies.
- Instituted at the discretion of the principal/designee for any situation that poses a threat to the life safety of students, staff or visitors.

#### HALLCHECK

- Detecting and protecting from potential threats or other emergencies while continuing instruction
- Procedure for responding to lower level threat/emergencies inside a school o Focus on a high level of active awareness
- Examples of when this command response would be used:

Disruptive person,  
unknown person on campus,  
out of control student,  
medical issue or  
Any other unknown situation in and/or around a school building.

#### LOCKDOWN - MOVE/SECURE/DEFEND

- Procedures for staff and students to respond to an imminent threat or active violence inside a school.
- Options based approach that allows each individual to process information and make a decision.

#### Move-Secure-Defend – Quick Reference

The Move-Secure-Defend model describes protective actions taken by teachers and staff (school stakeholders) to keep students safe while executing a Lockdown protocol. The Move-Secure-Defend model is an options-based approach. Teachers and staff are entrusted to act in the safest manner for themselves and their students. They are authorized to adapt based on situational awareness (active awareness). Situational Awareness is the use of your senses – stop, look, listen, smell, and feel, in order to gather information and then act as warranted (informed decisions).

Move- Move away from danger to a place of safety using intentional movements.

- Have a specific safe location as the goal of your movement.
- Move with intention and purpose from transition point to transition point (e.g., classroom to doorway, doorway to hall intersection, etc.).
- Stop at each transition point and reassess – proceed if reasonable, adapt if necessary. Safety, not speed, is the goal.

Secure- Secure spaces quickly and completely with an emphasis on preventing entry. Note: securing your space generally is the safest option.

- School staff will secure classrooms by locking the door and may include barricading the entrance.
- Once secured, occupants of the room may be moved to designated safe areas in the room away from views from interior hallways and windows.
- Occupants of a classroom should look for cover (preferred) or concealment. Cover is behind something that can stop bullets. In addition to concealing you, it provides protection from being shot. Concealment is being behind something that prevents a bad guy from seeing you but won't stop bullets. You can't be seen, but you are still vulnerable.

- Close interior window coverings, if practicable and safe.
- If in a common space move to available securable space and secure it.
- If securable space is not readily available, move with students out of the building to the predesignated off-site location.
- If outside the building, at the initiation of a lockdown, move to the predetermined offsite location.
- Do not open secured doors until it is opened by responders or the designated all clear signal has been given.

Defend- Defend aggressively as your life may depend on it. Defense should be the last available option, but once started incapacitation of the shooter is the goal. Use pre-planned or improvised weapons to assist in the defense of yourself or others, e.g., a bat, golf club, fire extinguisher, etc.

## **Instructional Continuity Plan**

*“an instructional continuity plan to establish communication with pupils and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency.... The plan shall include all the following:*

*(i) Procedures for pupil engagement, as soon as practicable, and no later than five calendar days following the emergency. Procedures shall be designed to establish two-way communication with pupils and their families and identify and provide support for pupils’ social-emotional, mental health, and academic needs.*

*(ii) A plan to provide access to in-person instruction or remote instruction pursuant to Sections 51747 and 51749.5, as soon as practicable, but no later than 10 instructional days following the emergency. The plan may include support to pupils and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school.”*

Details are at the end of the Independent Study Policy SSDA 27, which can be found here:

<https://www.pacificesd.org/board-policies.html>

## **Adaptations for Students with Disabilities**

One of the four parking stalls is reserved for handicapped drivers. Two paths of travel are being repaired to provide safe ingress/egress on the playground for wheelchair users.

## **Opioid Prevention and Life-Saving Response Procedures**

Narcan is stored in the office for use in case of a suspected overdose.

## **Response Procedures for Dangerous, Violent, or Unlawful Activity**

Included in Part II

## **Appendix**

**Board Policy 5141.4 Child Abuse Prevention and Reporting**

**Board Policy 3516 Emergencies and Disaster Preparedness**

**Board Policy 5144.1 Suspension and Expulsion/Due Process**

**Board Policy 4158 Employee Security/Teacher Notification**

**Board Policy 5145.3 Nondiscrimination/Harassment**

**Board Policy 5132 Dress and Grooming**

**Board Policy 5144 Discipline**

**Board Policy 5131.2 Bullying Prevention**

**Board Policy 5137 Positive School Climate**

**Board Policy 1312.3 Uniform Complaint Procedure**