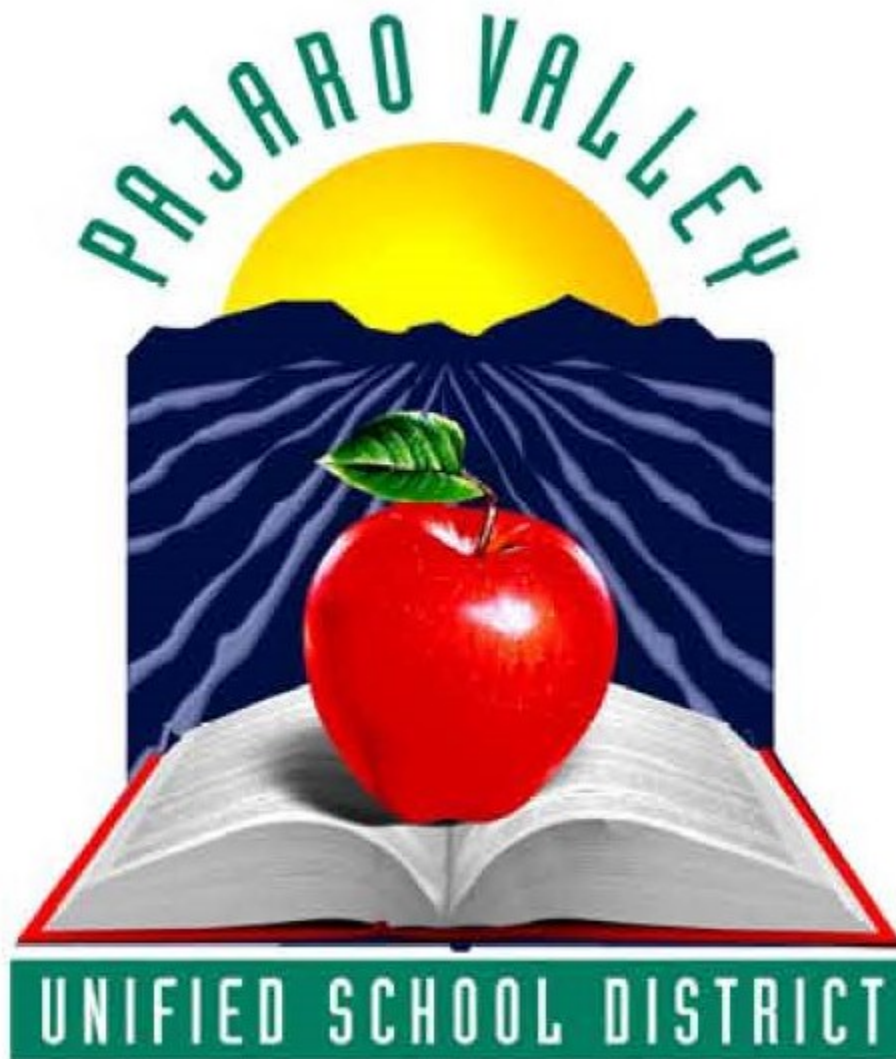


# **Directions for the Santa Cruz Countywide Comprehensive School Safety Template Part I - Public Components**

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



*COMPREHENSIVE SCHOOL SAFETY PLAN*  
*Part I – Public Components*  
*2024-2025*

**School:** Ann Soldo Elementary School  
**Address:** 1140 Menasco Drive  
Watsonville, CA 95076  
**Principal:** Elaine Parker  
**Phone Number:** (831) 786-1310

**E-mail Address:** elaine\_parker@pvusd.net

**District:** Pajaro Valley Unified School District

**Superintendent** Dr. Heather Contreras

**Phone Number:** (831) 786-2100

**E-mail Address:** heather\_contreras@pvusd.net

**Approved by:**

Name	Title	Signature	Date

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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 Ann Soldo Elementary School office, and online at [www.pvUSD.net](http://www.pvUSD.net).

### Plan Development and Approval

The Ann Soldo Elementary School 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
Elaine Parker	Principal or Principal's Designee
Wills Tuthill, Allen Guild	Teacher from Ann Soldo Elementary School
Melissa Solorio	Parent whose child attends the School
Adam Vargas	Classified Employee
WPD Officer Rodriguez	Law Enforcement Agency Representative
Jennifer Taylor Daniels	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	2/7/25
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	01/15/25
School Site Council approval of the Plan	01/15/25
School District Board approval of the Plan	02/12/25
Submission to Santa Cruz County Office of Education for audit review	03/01/25

**Current Status of School Crime**

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

Findings from the analysis of the data presented above include:

Current SARB Referrals: 0
Suspensions : 2
Office Referrals:   Minor Incidents 391 Incident Reports      Major Incidents 84 Incident Reports
Arrests: 0

## **School Safety Strategies and Programs**

Ann Soldo Elementary School 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**

A great student culture is one in which the human actions and interactions are deliberately reflective of core values of joyful learning and rigor.

Ann Soldo All Stars...Contribute to a JOYOUS and RIGOROUS Teaching and Learning School Culture, that fosters RISK TAKING, RESPONSIBILITY, RESPECT, KINDNESS and that encourages Family and Community Engagement.

School Wide Foci: LEARN WITH ME

Gather Data Consistently

Use Data Strategically

Stay Reflective and Responsive to the Data

Focus on K-2 Reading Foundational Skills to support...

Grades 3-5: Develop Comprehension Skills ~Non-Fiction Text

Contribute to a Joyous, Rigorous Teaching and Learning Culture

Embrace our Next Steps with Bridges

Grow Parent Involvement

Stay the course with ELD

SHINE BRIGHT!!!! Celebrate!!!

Students, staff and school community work in collaboration to foster a learning environment that encourages both academic and social success. Youth Truth Survey Data is analyzed with Families, Staff and Students. Our goal is to provide a strong Academic and Socio Emotional Education to every child and make sure they feel safe, connected and prepared for a future that is full of possibilities. Shine Bright All Stars!!!

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

Clear PBIS systems, Community Circles and Restorative Practices, DOJO points and Celebrations Menu, Shining Star Slips, Whole Brain Rules, Don't Take the Hook Practices, Parker Points, Class Meetings, Red Boxes for reporting concerns.

## **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.

Each school year, all staff at Radcliff Elementary complete an online course on mandated child abuse reporting. This course is developed by Keenan and Associates.

## Emergency/Disaster Preparedness Training Schedule

Ann Soldo Elementary School 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	August 19th,2024 Sep. 18th 2024, Oct. 28th2024, Nov. 14th2024, Dec. 10th2024, Jan 23rd 2025, Feb. 11th 2025, March 20th 2025, April 25th 2025, May 22nd 2025 , June 5th 2025
Lock Down Procedures	Jan. 24th, 2025
Shelter in Place Procedures	Sep. 30th, 2024
Earthquake Emergency Procedures	August 29th,2024 Sep. 18th 2024, Oct. 17th 2024, Nov. 14th 2024, Dec. 18th 2024, Jan 17th 2025, Feb. 28th 2025, March 20th 2025, April 15th 2025, May 22nd 2025 , June 5th 2025

### 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.

### 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.

### 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.

Brief notes are included on the student profile card that is used to create classes for upcoming school year. Teachers and Administration discuss student information, PBIS strategies, specifically Tier 2 and 3 and behavior and incentive plans. Major Office Referral Log also contains brief notes.

### 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 Ann Soldo Elementary School that provide a safe school environment for all students, including specifically for LGBTQ students.

Ann Soldo is in Year 9 of PBIS Implementation: and has again received the highest honor, Platinum Status, from the State PBIS Committee.

- a positive behavior management process to create safe and effective schools.
- a system of clear school wide expectations with consequences and incentives. ( focus on engagement and participation - Responsibility, Respect, Safety and Kindness) CICO continues, Weekly Shout Outs via the Data Decree, Student BLAST, ongoing celebrations through the Dojo Point System.

Students are recognized and praised for positive behaviors. –charms, opportunities to participate in special events, prizes, recognition, choice from Celebrations Menu

Students receive interventions to help them refocus their unsuccessful behaviors. –teacher-student conference, parent contact, reflections, check in~check out, restorative justice practices, Reflection Room and Google Reflection Form, Expectation Stations, community service, parent conference, administrative referral.

We are: RESPECTFUL, RESPONSIBLE, SAFE, KIND and We Take POSITIVE Risks

All STAR Shining Star Slips : Class Dojo Points - Responsibility, Respect, Risk Taking, Safety and Kindness

“Catch ‘em being good” anywhere on campus and issue a shining star slip when (this is list is not complete; it contains example situations)

Students are doing something nice for another student.

Students are handling a difficult situation well.

A student has gone for help instead of getting physical.

Shining Star Slips can also be used in class to reinforce positive behavior.

There will be a regular raffles using shining star slips both in the classroom and school wide.

Students can chose from a menu of options for 10, 20, 30, 40, 50, 75, 100 or 300 Dojo Points

Dojo Points can be exchanged for Shining Star Slips and Visa Versa..

Reporting :

Students and families talk with teachers in person, via email, via Class Dojo, via telephone.. There are 3 Reporting Boxes on the school campus, to invite students to report Bullying Behavior Concerns

### **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.

PVUSD Board Policy #5408 states that students are expected to dress appropriately, and to be properly groomed and clean, in order to create a proper, purposeful and learning environment.

No "Unauthorized groups" related attire: no clothing (including baggy pants), jewelry or body adornments, signs, or other related symbols (bandanas, letters, red or blue colors, tattoos, number 13 or 14, etc.) which are evidence of membership, affiliation, or alliance in any "Unauthorized group".

No "Unauthorized groups" related symbols (see above) on person, personal property, or school property.

No clothing with a profane or obscene message that provokes violence, disrespect, or that promotes smoking, drinking, and/or the use of drugs.

No short shorts, very short skirts (shorts & skirts should be below the hand, as arms hang down), no halter tops; crop tops, bustier, see-through shirts or half shirts.

Appropriate hats may be worn at recess time.

Students need appropriate shoes for school. No Flip Flops, Sport shoes with cleats or shoes with wheels on the bottom. Students wearing inappropriate clothing will be sent to the office, and offered a change of clothing or the family will be called to bring a change of clothes.

If the dress code offense is flagrant and there has been a previous warning, further action will be required.

#### **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.

Ann Soldo Elementary School uses a "Progressive Discipline" Process, with clear procedures (Whole Brain Rules, PBIS Procedures) and Tier 1/2 strategies. There are clear systems for use of minor/major office referrals, supported by PBIS Protocols and Philosophies, Community Circles and Restorative Practices. Posters/Banners, which clearly describe and show behavior expectations, are posted in classrooms, around the school and in the bathrooms. The PIBS Team and Tier 2/3 Teams regularly look at Minor and Major Referrals. Processes are reviewed regularly at meetings and in weekly bulletin and in the Google Drive, and with students both in class, on the spot as needed and through Expectation Stations (which are done twice a year) and during the weekly Reflection Room, followed up with a Google Form. Dojo Menu and Google Form sign ups are used school wide for Celebrations.

#### **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 Ann Soldo Elementary School that prevent bullying for all students, including specifically for LGBTQ students.

Ann Soldo Anti Bullying/Prevention Plan can be accessed on the school website.

Students and Families are encouraged to communicate concerns and questions in a timely matter so that the issues can be addressed promptly.

Red Reporting Boxes can be found in three different places around the school.

Ann Soldo is in Year 9 of PBIS Implementation, receiving Platinum Status in the fall of 2023 from the Statewide PBIS Coalition recognizing. Ann Soldo maintains:

- a positive behavior management process to create a safe and orderly school campus.
- a system of clear school wide expectations with consequences and incentives.

School Values of : RESPECT, RESPONSIBILITY SAFETY, KINDNESS and RISK TAKING

School Wide Education - ONGOING:

Education with students and families regarding the difference between Bullying Behavior and Bugging Behavior.

Information is also sent periodically in the student and family newsletter.

Assemblies: Character Counts, Peaceful Warriors

Class Meetings and regular Community Circles providing opportunities for students to share

Monthly Parent Meeting: Ongoing Review of PBIS at Soldo and School Plan

Sanford Harmony Curriculum

Sown to Grow - Data Received and Analyzed by classroom teachers, social emotional counselor and admin. Grades K-2 use an emoji system for regular check ins and or Sown to Grow.

Playworks Games: Staff, Student trainings and Jr. Coaches during recess

Don't Take the Hook: Beliefs and Practices as Spelled out in the Book: Simon's Hook

Whole Brain Rules and Procedures in the classroom.

ALL STAR Shining Star Slips

“Catch ‘em being good” - issue a yellow shining star slip or Class Dojo Points.

Additional Information and Reporting Processes for Reporting: STOPit is an app-based tool that our site uses that allows students or families to make an anonymous report to school administrators at any time - on or off-campus. Students can report through either an app downloaded to their device or through a web-browser on any computer. Students can report: bullying, cyber bullying, violence, threats, substance abuse, suicide ideation, 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 24/7 by both District Administration and the STOPit organization to provide immediate support for emergency situations after-hours.

### **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.

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

A great student culture is one in which the human actions and interactions are deliberately reflective of core values of joyful learning and rigor~~~ Strong Grade Level Collaboration, Strong School Wide Collaboration, Family Involvement and Systems for recognizing Family Participation, Dojo Points, Shining Star Slips, Charms, Student Store, Family Events ( Family Dance, Carnival, Fall Festival)

Playworks: Mini trainings and review with students and staff, followed up by playground implementation.

PBIS Implementation - clear systems and procedures centered around: Being Safe, Being Kind, Being Responsible, Being Respectful, Taking Risks

Ongoing student recognition: Systems are in place for regular celebrations . Monthly Student Star Recognition, Weekly Data Decree, Dojo points and Shining Star Slips, formal awards assemblies, are all forms of ongoing student recognition.

New Wellness Center: (Zen Den) : The intention of the Zen Den is to send students that need a place to calm down or who need "in the moment" emotional support. When the Social Emotional Counselor is on campus, she gets them started on a self-directed activity, then does a check in and talks to them about a plan for reentry to the classroom. Then the students spend a few more minutes on the activity and then they go back to class.

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

Kids Korner works with approximately 5 students. SEL Counselor works with individuals, social groups and refers students and families out (to PVPSA ) for ongoing counseling. Mindful Life Project works with : each class each week to practice mindfulness strategies and select students in the RISE UP Program in grades 1-5.

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

Shining Star Slips, Dojo Points, Classroom and School Wide Celebrations, such as monthly Dojo Celebrations, Active site PBIS Team, STARS, Charms, Don't Take the Hook Practices, Whole Brain Rules, clear PBIS systems and Celebrations Menu, Restorative Practices, Regular Revision and Communication with Staff and at monthly Parent Meetings.

### **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 Ann Soldo Elementary School that encourage early resolution of complaints for all students, including specifically for LGBTQ students.

Students and Families are encouraged to communicate concerns and questions in a timely matter so that the issues can be addressed promptly.

Red Reporting Boxes can be found in three different places around the school.

IN PLACE:

- a positive behavior management process to create a safe and orderly school campus.
- a system of clear school wide expectations with consequences and incentives.

School Values: BE RESPECTFUL, BE RESPONSIBLE, BE SAFE, BE KIND, TAKE RISKS

School Wide Education - ONGOING with students, staff and families.:

Education with students and families regarding the difference between Bullying Behavior and Bugging Behavior

Assemblies: Character Counts, Simon's Hook

Class Meetings providing opportunities for students to share

Monthly Parent Meeting: Ongoing Review of PBIS at Ann Soldo , along with the School Plan

Sanford Harmony Curriculum

Sown to Grow - Data Received and Analyzed by classroom teachers, social emotional counselor and admin. Grades K-2 use an emoji system for regular check ins.

Don't Take the Hook: Beliefs and Practices as Spelled out in the Book: Simon's Hook.

Mindful Life Project : Weekly mindfulness practice with all students, RISE up for 6-8 students in grades 1-5.

### **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 are referred through the MTSS Process ~~~ Following both site and district procedures for student/family referrals. In addition, the Site PBIS Team, Site SEL Counselor, Kids Korner, Mindful Life Project Coach, MTSS Tier2/3 Team and Admin receive referrals which are then put through the Site Wellness Team Referral Process. New Wellness Center: (Zen Den) : The intention of the Zen Den is to send students that need a place to calm down or who need "in the moment" emotional support. When the Social Emotional Counselor is there, she gets them started on a self-directed activity, then does a check in and talks to them about a plan for reentry to the classroom. Then the students spend a few more minutes on the activity and then they go back to class.

## **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 Ann Soldo Elementary School, 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.

Drop Off by Vehicles

- Parents are not to drop off students before 7:00 a.m.
- Families are asked to follow the traffic flow towards the designated drop off area, in front of the cafeteria. There is a green Drop Off/Pick Up Banner.
- Breakfast is served until 7:30. Students have the option of staying in the cafeteria or going to the playground from 7:20-7:30, when the first bell rings.
- The final bell rings at 7:35. Students are expected to be in class by 7:35 or they are considered tardy.

Gates in front of the school remain locked throughout the school day.

Bus Drop Off in the A.M.

- Students are dropped off in the back of the school.
- Students enter the school by room 300 and exit the gate by room 100 and proceed to the cafeteria, where they are supervised by yard staff.
- Breakfast is served until 7:30. Students have the option of staying in the cafeteria or going to the playground from 7:20-7:30.

Walkers

- Student walkers:
  - o Stay on the sidewalk.
  - o Cross only at safe corners.
  - o Use crosswalks.
  - o are crossed by a crossing guard in the morning and afternoon.

Pick Up

- Families can park in the parking lot and wait in front of the locked gates. Students are dismissed at 2:00 pm and meet their family member.
- Families can wait in their vehicle in the pick up line, proceeding to the front of the cafeteria which is the designated pick up area and is marked by a green Drop Off/Pick Up Banner

- Students awaiting pick-up must wait in front of the cafeteria where they are supervised by staff members assigned to pick up duty.
- Vehicles are to drive all the way forward to the cafeteria, in a single lane, where students are safely connected by Ann Soldo Staff to their vehicle , between the pick up poles.
- Cars are not to be left unattended.
- If students are not picked up by 2:15 from the pick up area, they are walked to the main office and their families are called.

#### Bus Pick-Up

When the bell rings at the end of the day, students are dismissed to the back side of the school and they proceed to the bus area in the back of the school.

- Students board the bus.
- Students are supervised by a staff member who remains on duty until all students have boarded the bus.

#### Walkers

- Students who walk home towards Bridge Street, pass in front of the cafeteria , towards the school kitchen side, following the dog path and passing by or through the baseball fields.
- Students who walk home towards Vista Montana, walk along the sidewalk in the front of the school towards the school sign at the four corners.
- Student walkers:
  - o Stay on the sidewalk.
  - o Cross only at safe corners.
  - o Use crosswalks.
  - o are crossed by a Crossing Guard

#### Visitors:

The secure gates do not allow access to classrooms and hallways. Visitors are required to come through the Main Office. Staff is vigilant and communicates ( to the front office or on the radio) if someone is seen that we do not recognize or that doesn't have a badge.

#### **ALICE: Alert, Lockdown, Inform, Counter, Evacuate (Critical Incident) Procedures:**

In the event of a hostile intruder, suspicious intruder, weapons, or hostage situation **ALICE Procedures** will apply.



#### **IMMEDIATE ACTION BY SCHOOL STAFF**

1. **ALERT:** Notify school office staff if anything seems out of ordinary or any potential emergency condition could arise (i.e. Hostage, Hostile Intruder, Suspicious Intruder, Weapons).
2. State your name & location. Do not disconnect. Remain on telephone contact with the school office if it is safe to do so.

3. **INFORM:** Provide pertinent information concerning what you are observing or experiencing. Location of the event, description of person(s) involved, conditions of visibility, what you are hearing, or any other information that could assist responders.
4. **Decision:** Based on the information above, and working within the **ALICE Protocols**, initiate a response appropriate to the situation. As the conditions or information changes, re-evaluate your response. Your response may include; **Lockdown, Counter, or Evacuate.**

#### **IMMEDIATE ACTION BY THE SITE ADMINISTRATION AND OFFICE PERSONNEL**

1. **ALERT:** Take all notifications reported seriously. Anything that seems out of the ordinary or any potential emergency condition should be immediately investigated (i.e. Hostage, Hostile Intruder, Suspicious Intruder, Weapons).
2. **INFORM:** Call 911 and indicate you have an Active Shooter or Critical Incident happening and you need assistance immediately. Provide pertinent information concerning what you are observing or experiencing. Location of the event, description of person(s) involved, conditions of visibility, what you are hearing, or any other information that could assist responders.
3. **INFORM:** Using the PA System to inform all staff that there is an active situation on campus and to use ALICE Protocols. Share pertinent information regarding location, type of weapon, and description of individuals so that they can make an informed response. If possible, remind staff that options could include; Lockdown, Counter, or Evacuate based on the current situation.
4. **INFORM:** District Office of the Active Situation and that you are currently in ALICE Protocols.

#### **DISTRICT OFFICE RESPONSE**

1. All schools will be contacted and informed that ALICE Protocols are underway and which site is experiencing a critical incident.
2. Site Administrators that are doubled on a site should identify one administrator to respond to the Rally and Reunification Area to support if needed.
3. The Superintendent or Public Information Officer will provide a written statement to each school to assist in communication to parents and community.
4. "Campus All Clear", will be determined by the Superintendent or the Incident Commander, in collaboration with law enforcement. School personnel will be notified by an announcement stating "Campus is All Clear".

#### **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**

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**

#### Responding to incidents of 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.

**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**