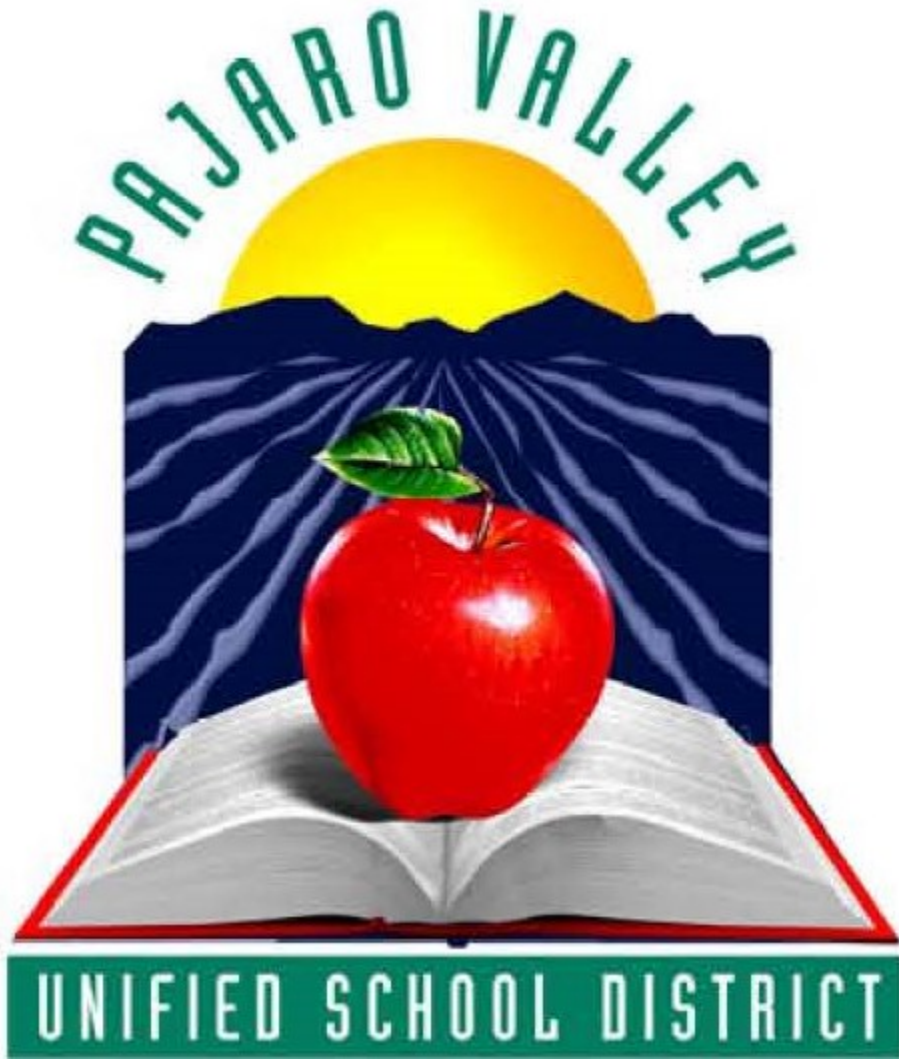


Directions for the Santa Cruz Countywide Comprehensive School Safety Template Part I - Public Components

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



COMPREHENSIVE SCHOOL SAFETY PLAN

Part I – Public Components

2024-2025

School: Starlight Elementary School

Address: 225 Hammer Drive
Watsonville, CA 95076

Principal: Dr. Jackie Medina

Phone Number: (831) 728-6979

E-mail Address: jaclynne_medina@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

Table of Contents

Purpose of the Comprehensive School Safety Plan (CSSP)	5
Plan Development and Approval	6
Current Status of School Crime	7
School Safety Strategies and Programs	8
Child Abuse Reporting Procedures.....	9
Emergency/Disaster Preparedness Training Schedule.....	10
Procedures for Emergency Use by Public Agency – BP 3516	10
Suspension/Expulsion Policies – BP 5144.1	10
Procedures to Notify Teachers of Dangerous Pupils – BP 5148	10
Nondiscrimination/Harassment Policy – BP 5145.3	10
Dress Code – BP 5132	11
Rules and Procedures for School Discipline – BP 5144	11
Bullying Prevention – BP 5131.2	11
Positive School Climate – BP 5137	12
Uniform Complaint Procedure – BP 1312.3	13
Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act	13
Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school	14
Instructional Continuity Plan	14
Adaptations for Students with Disabilities	15
Opioid Prevention and Life-Saving Response Procedures	16
Response Procedures for Dangerous, Violent, or Unlawful Activity	17
Appendix	19
Board Policy 5141.4 Child Abuse Prevention and Reporting.....	19
Board Policy 3516 Emergencies and Disaster Preparedness.....	19
Board Policy 5144.1 Suspension and Expulsion/Due Process	19
Board Policy 4158 Employee Security/Teacher Notification.....	19
Board Policy 5145.3 Nondiscrimination/Harassment	19
Board Policy 5132 Dress and Grooming.....	19
Board Policy 5144 Discipline	19
Board Policy 5131.2 Bullying Prevention.....	19
Board Policy 5137 Positive School Climate	19
Board Policy 1312.3 Uniform Complaint Procedure	19

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 Starlight Elementary School office, and online at www.starlight.pvusd.net.

Plan Development and Approval

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

- School Site Council
- X School Safety Planning Committee

Which includes the following members:

Name	Membership Role
Dr. Jackie Medina	Principal or Principal’s Designee
Jane Real	Teacher from Starlight Elementary School
Erin Levi	Parent whose child attends the School
Marisol Perez	Classified Employee
Officer Johnson - Watsonville PD	Law Enforcement Agency Representative
Tara Ballard	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	1/24/25
School Site Council approval of the Plan	1/30/25
School District Board approval of the Plan	2/12/25
Submission to Santa Cruz County Office of Education for audit review	3/1/25

Current Status of School Crime

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

Findings from the analysis of the data presented above include:

We have had one suspensions or expulsions for the 2023-2024 school year.
Starlight's average daily attendance is 93.5%.

School Safety Strategies and Programs

Starlight 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

Who are we:

We are collaborative, caring, and dedicated educators with great intellectual capacity from various cultural and linguistic backgrounds.

Why we are here:

We create positive learning environments, help students develop self-confidence, and build compassionate and respectful communities. Starlight students become empowered to own their education and act as creative thinkers, problem solvers, and lifelong learners. We build partnerships with families and motivate students to use their skills in order to make a difference in their community and the world.

Providing a safe learning environment is a priority for staff, parents, students, and school community members. Starlight 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. Starlight Elementary School promotes caring and nurturing relationships and work cooperatively with parents, students, law enforcement representatives, and other community agencies. Starlight 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 Starlight 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. Starlight Elementary School implements programs to create a positive school climate and promote social-emotional learning using research-based strategies. Starlight 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 Starlight Elementary School that provide a safe learning environment for all students, including specifically for LGBTQ students.

We have a number of systems in place to ensure a safe learning environment for all students. These include using the Positive Behavioral Interventions and Strategies program, commonly known as PBIS; moving towards full inclusion of our special needs students with a Learning Center Model; regular character development education (part of which is the Sanford Harmony curriculum) and reinforcement; mindfulness work and classroom meetings; the tracking of school-wide discipline data through our Student Information System; October meetings to discuss each student in every class and develop lists of needed services; regular Student Study Team meetings; and a rich literature based reading program in the upper grades that focuses on diversity and stereotypes. Additionally, we teach students digital citizenship and internet safety. On occasion we have reached out to community groups with a focus on LGBTQ issues in order to support staff and individual students in our school. We will be celebrating Harvey Milk Day in May and will be celebrating the impacts that members of the LGBTQ+ community have made.

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 teachers complete a Mandated Reporter Training each year and we discuss its importance at Staff Meetings and Parent Meetings.

Emergency/Disaster Preparedness Training Schedule

Starlight 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	8/21/24, 9/24/24, 10/4/24, 11/22/24, 12/12/24, 1/22/25, 2/10/25, 3/6/25, 4/15/25, 5/12/25
Lock Down Procedures	10/21/24, 3/18/25
Code Red Procedures	10/16/24
Shelter in Place Procedures	10/21/24, 3/18/25
Earthquake Emergency Procedures	8/21/24, 9/24/24, 10/4/24, 11/22/24, 12/12/24, 1/22/25, 2/10/25, 3/6/25, 4/15/25, 5/12/25

Procedures for Emergency Use by Public Agency – BP 3516

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

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.

Starlight has had declining suspension rates over the last three years. We try to support students to be in school everyday. We use both preventative and restorative practices to support our students. We have had 1 suspension in the 2023-2024 school year.

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.

Before potentially dangerous students are placed in classrooms, it is our practice for administration to request all pertinent information, to meet with a district office representative, and to have a meeting with the classroom teacher. At the meeting the teacher's questions are answered and a plan for success is created. The administration builds a relationship with the student and monitors his/her behavior and academic progress. Parents are partners in the process.

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

We have discussed these policies and posted documentation in several places around the school. Staff completes online training through Keenan each year. It is also posted on the school and district website.

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.

Like many elementary schools in the district we no longer have a school uniform policy. Our key to monitoring students' dress is the board policy stated above. When clothing is a safety hazard or a distraction to learning we work with the families to solve the situation.

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.

PBIS is the foundation for our school behavior management plan. We have seen great success since its implementation two years ago. Student expectations are consistent with district policy.

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 Starlight Elementary School that prevent bullying for all students, including specifically for LGBTQ students.

Teachers have been trained in the Olweus model of bullying prevention. This has included learning to identify bullying, understanding the dynamics of bullying, and knowing how to intervene in a bullying incident. Four simple rules are at the heart of our anti-bullying culture. We will not bully others. We will try to help students who are bullied. We will include students who are easily left out. When we know someone is being bullied, we will tell an adult. Students are taught the power of bystanders to make bullying worse, or to help stop it. A campaign called the "Bystander Revolution" is rolled out with signs and talks to let the public know we do not ignore bullying, and that we are teaching our students that they can be agents of good in the world. Also, for the last two years we have had trainer Jeff Caplan work with students and staff around bullying and conflict resolution.

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.

We use restorative circles to repair harm when bullying occurs.

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:

We believe strongly that in order to have students achieve well academically we need to provide a positive school climate. When students are happy and comfortable in school they will perform better. Many of the things discussed thus far in this report are key elements of maintaining a positive climate. These include the PBIS framework that is "a broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior (OSEP Center on PBIS)." It teaches behavior expectations, centers on preventing unwanted behaviors, and it clarifies what are minor and major behavior problems. The program seeks to move away from frequent punitive consequences to a framework of clear expectations, positive social bonding, and social learning opportunities.

Our school-created character trait curriculum involves a trait of the month, an accompanying picture book that is read in all classrooms, and public celebrations of students who have demonstrated the trait of the month.

Another aspect of creating a positive school climate at Starlight is the addition of art programs in grades 1-5. Students in grades 1-3 receive weekly instruction in dance or visual art. Over the course of a year they receive both disciplines. Some students in grade 4-5 participate in the Youth Cinema Project. These classes work with professionals from Hollywood and the UCLA Film School to learn the art of filmmaking. Additionally, we have an active Life Lab garden program and a related nutritional cooking class for students in grades 4-5. By providing a broader and more holistic curriculum all students can find something they love and can do well.

Finally, both site administrators are in classrooms frequently in order to keep a pulse on the school climate and to support teachers and students.

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

We have one PVPSA counselors, one social emotional counselor, and seek therapists from an outside agencies to support students on site.

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

We have units developed for teaching tolerance and diversity. Fourth & fifth grade staff use this curriculum as necessary.

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 Starlight Elementary School that encourage early resolution of complaints for all students, including specifically for LGBTQ students.

Parent notices of the Uniform Complain Policy are posted in all classroom windows. This is checked as part of our annual Williams visit from the County Office of Education. It is also posted on the school and district website.

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

Typically, the principal is notified by the family or a community member if there was a violent act on or near school. The student is then referred to the site's social-emotional counselor for immediate attention. Simultaneously, the student(s) is referred to Pajaro Valley Prevention and Student Assistance (PVPSA) for more in-depth counseling services.

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 Starlight 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:

Starlight is a walking school. Only students from outside our attendance zone who attend a Special Day Class on our campus use district buses. These students are met and delivered to the bus by the classroom teacher or instructional assistant. If no receiving adult is at the bus drop-off the student is returned to the school and the office is notified.

Students who walk home and who cross our busy cross streets (Hammer and Pennsylvania) are crossed by a crossing guard. This service is provided before school, during kinder times, and late in the day when the After School Program is dismissed.

Managing our parking lot at dismissal is a daily challenge. Normally, there are four adults on duty at that time. A system was developed several years ago with the transportation department. Along the curb is strung a plastic chain across several tall traffic delineators to keep students from entering the parking lot incorrectly. One adult is at the front of the line walking students to cars, and one is at the end of the lot walking students to cars and asking drivers to follow the protocols, especially to stay in their cars. With practice and public training the system works pretty well. Another practice that we have implemented is to ask everyone who is picking up students to not enter the campus, but to wait outside the gates or in the parent wait area just inside one of the gates. Parents and siblings are not to wait near the classrooms because we are closed campus to visitors unless they are granted permission.

Signs are posted requiring all visitors to check in with the office before entering the campus. Visitors are given a Visitor Badge to indicate they have checked in properly. Staff members are asked to report any strangers on campus.

The school fields and playground are open to the public after 6:00 PM on week days and all day on weekends. We believe this campus is a community resource and we support its appropriate public use.

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.

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