

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.

MacQuiddy Elementary



Pajaro Valley Unified School District

COMPREHENSIVE SCHOOL SAFETY PLAN Part I – Public Components 2025-2026

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Watsonville CA 95076
Principal: Sara Pearman
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District: Pajaro Valley Unified School District
Superintendent: Dr. Heather Contreras
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Approved by:

Name	Title	Signature	Date
Sara Pearman	Principal		
Alejandra Gutierrez	Teacher		
Rosario Bortolo Munoz	Parent-SSC Chair		
Evelyn Rodriguez	Classified Employee- Community School Specialist		

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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).

A copy of the Comprehensive School Safety Plan Public Version – Part I is available for review at the T.S. MacQuiddy office, and online at www.pvUSD.net.

Plan Development and Approval

The T.S. MacQuiddy Comprehensive School Safety Plan has been developed by:

- X School Site Council
- X School Safety Planning Committee

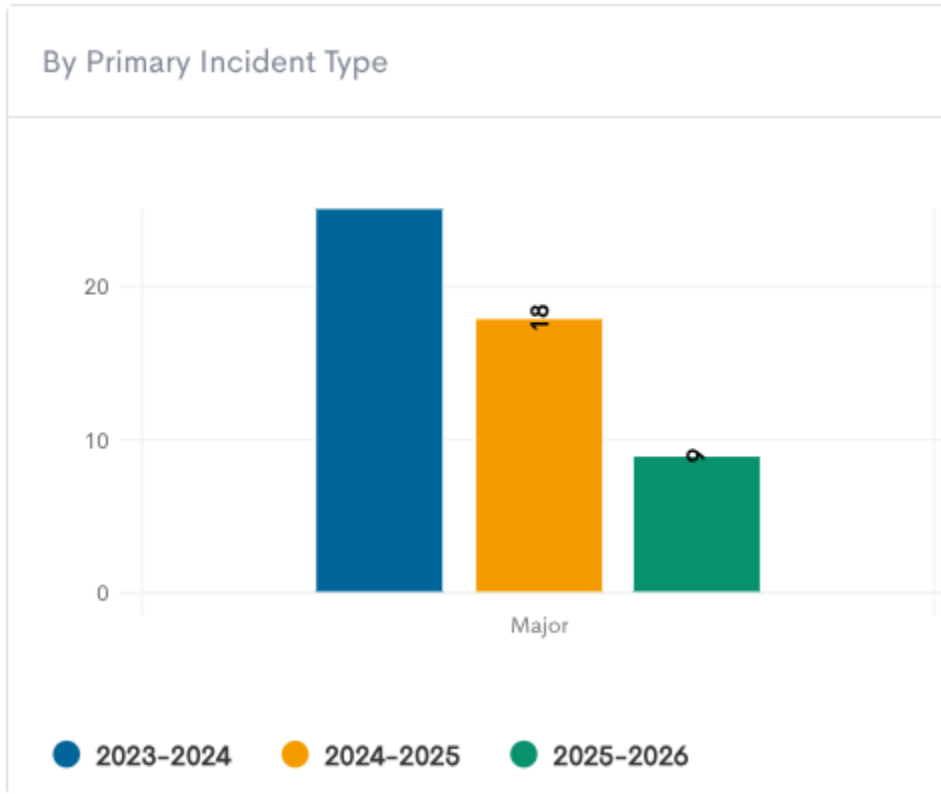
Which includes the following members:

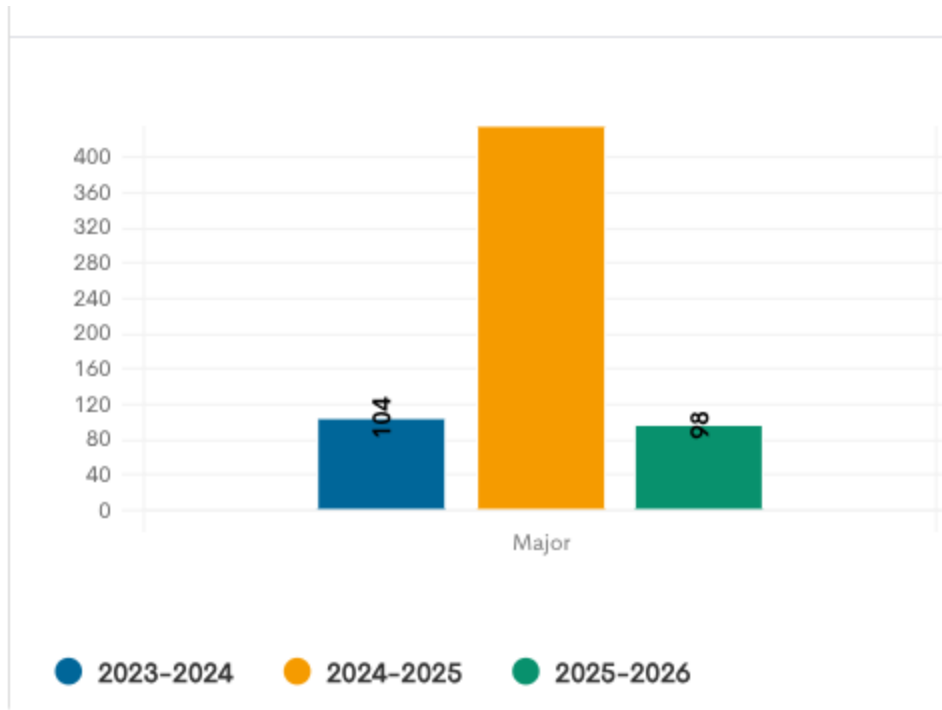
Name	Membership Role
Sara Pearman	Principal or Principal's Designee
Alejandra Gutierrez	Teacher from T.S. MacQuiddy
Rosario Bortolo Munoz	Parent whose child attends the School
Evelyn Rodriguez	Classified Employee
Officer Johnson Watsonville PD	Law Enforcement Agency Representative

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	2/26/26
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	12/11/26
School Site Council approval of the Plan	1/22/26
School District Board approval of the Plan	02/
Submission to Santa Cruz County Office of Education for audit review	03/1/26

Current Status of School Crime

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





Findings from the analysis of the data presented above include:

During the 2023-2024 school year, MacQuiddy had 25 out-of-school suspensions. During the 2024-2025 school year, MacQuiddy had 18 out-of-school suspensions. So far, in the 25-26 school year, from August to December, MacQuiddy had 9 out-of-school suspensions.

Data from our Youth Truth Survey in the 2024-2025 school year provided information on the following: data regarding school culture: 90% of our families, 13% of our students, and 65% of staff members replied that MacQuiddy has a positive school culture; data regarding positive relationships: 94% of our families, 68% of our students, and 93% of our staff feel as though they have positive relationships at our school.

Data from the 2023-2024 school year showed that chronic absenteeism declined by 0.5%, with a rate of 29.9% of students considered chronically absent. MacQuiddy continues to focus on a reduction on daily tardies and absenteeism by creating positive incentives for students.

School Safety Strategies and Programs

T.S. MacQuiddy 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

Our goal is to ensure that every student achieves English proficiency and gains equitable access to education and future opportunities. Our vision—*“Empowering learners to achieve their highest potential by providing an environment where they feel safe, happy, and successful”*—reflects our commitment to fostering the academic, social, and emotional growth of all students within a supportive and secure learning community.

Providing a safe learning environment is a priority for staff, parents, students, and school community members. T.S. MacQuiddy prepares students to be self-disciplined and responsible citizens who can meet the challenge of living in an ethnically and socio-economically diverse community. T.S. MacQuiddy promotes caring and nurturing relationships and work cooperatively with parents, students, law enforcement representatives, and other community agencies. T.S. MacQuiddy 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 T.S. MacQuiddy 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. T.S. MacQuiddy implements programs to create a positive school climate and promote social-emotional learning using research-based strategies. T.S. MacQuiddy 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 T.S. MacQuiddy that provide a safe learning environment for all students, including specifically for LGBTQ students.

MacQuiddy Elementary is dedicated to fostering a student-centered learning community that celebrates and values the diversity of our students and families. Through Monthly Assemblies, Student Leadership opportunities, Academic Success Celebrations, and schoolwide PBIS events, we promote a strong sense of belonging and community. Our Comprehensive School Safety Plan extends to all programs—both during and beyond the instructional day—ensuring a safe, supportive, and inclusive environment for all students.

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.

All MacQuiddy staff members receive annual training on Child Abuse Reporting Procedures, conducted at the start of each academic school year to ensure continued awareness and compliance with reporting responsibilities.

Emergency/Disaster Preparedness Training Schedule

T.S. MacQuiddy 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	8/26/25, 9/23/25, 10/21/25, 11/18/25, 12/16/25, 1/27/26, 2/24/26, 3/18/26, 4/21/26, 5/19/26, 6/2/26
ALICE Procedures	10/2/25
Shelter in Place Procedures	10/2/25
Earthquake Emergency Procedures	10/17/25, 2/19/26, 5/7/26

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.

MacQuiddy staff will uphold and implement all established procedures and protocols for the safe and effective use of school buildings and grounds during any emergency situation.

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.

MacQuiddy implements a Positive Behavior Interventions and Supports (PBIS) program centered on our ****HERD expectations****, incorporating restorative practices to promote positive behavior and reduce suspensions and expulsions.

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.

MacQuiddy staff adhere to established procedures and protocols for Shelter in Place and ALICE to ensure the safety of our school community whenever a threat arises.

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 T.S. MacQuiddy that provide a safe school environment for all students, including specifically for LGBTQ students.

MacQuiddy Elementary ensures student safety through secure campus access, regular emergency drills, and a Positive Behavior Interventions and Supports (PBIS) program with HERD expectations and restorative practices. We actively address bullying, provide mental health support, and promote open communication among students, staff, and families to create a respectful, inclusive, and safe learning community.

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 at MacQuiddy Elementary are expected to wear shoes and clothing suitable for both classroom learning and active play during PE and recess.

- Sweatshirts, sweaters, jackets, and coats may be any color.
- Clothing should be comfortable and allow full freedom of movement (sitting, reaching, running) without frequent adjustment. Garments must provide adequate coverage to conceal undergarments at all times, including bra straps; shoulder straps should be wide enough to do so.
- Clothing should fit properly—not too tight or too loose—to ensure safety during physical activities.
- Appropriate footwear is required for PE and recess. Flip-flops, high heels (over 1 inch), open-toed shoes, platforms, and slippers are not safe or permitted.
- Hats may be worn outdoors for sun protection or warmth.
- Clothing or accessories displaying alcohol, drug references, or profanity are prohibited.
- Skirts and shorts must be longer than the student's arm length (fingertip length) when standing.
- Students wearing unsafe or inappropriate clothing may be required to call home for a change of clothes.

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.

Our PBIS program remains the foundation of MacQuiddy Elementary's efforts to foster a positive and supportive school environment. We uphold four core principles—MacQuiddy HERD expectations: Honesty, Effort, Respect, and Great Decisions—which guide the behavior of all members of our community. When students need support in meeting these expectations, we focus on redirection, reteaching, and reflection. These values are reinforced through student assemblies and recognition programs. Additionally, Community Circles and Restorative Practices form the cornerstone

of our Social Emotional Learning approach, providing students with opportunities to express their feelings and helping staff deliver lessons that deepen understanding of our schoolwide expectations.

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.

School safety plans are shared with the School Site Council, as well as the staff during scheduled 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 T.S. MacQuiddy that prevent bullying for all students, including specifically for LGBTQ students.

T.S. MacQuiddy Elementary promotes a safe and inclusive learning environment through the use of school-wide PBIS expectations, community circles, calm corners, restorative practices, and alternatives to out-of-school suspensions. PBIS: All classrooms have the HERD expectations (Honesty, Effort, Respect, Great Decisions) matrix posted. They are also posted throughout campus (in hallways, outdoor areas, bathrooms, and the playground). Every Friday students can purchase positive reinforcement items and/or experiences in our HERD store (PBIS store) for following the PBIS expectations. Community Circles are utilized in classrooms as a social-emotional learning time. Teachers use community circles to build a restorative culture in their classrooms and in the broader school community. Restorative Practices are used as an alternative approach to traditional punitive discipline. As an alternative, students participate in a staff-led restorative conversation to discuss the conflict and repair the harm and rebuild the relationship.

STOPit is an app-based tool that MacQuiddy uses that allows students or families to make an anonymous report to school administrators at any time. Students can report through either an application downloaded to their device or through a web-browser on any computer. Students can report bullying, cyber bullying, violence, threats, substance abuse, suicide idealization, asking for help for themselves or friends, or any unsafe situation. STOPit allows site administration to communicate in real-time with the person making the report through a texting feature. Students can upload photos, videos, and any other information that will allow site administrators to address issues as they arrive. STOPit is also

monitored 24 hours a day, 7 days a week by both District Administration and the STOPit organization to provide immediate support for emergency situations after-hours.

Student, Parents, and Staff can assist by:

A. Students

- Treating others respectfully
- Refusing to bully others
- Refusing to let others be bullied
- Refusing to watch, laugh, or join in when someone is being bullied

- Trying to include others in play, especially those who are left out
- Reporting bullying to an adult

B. Parents

- Encouraging your child not to engage in harmful teasing
- Listening to your child if he/she report being bullied
- Reporting signs of being bullied to your school teacher or principal
- Encouraging your child not to exclude others or spread rumors or gossip
- Supporting the school if your child is identified as having engaged in bullying behavior
- Helping your child to understand how hurtful it feels to be excluded, bullied, or harassed

C. Staff

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives. General teaching approaches that support bullying prevention efforts:

- Setting clear expectations for students and establishing school and classroom routines.
- Creating safe school and classroom environments for all students, including but not limited to students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students.
- Using appropriate and positive responses and reinforcement, even when students require discipline.
- Using positive behavioral supports.
- Encouraging adults to develop positive relationships with students.
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors.

Confidentiality with regard to record/information release

1. A principal or designee may not disclose information from a student record of a target or aggressor to a parent unless the information is about the parent's own child.
2. A principal or designee may disclose a determination of bullying or retaliation to a local law enforcement agency without the consent of a student or his/her parent. The principal or designee shall communicate with law enforcement officials in a manner that protects the privacy of targets, student witnesses, and aggressors to the extent practicable under the circumstances.
3. If the reported incident involves students from more than one school district, charter school, non-public school, approved special education day or residential school, or collaborative school, the principal or designee will notify the principal or designee of the other school(s) of the incident so that each school may take appropriate action.

A principal or designee may disclose student record information about a target or aggressor to appropriate parties in addition to law enforcement in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. The principal or designee must document the disclosures and the reasons that the principal or designee determined that a health or safety emergency exists.

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.

MacQuiddy Promotes a Positive School Climate by promoting our HERD expectations and our motto: "We take care of each other"

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

We maintain four values at MacQuiddy School called the MacQuiddy expectations that all individuals are expected to follow:

HERD Expectations

H: Honesty

E: Effort

R: Respect

D: great Decisions

We take care of each other!

We actively nurture and reinforce these values through student assemblies and recognition programs. MacQuiddy Elementary maintains a strong commitment to the school-wide implementation of the Positive Behavior Intervention System (PBIS). Each year, we expand staff training and continuously refine our support systems to better serve our students.

Additionally, we incorporate social-emotional and behavioral practices, including Community Circles and Restorative Practices, to foster social-emotional competence and self-regulation among our students. Recognition efforts such as HERD tickets and Student of the Month highlight positive behavior and achievements.

Our campus is maintained as a clean and safe environment, reflecting the pride we share in our community and ourselves. To ensure safety, all visitors are required to check in at the main office prior to entering classrooms.

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

Site administrators, school counselors, the school psychologist, and yard supervisors are responsible to maintain a safe and orderly environment. Regularly scheduled meetings with other personnel such as outside agency social/emotional counselors, PVPSA counselors, and other community agencies help MacQuiddy address specific support as needed for individual student behaviors.

Strategies and programs unique to T.S. MacQuiddy that create a positive school climate for all students, including specifically for LGBTQ students.

PBIS, community circles, restorative practices, and Tier 2 Tier 3 systems of support are strategies that we implement in order to create a positive school climate. We have a strong school-wide Tier 1 PBIS system in place. Students earn HERD tickets for following the HERD expectations (Honesty, Effort, Respect, Great Decisions). These expectations are taught and promoted by our entire MacQuiddy community. We have expectation matrices posted in the classrooms and throughout campus. Additional Tier 1 strategies used by teachers and other staff members are: check-in check-outs, community circles, calm corners, and restorative practices.

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 T.S. MacQuiddy that encourage early resolution of complaints for all students, including specifically for LGBTQ students.

A copy of the uniform complaint procedure is available in our front office. It may also be found on the MacQuiddy homepage.

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

Students who have witnessed violence at school and/or at home can speak directly with their teacher to gain support as the first intervention. When we interview the student who witnessed a violent act, we then proceed to seek additional counseling for said student through our relationship with PVPSA (Pajaro Valley Prevention Support and Assistance) or other counseling services. We reach out to County Mental Health and our Social Emotional Counselor for support if we are unable to meet their needs through PVPSA. If necessary, we also contact Child Protective Services and/or the Watsonville Police Department when the situation warrants it. If a student is experiencing trauma due to a death in the family we reach out to Hospice grief counseling to see if we can gain support in that manner.

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 T.S. MacQuiddy, 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:

Arrival in the A.M.

Parent Drop Off

- The Drop-off/Pick-up zone is on Martinelli Street in the front of the school. Parents are to use the car drive through area in front of the school or park on the street out of the red zones.
- A crossing guard starts at 7:00 a.m. to help students and their families cross Martinelli
- The back parking lot is for staff and Special Education bus drop off

Parents are not to drop off students before 7:15 a.m.

Bus Drop Off

- Students are dropped off on Martinelli Street at the gate near the cafeteria.
- SPED buses use the back parking lot to drop off students who are in the Special Education Classes.
- Students are to report and stay on the supervised playground until the bell rings.

Walkers

- Student walkers are to adhere to the following safety rules
- o Stay on the sidewalks and use the crosswalk with the crossing guard when entering the school from the front of the school on Martinelli.
- o Look both ways before crossing the street.
- o Cross only at safe corners, even if you have to walk farther.
- o Use crosswalks where they are available.
- o Don't walk between parked cars.
- o Watch for turning cars.
- o Walk, don't run across the street.

During the School Day:

- All gates will remain closed from 7:50 AM to 2:15PM.
- Visitors to the school must pass through the front office, sign in and be issued a Visitor's Pass in order to enter the campus.

Dismissal in the P.M.

Parent Pick Up

- The Drop-off/Pick-up zone is on Martinelli Street in the front of the school. Parents are to use the car drive-through area in front of the school or park on the street outside the red zones.
- A crossing guard is on duty starting at 2:00 PM or 12:00 on short days to help monitor foot traffic on Martinelli Street.
- Students are supervised by staff members assigned to after school duty.
- Students awaiting pick-up must wait at the front of the school until their ride has pulled up to the front of the school.
- If it is raining, they are to wait underneath the awnings by the office.
- If parents are late picking up their child, the child is to wait in the front office.

Bus Pick-Up

- Students who ride the bus are to line up in their assigned bus line by the cafeteria gate.
- Students are supervised by staff members assigned to after school duty.
- When the bus arrives, teachers escort students in line to the correct bus for loading.

Walkers

- Student walkers are to adhere to the following safety rules
- o Stay on the sidewalks and use the crosswalk with the crossing guard when entering the school from the front of the school on Martinelli.
- o Look both ways before crossing the street.
- o Cross only at safe corners, even if you have to walk farther.
- o Use crosswalks where they are available.
- o Don't walk between parked cars.
- o Watch for turning cars.
- o Walk, don't run across the street.

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.

Background:

CA Senate Bill 153 requires California school districts to include an instructional continuity plan within their comprehensive school safety plans starting July 1, 2025. This plan includes communication with students and families, instructional delivery, student support, and implementation of the plan.

Communication and Student Support:

As soon as possible and within five days the Pajaro Valley Unified School District will communicate with families and students through various modes of communication. We will have district communication come from our superintendent or designee, who will email/send through our communication application. This district-wide communication will cover updates regarding the emergency and available student and family support offered throughout the district and county. Specifically, these communications will include any necessary details regarding shelter, food banks, and mental health resources.

On a site level, our school teams will reach out directly to students and families to establish two-way communication to ensure all families are connected to the school and aware of the communication and resources being offered district and county-wide. Through this communication, school teams will establish a feasible mode of academic engagement during this time.

(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."

In-person or Remote Instruction:

As soon as possible and within 10 instructional days, students and families will have access to either in-person or remote instruction. School sites will prepare independent studies/remote instruction both online or paper-based that can be completed by students independently. Students will have the opportunity to participate in in-person instruction at their current school if possible or at a different school site if necessary due to the emergency. PVUSD's Special Education staff will also check in and provide support for students with IEPs. Every effort will be made to continue special education services during emergencies. During this time both district-wide and site-based communication outlined above will continue.

Adaptations for Students with Disabilities

In accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973 our school site will ensure that this plan includes appropriate adaptations for pupils with disabilities. This will vary by site depending on the current student population.

Individualized Emergency Plans (IEPs):

Develop personalized emergency response plans for students with disabilities as part of their IEP or 504 Plan. Include specific accommodations, communication needs, and mobility assistance requirements.

Staff Training:

Train staff, including teachers, aides, and emergency personnel, on how to assist students with disabilities during emergencies.

Conduct regular drills to familiarize everyone with procedures and identify potential challenges.

Accessible Communication:

Use visual aids, sign language interpreters, or communication devices for students with hearing, vision, or speech impairments.

Provide alerts in multiple formats (e.g., auditory alarms, flashing lights).

Emergency Equipment:

Equip classrooms and evacuation areas with adaptive tools, such as evacuation chairs, wheelchairs, or sensory calming kits.

Maintain extra medical supplies, medication, and personal care items.

Earthquakes:

Provide modified instructions for students with mobility or sensory challenges.

Ensure ramps, lifts, and accessible paths are clear and functional.

Fire Drills:

Identify accessible evacuation routes and exits.

Create alternative paths if elevators are unavailable during the emergency.

Assign trained staff or peers to assist students with disabilities in evacuating.

Practice evacuation procedures with students and their helpers during drills.

Active Shooter

Ensure ramps, lifts, and accessible paths are clear and functional

Keep communication simple and concise for students with cognitive disabilities

Include emergency kits with specific items like communication devices, medical supplies, or comfort items for students with disabilities.

For students unable to actively engage in countering (e.g., mobility or cognitive challenges), staff will focus on their ability to stay calm and safe.

Teach staff or assigned peers techniques to protect and shield these students, such as using barricades or positioning furniture for cover.

Opioid Prevention and Life-Saving Response Procedures

Our school is committed to the health and safety of all students and staff. This section outlines procedures for responding to potential opioid overdoses and other life-threatening emergencies.

Opioid Overdose Recognition and Response

Signs and Symptoms:

Staff will be trained annually to recognize the signs and symptoms of an opioid overdose, including:

Unconsciousness or unresponsiveness

Slow, shallow breathing (or no breathing)

Blue or gray coloring of the lips and/or fingertips

Pinpoint pupils

Gurgling sounds

Opioid Overdose Prevention Education:

Age-appropriate education on the dangers of opioids and the importance of seeking help for substance use disorders will be provided to students.

Information on available resources for substance abuse prevention and treatment will be disseminated to students and families.

Stigma Reduction:

Promote a culture of understanding and support for individuals struggling with substance use disorders.

Encourage open communication and help-seeking behavior.

Immediate Action:

Call 911 immediately.

If available and trained personnel are present, administer naloxone (Narcan) as per manufacturer instructions and local protocols.

Begin rescue breathing (if necessary) and monitor the individual until emergency medical services arrive.

Naloxone Availability:

Information on the availability and location of naloxone on campus will be clearly communicated to all staff.

Trained personnel will have access to naloxone kits.

Life-Saving Response Procedures

CPR/AED Training:

School staff's whose job description requires CPR/AED training will be trained in CPR and the use of an AED (Automated External Defibrillator).

First Aid:

First aid kits will be readily accessible and properly stocked.

Collaboration and Resources:

Collaborate with local public health agencies, law enforcement, and community organizations to access resources and support for opioid overdose prevention and response.

Utilize resources from the California Department of Public Health (CDPH) and other relevant agencies.

Response Procedures for Dangerous, Violent, or Unlawful Activity

The Pajaro Valley Unified School District is committed to providing a safe and secure learning environment for all students and staff. This section outlines procedures for responding to incidents of dangerous, violent, or unlawful activity on campus.

Threat Assessment and Reporting

Identification and Reporting: All staff members are responsible for identifying and reporting any potential threats of violence or unlawful activity. This includes:

Verbal threats

Written threats (including online threats)

Suspicious behavior

Possession of weapons or other dangerous objects

Threat Assessment Team:

A designated threat assessment team will be responsible for evaluating threats and determining appropriate responses.

The team will follow established district protocols for threat assessment, including gathering information, conducting interviews, and developing safety plans.

Emergency Response Procedures

Immediate Action:

Call 911 immediately in the event of an active threat or imminent danger.

Follow ALICE Protocols:

Alert
Lockdown
Inform
Counter
Evacuate

Communication:

Utilize the school's emergency notification system (e.g., phone calls, emails, text messages, PA System, etc.) for staff and families.

Crisis Intervention and Support

Counseling Services:

Provide access to counseling services for students and staff who may be experiencing emotional distress or trauma following a crisis.

Develop and implement crisis intervention plans to support the emotional and social-emotional needs of students and staff.

Family Support:

Communicate with families regarding the incident and provide information on available support resources.

Prevention and Intervention

Bullying Prevention:

Implement effective bullying prevention programs (including PBIS and restorative practices strategies) to address and prevent bullying behavior.

Create a positive school climate that promotes respect, inclusivity, and empathy.

Restorative Practices for Resolving Conflict:

Teach students effective restorative practices and conflict-resolution skills to help them resolve disagreements peacefully.

Provide staff with training on restorative practices, conflict resolution, and de-escalation techniques.

Mental Health Awareness:

Promote mental health awareness among students and staff.

Provide resources and support for students experiencing mental health challenges.

Record Keeping and Reporting

All incidents of dangerous, violent, or unlawful activity will be documented and reported according to school district policy and legal requirements.

Records of threat assessments, emergency responses, and staff training will be maintained.

Procedures for Immigration Enforcement Notification

(Education Code § 32282, as amended by SB 98, Chapter 124, Statutes of 2024)

In accordance with Education Code § 32282, as amended by Senate Bill 98 (2024), this Comprehensive School Safety Plan includes procedures for notifying parents/guardians, teachers, school staff, and members of the school community when immigration enforcement is confirmed to be present on the school campus.

Notification Procedures:

1. Confirmation of Presence

- Immigration enforcement is considered “confirmed” when school administration has verified, through direct observation or reliable communication, the physical presence of immigration enforcement officers on school grounds.

2. Timely Notification

- Upon confirmation, the Principal or designee will initiate immediate notification to:
 - Parents/guardians of enrolled students
 - All certificated and classified staff
 - Relevant school community members (e.g., PTA, advisory councils)
- Notification will occur using existing emergency communication systems (phone, text, email, and/or automated messaging).

3. Content of Notification

- The notification will include:
 - The date and time of the confirmed presence
 - The location on or near campus
 - General nature of the enforcement activity, if known
 - A statement affirming the school’s commitment to maintaining a safe and supportive environment for all students and families

4. Confidentiality and Rights

- Notifications will not disclose personally identifiable information about students or families.
- Staff will be reminded of their obligations under state law and district policy regarding student privacy and the prohibition of discrimination or harassment.

5. Staff Training

- Annual staff training will include procedures for identifying, confirming, and reporting the presence of immigration enforcement, as well as guidelines for communicating with students and families in a trauma-informed manner.

6. Review and Update

- These procedures will be reviewed annually with the School Safety Planning Committee and updated as needed.
- This section of the CSSP will remain operative until January 1, 2031, consistent with the statutory sunset date.

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