

San Mateo County Schools Comprehensive School Safety Plan Part One: Public Component 2024-25 School Year



School District: Pacifica School District
Address: 1427 Palmetto Ave
Pacifica, CA 94044
School Site: Ingrid B. Lacy Middle School
School Address: 1427 Palmetto Ave., Pacifica, California 94044
Pacifica, CA 94044
CDS Code: 41-68932-4130126
School Covered in Document Ingrid B. Lacy Middle School
Address of School Sites

Date of Adoption:

Approved by:

Name	Title	Signature	Date
------	-------	-----------	------



Cathleen Alderson	Principal		02-3-2025
Maria Jackson	Parent Council Rep./SSC Co-Chairment		02-28-2025
Chido Garcia	Assistant Principal		02-03-2025

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	5
Components of the Comprehensive School Safety Plan (EC 32281).....	5
Assessment of School Safety.....	5
Student Threat Assessment Policy and Protocol	5
Suicide Prevention Policy and Protocol.....	7
Naloxone for Schools Toolkit to Reverse Opioid Overdoses (Optional).....	7
Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	9
Disaster Procedures (EC 35295-35297; GC 8607 and 3100)	10
Big Five: Immediate Action Emergency Response for Schools Protocol and Hazard Response Protocol	10
Procedures to prepare for active shooters or other armed assailants	10
School Suspension, Expulsion and Mandatory Expulsion Guidelines	12
Procedures to Notify Teachers of Dangerous Pupils (EC 49079)	14
Sexual Harassment Policies (EC 212.6 [b])	15
School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	17
Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	18
<i>Safe Routes to School Program (Optional Section)</i>	19
A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	19
School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	20
Hate Crime Reporting Procedures and Policies	20
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	22
Instructional Continuity Plan (SMCOE Template)	23
Safety Plan Review, Evaluation and Amendment Procedures	28
Safety Plan Appendices.....	29

Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

The historical requirement of the Comprehensive School Safety Plan (CSSP) was presented in Senate Bill 187. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation. In 2004, the Legislature and Governor recast and renumbered (SB719 & AB 115) the Comprehensive School Safety Plan to support California public schools as they develop their mandated comprehensive safety plans to include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

Effective January 1, 2019, Assembly Bill 1747 became law, requiring that the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities. This bill requires the CSSP to also include procedures for conducting tactical responses to criminal incidents. In January 1, 2019, AB 2291 became law. This bill requires local educational agencies (LEAs) to adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and 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 and hate crime reporting procedures.

Districts and County Offices of Education are encouraged to include clear guidelines for the roles and responsibilities of the following positions (if used):

- Mental Health professionals, school counselors
- Community Intervention Professionals
- School Resource Offices, police officers on campus

The guidelines are encouraged to include strategies to create and maintain a positive school climate and mental health protocols for the care of students who have witnessed a violent act at any time.

The Comprehensive School Safety Plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within in-quarter mile of a school.

The Comprehensive School Safety Plan for the current school year will be reviewed, updated, and submitted to San Mateo County Office of Education by October 15th for review and approval. The District will ensure that the CSSP is approved by their board annually by March 1st. 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 Component is made available for review at the District Office and on the District Website

District Office Address	District Website
1427 Palmetto Ave	www.pacificasd.org

Safety Plan Vision

This Comprehensive School Safety Plan analyzes current safety conditions and school climate. In doing so, the plan describes programs in place at our schools, and defines the strategies and programs in place for continued improvement in providing a safe, orderly, school environment that is nurturing and conducive to learning. Appendices follow the action plan. These Appendices include specific, mandated policies and protocols connected to the safety strategies and programs described within the narrative of this document.

Components of the Comprehensive School Safety Plan (EC 32281)

Ingrid B. Lacy Middle School Safety Committee

Name	Agency	Title	Membership Role
Cathy Alderson	PSD	Principal	Incident Commander
Chido Garcia	PSD	Assistant Principal	Safety Officer
Margaret Twomey	PSD	English Language Arts/Social Studies Teacher	Student Release

Assessment of School Safety

Current Status of School Crime (EC 32282.1)

CSSP shall include an assessment of the current status of school crime at the school and the school related functions. This may be accomplished by reviewing one or more of the following types of information:

- Office Referrals
- Attendance rates/School Attendance Review Board
- Suspension/Expulsion data
- California Health Kids Survey
- School Improvement Plan
- Local law enforcement juvenile crime data
- Property Damage data

Describe the data reviewed and key analysis points, and table of findings. Document how this information was shared with your SSC/planning committee and date shared:

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Include in this section appropriate strategies and program that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

Student Threat Assessment Policy and Protocol

Sections 49390 through 49395 of the California Education Code requires that a school official of a local educational agency that serve pupils in any grades from six through twelve as part of a middle school or high school of any school district, county office of education, or charter school shall immediately report homicidal threats, or perceived homicidal threats, they have observed or been alerted to, directly to law enforcement. Upon receiving notification of a threat by a school official, law enforcement must conduct an investigation and threat assessment. The investigation and threat assessment must include a review of the Department of Justice's firearm registry and a search conducted at the school site, but "only if the search is justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat." LEAs must support law enforcement with investigating the threat and conducting a threat assessment.

The San Mateo County Office of Education operates the San Mateo County Student Threat Assessment Center that oversees the Student Threat Assessment Protocol/Process for all school districts in the county. The Student Threat Assessment Protocol and Process is designed for use with students who are engaged in circumstances that suggest the potential for aggression directed at other people, including procedures related to students bringing weapons on school campuses and at school related functions. The San Mateo County Student Threat Assessment Protocol is designed for Districts and/or school sites to oversee the site based multi-disciplinary Level 1 Threat Assessment team. A County-Wide Level 2 Student Threat Assessment Team that is Multi-Disciplinary Team made up of Leaders from San Mateo County Office of Education, Behavioral Health and Recovery Services, the Office of Consumer and Family Affairs, Juvenile Probation, Child and Family Services, Members of Law Enforcement and the County Attorney's Office. This team meets regularly and as needed to provide support to school sites and districts is assessing, responding to and providing services to student who make targeted threats of violence or suggest the potential to do so.

Annual updates and training on the protocol and process are provided by the San Mateo County Office of Education.

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Regulation 5142: Safety Status: ADOPTED

Original Adopted Date: 03/29/2023 | Last Revised Date: 05/31/2023 | Last Reviewed Date: 05/31/2023

Notification to Parents/Guardians of Safe Storage of Firearms

Section 48986 of the California Education Code (EC) requires that all kindergarten through grade twelve school districts, county offices of education, and charter schools shall annually inform parents and guardians of California's child access prevention laws and laws relating to the safe storage of firearms at the beginning of the first semester or quarter of the regular school term. School districts are encouraged to use the California Department of Education Template of Memoranda regarding Safe Gun Storage, or create their own.

Pacifica School District provides the following information regarding Safe Storage of Firearms to all Parents/Guardians annually at the beginning of the first semester/quarter or trimester of the regular school term.

The Governing Board is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement and other appropriate individuals and agencies to address the security of school campuses.

Possession of a firearm on or within 1,000 feet of school grounds is prohibited, except under the limited circumstances specified in Penal Code 626.9. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. (Penal Code 626.9)

If a district employee observes or suspects that any unauthorized person is in possession of a firearm on or near school grounds or at a school activity, he/she shall immediately notify the principal or designee and law enforcement.

The prohibition against the possession of firearms on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community. Policy 3515.7: Firearms On School Grounds Status: ADOPTED

Original Adopted Date: 03/29/2023 | Last Reviewed Date: 03/29/2023

Suicide Prevention Policy and Protocol

Suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. The San Mateo County Suicide Prevention Protocol for Schools provides schools/districts with a comprehensive approach to prevention, intervention and postvention strategies for students struggling with suicide and self-injurious behavior.

Measures and strategies specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. Prevention and Intervention strategies are developmentally appropriate for the student population that is being served. San Mateo County Suicide Prevention Protocol for Schools addresses the following:

- Strategies to help promote a positive school climate
- Staff development on suicide awareness and prevention for all K-12 staff
- Instruction to students in problem-solving and coping skills as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
- Information to parents/guardians regarding risk factors and warning signs of suicide, basic steps for helping suicidal youth and school and community resources.
- Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
- Crisis intervention procedures for addressing suicide threats or attempts
- Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide.

School Wellness Council

The Superintendent or designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b; 7 CFR 210.31)

To fulfill this requirement, the Superintendent or designee may appoint a school wellness council or other district committee and a wellness council coordinator. The council may include representatives of the groups listed above, as well as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

The Superintendent or designee may make available to the public and school community a list of the names, position titles, and contact information of the wellness council members.

The wellness council shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council may also include the planning, implementation, and evaluation of activities to promote health within the school or community. Policy 5030: Student Wellness Status: ADOPTED

Original Adopted Date: 03/29/2023 | Last Reviewed Date: 03/29/2023

Naloxone for Schools Toolkit to Reverse Opioid Overdoses (Optional)

Recent increases in opioid overdose-related deaths span across adult and youth populations, indicating that schools should develop and implement additional safety nets to protect students and school staff. In addition to drug awareness and education programs, schools and districts in San Mateo County can implement the [Coalition for Safe Schools and Communities Naloxone Protocol for Schools](#) to reverse opioid overdoses on campus.

San Mateo County Office of Education is partnering with the State of California to offer the Naloxone Distribution Project (NDP) to San Mateo County schools and districts. The NDP aims to reduce opioid-overdose deaths through training and the provision of free Naloxone. All TK-12 public school districts, charter schools, and private schools may participate. School Districts, Offices of Education and Charter School Entities shall establish minimum standards of training for the administration of naloxone hydrochloride or another opioid antagonist that satisfies the requirements of California Education Code 49414.3.

The Naloxone for Schools Toolkit is a set of protocols and resources that comply with Education Code requirements detailing how to train staff, obtain, and administer Naloxone. San Mateo County Office of Education offers training on the Naloxone Toolkit to all school in San Mateo County.

Cathy Alderson has been trained in the use of Naloxone and the Naloxone Toolkit for Schools and is implementing the protocol in Pacifica School District Schools.

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should be able to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

The Superintendent or designee shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3)

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Teachers and support staff are mandated reporters and are required by the State of California to report any known or suspected instances of child abuse or neglect to the county child welfare department or to a local law enforcement agency. No proof of abuse or neglect is needed, only "reasonable suspicion" that child abuse or neglect may have occurred. Any concern about the possibility of child abuse or neglect must be reported. Investigations will be conducted by law enforcement and/or the county child welfare department to determine if abuse or neglect has occurred.

Mandated reporters must report to the County Child Welfare Department or to local law enforcement immediately by phone. A written report must then be sent within 36 hours by fax, or it may be sent by electronic submission, if a secure system has been made available for that purpose in the county. Written reports must be submitted on the California Suspected Child Abuse Report Form 8572. Telling a supervisor does not meet the mandated reporting requirement. If a decision is made that the supervisor will complete and submit the report to the county child welfare department or law enforcement agency, then one report is sufficient.

For mandated reporters, Penal Code 11172 (a) provides absolute immunity from state criminal or civil liability for reporting as required. This immunity applies even if the mandated reporter acquired the knowledge or reasonable suspicion of abuse or neglect outside of his or her professional capacity or scope of employment. However, mandated reporters will only have immunity under federal claims if the report was made in good faith.

Legally mandated reporters can be criminally liable for failing to report suspected abuse or neglect. The penalty for this misdemeanor is up to six months in jail and/or up to a \$1,000 fine. Mandated reporters can also be subject to a civil lawsuit and found liable for damages, especially if the child victim or another child is further victimized because of the failure to report.

Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Teachers and support staff are mandated reporters and are required by the State of California to report any known or suspected instances of child abuse or neglect to the county child welfare department or to a local law enforcement agency. No proof of abuse or neglect is needed, only "reasonable suspicion" that child abuse or neglect may have occurred. Any concern about the possibility of child abuse or neglect must be reported. Investigations will be conducted by law enforcement and/or the county child welfare department to determine if abuse or neglect has occurred.

Mandated reporters must report to the County Child Welfare Department or to local law enforcement immediately by phone. A written report must then be sent within 36 hours by fax, or it may be sent by electronic submission, if a secure system has been made available for that purpose in the county. Written reports must be submitted on the California Suspected Child Abuse Report Form 8572. Telling a supervisor does not meet the mandated reporting requirement. If a decision is made that the supervisor will complete and submit the report to the county child welfare department or law enforcement agency, then one report is sufficient.

For mandated reporters, Penal Code 11172 (a) provides absolute immunity from state criminal or civil liability for reporting as required. This immunity applies even if the mandated reporter acquired the knowledge or reasonable suspicion of abuse or neglect outside of his or her professional capacity or scope of employment. However, mandated reporters will only have immunity under federal claims if the report was made in good faith.

Legally mandated reporters can be criminally liable for failing to report suspected abuse or neglect. The penalty for this

misdeemeanor is up to six months in jail and/or up to a \$1,000 fine. Mandated reporters can also be subject to a civil lawsuit and found liable for damages, especially if the child victim or another child is further victimized because of the failure to report.

Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Big Five: Immediate Action Emergency Response for Schools Protocol and Hazard Response Protocol

The San Mateo County Office of Education, in collaboration with Local Law Enforcement, County Government and Local Fire Departments created the Big Five Immediate Action Emergency Response for Schools Protocol for all Public, Private and Charter Schools in the County and update the protocol annually. The Big Five Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. The Protocol is consistent with the guidelines established in California's Standardized Emergency Management System and shall integrate the procedures of the National Emergency Management System. All employees of the District are Disaster Service Workers, as defined by the California Emergencies Services Act, and are subject to such disaster service activities as may be rightfully assigned to them and that all employees shall be required to subscribe to the oath or affirmation required by the Act.

When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. Staff, certificated and classified, will be given multiple opportunities annually to be trained on the Big Five School Emergency Guidelines Immediate Action Response and Hazards Response Protocols. These trainings specifically include training on the following:

- Earthquake preparedness, response, and recovery actions. Including Drop, Cover, and Hold On response protocols.
- Fire and Smoke, bomb threat or explosion, dangerous wildlife, bioterrorism and hazardous material spill or leak procedures which may result in a Shelter-In-Place
- Evacuation/Relocation procedures and Student Release to Family for Reunification procedures
- Secure Campus procedures for act of violence or danger of violence in the surrounding community
- Lockdown/Barricade procedures for a violent intruder on school premises

Staff members must learn and train on each Big Five Immediate Action Response and be prepared to perform assigned responsibilities. All students must be familiar with actions to take in the event that a Big Five response is implemented. It is highly recommended that school staff and students participate in the Big Five trauma-informed, developmentally appropriate emergency drills monthly. Table top exercises, walk-through drills, and social stories are examples of trauma-informed and developmentally appropriate training and drills to be used by school sites. Big Five signage and instructions are publicly displayed at all school sites.

Procedures to prepare for active shooters or other armed assailants

School site staff should participate in action-oriented Lockdown/ Barricade (active shooter) drills when students are not present. The use of Think on Your Feet Peet Book, which teaches young students what to do during a Lockdown/Barricade, Table-Top exercises or Walk-Through Drills are to be used with in lieu of violent intruder drills or simulations when students are present.

Immediate Action Responses

ACTION	DESCRIPTION
SHELTER IN PLACE	For environmental hazards: Go inside immediately. Close doors, windows, and vents.
DROP, COVER, & HOLD ON	For earthquakes and explosions: Protect from falling debris. Drop to the floor. Take cover and hold on.
SECURE CAMPUS	For potential threats of violence nearby: Go inside the nearest building. Close and lock all doors. Remain inside until threat has passed.
LOCKDOWN/BARRICADE	For immediate threats of violence on premises:

	Go inside. Lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert.
EVACUATION	When conditions outside are safer than inside: Employ "Look, Listen, and Leave". Exit the building and move to a safe location.

The Big Five Immediate Action Response Protocol for School Administrators and Hazard Response Protocol is found in the appendix of this plan.

Site Specific Emergency Response plans can be found in the Comprehensive School Safety Plan; Part 2: Internal Components, for each school site.

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

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

Public Agency Use of School Buildings for Emergency Shelters

Pacifica School District shall make school buildings, grounds, and equipment available to the Department of Emergency Services or other disaster related public agencies, including the American Red Cross, for mass care and welfare shelters during a disaster or other emergency affecting public health and welfare.

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

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with

disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

School Suspension, Expulsion and Mandatory Expulsion Guidelines

Pacifica School District 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 standard of behavior expected of students and the disciplinary process and procedures for addressing violations of those standards and therefore adheres to California Education Code 48915(a)(1) for grounds for suspension or expulsion.

We use the IBL school handbook as a reference for suspension guidelines.

Administrative Referral Process:

When a student is referred to the office the following steps take place:

Conference between administrator/ counselor and student.

Conference between administrator/ counselor and the teacher as needed.

Assign consequences accordingly. Consequences may include but are not limited to:

Restorative practices

Reprimand/ conference with student

Detention

Parent Conference

Confiscation of property

Loss of privilege

Suspension

Suspension diversion

Expulsion

In addition, the school will consult with the district if an expulsion is necessary.

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

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and

expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a

sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The Ingrid B. Lacy Middle School shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any dangerous acts as described in EC sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7 (excluding 48900[h]).

The Ingrid B. Lacy Middle School shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. An employee of Ingrid B. Lacy Middle School who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

We notify teachers through one-on-one meetings, staff meetings and e-mails.

Firearms on Campus

The Ingrid B. Lacy Middle School committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

Only those persons specified in Penal Code 626.9(l)-(o) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Policy 3515.7: Firearms On School Grounds Original Adopted Date: 03/29/2023 | Last Reviewed Date: 03/29/2023 Status: ADOPTED
The Governing Board is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement and other appropriate individuals and agencies to address the security of school campuses.

Possession of a firearm on or within 1,000 feet of school grounds is prohibited, except under the limited circumstances specified in Penal Code 626.9. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. (Penal Code 626.9)

If a district employee observes or suspects that any unauthorized person is in possession of a firearm on or near school grounds or at a school activity, he/she shall immediately notify the principal or designee and law enforcement.

The prohibition against the possession of firearms on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

Sexual Harassment Policies (EC 212.6 [b])

The Pacifica School District is an equal employment opportunity employer and is committed to implementing a policy of nondiscrimination in all aspects of employment.

Pacifica School District provides equal opportunity to all applicants and employees without regard to race, color, religion, pregnancy, sex, sexual orientation, gender identity or perceived sex or gender, genetic information or characteristics (with respect to the applicant, employee, or a family member), national origin, ancestry, age, physical or mental disability, medical condition, family care status, marital status, veteran's status, uniformed service, or other basis protected by state or federal law.

Pacifica School District does not unlawfully discriminate based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics.

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal employment access and opportunities, protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy, employees include job applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic

information, veteran or military status, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

Employers are also prohibited from discrimination against employees or job applicants on the basis of reproductive health decisionmaking, defined as a person's decision to use or access a particular drug, device, product, or medical service for reproductive health. (Government Code 12926, 12940)

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that the district is required to do so in order to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

Hiring, compensation, terms, conditions, and other privileges of employment

Taking of adverse employment actions such as termination or denial of employment, promotion, job assignment, or training

Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities or that has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive work environment

Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement

Requiring medical or psychological examination of a job applicant or making an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee

Requiring an applicant or employee to disclose information relating to the employee's reproductive health decisionmaking

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, reports an incident, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign a release of the employee's claim or right to file a claim against the district or a nondisparagement agreement or other document that has the purpose or effect of preventing the employee from disclosing information about harassment, discrimination, or other unlawful acts in the workplace, including any conduct that the employee has reasonable cause to believe is unlawful. (Government Code 12964.5)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with Comprehensive School Safety Plan

procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee by a nonemployee, shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other prohibited conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

The district shall maintain and preserve all applications, personnel, membership, or employment referral records and files for at least four years after the records are initially created or received or, for an applicant or a terminated employee, for four years after the date the employment action was taken. However, when the district is notified that a complaint has been filed with the California Civil Rights Department, records related to the employee involved shall be maintained and preserved until the later of the first date after the time for filing a civil action has expired or the first date after the complaint has been fully and finally disposed of and all administrative proceedings, civil actions, appeals, or related proceedings have been terminated. (Government Code 12946)

School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

A school-wide dress code established pursuant to this section and Section 35183 shall be enforced at Pacifica School District and at any school-sponsored activity by the school principal or person designated by the principal. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Pacifica School District expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activity in which they participate. 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.

Policy 5132: Dress And Grooming Status: ADOPTED

Original Adopted Date: 05/01/2002 | Last Revised Date: 01/05/2022 | Last Reviewed Date: 01/05/2022\

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the

dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

In an effort to ensure the safety of students, staff, parents and campus visitors specific policies and procedures have been enacted at Pacifica School District

For your safety always use crosswalks and obey traffic signals on the way to and from school. Students are to walk their bikes in crosswalks and on school grounds at all times. Skateboards are NOT to be ridden on school grounds at any time. Lock your bike/skateboard and keep it in the designated storage area.

The school assumes no responsibility for the bikes/ skateboards or students riding them. State Law requires helmets.

BUS RIDERS

The San Mateo County Transit District (SamTrans) provides bus transportation. Students may purchase monthly bus passes from the school office. These are on sale the first and last week of each month. For the safety of all, strict bus-behavior guidelines must be followed.

Remain seated throughout your bus trip.

Refrain from loud or disruptive noises on the bus.

Keep all parts of your body inside the bus at all times.

Remember that the bus driver is in complete charge and bus privileges will be withdrawn for improper behavior.

(Optional) Other Programs, Procedures or Policies for Safe Ingress and Egress Include:

- Student Transportation Procedures (optional)
- Student Drop Off & Parking Procedures (Optional)

- Other relevant Procedures or Policies (Optional)

Safe Routes to School Program (Optional Section)

The San Mateo County Office of Education and Pacifica School District participates in the Safe Routes to School Program which results in less traffic congestion around schools; improved air quality; a greener, healthier community; and an increase in self-reliance among San Mateo County children who walk and bike to school. The San Mateo County Safe Routes to School Program performs walk and bike safety audits assess the walkability and bike ability of a school and its surrounding environment. These audits include analyzing traffic patterns and travel to and from a school. Walking and biking route maps are also generated to support safe and efficient travel flow to and from a school. San Mateo County Safe Routes to School program places particular emphasis on providing access and support for students whose families have limited financial means, students of color, students of all genders, students with disabilities, and others and works to provide additional resources to schools in low-income communities, particularly technical assistance for schools serving low-income communities with higher rates of traffic collisions involving pedestrians and cyclists.

A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

The Pacifica School District works to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe, connected and take pride in their school and their achievements. Positive relationships between all members of the school community is paramount.

Positive School Climate:

School climate refers to the quality and character of school life. School climate is based on patterns of school life for all stakeholders, including students, parents, and staff. A school’s climate reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A positive school climate fosters positive youth development and supports a high-quality learning environment that provides young people with the foundation to pursue productive and rewarding lives.

Evidence of a positive school climate includes the following:

- Norms, values, and expectations that support social, emotional, and physical safety
- Respectful and engaging interactions and relationships
- A shared school vision that includes students, families, and educators working together
- Educators who lead by example and nurture positive attitudes
- Meaningful participation in the operations of the school and care of the physical environment by all stakeholders

Pacifica School District prioritizes and promotes the development of positive school climate at all schools, which is facilitated by a tiered system of support for students. Tier 1 supports include the Caring School Communities Social-Emotional Learning curriculum, as well as school and class wide proactive interventions and clear expectations for behavior. Tier 2 interventions include counseling services, small-group support and behavior intervention plans. Tier 3 interventions are intensive, specialized services, most often driven by assessment and including special education services. The District also employs a restorative approach to discipline where by students receive meaningful consequences that help them to recognize the harm their behavior has caused and then take steps to repair this harm productively. Suspension may only be used when all other means of correcting behavior have been exhausted.

Programs/Procedures to Address Mental Health Care for Students Who Have Witnessed a Violent Act (Optional)

Students 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 to both positively and significantly associated with psychological

trauma symptoms. Schools should work to identify these students and provide appropriate and timely linkage to mental health services.

School counselors are available to serve all students in Pacifica School District. Based on the particular difficulty prompting a referral for counseling, students may have ongoing counseling sessions, or shorter-term sessions, which may be the type of intervention needed for a student who has witnessed a violent act. If the student's needs are such that more intensive services are needed, the District will work to link the family with these resources.

Mental Health Supports and School Resource Officers on Campus (EC 32282.1)

Optional

Pacifica School District recognizes that to maintain a positive school climate, promote school safety, and increase pupil achievement, mental health and intervention services, including restorative and transformative justice programs, and positive behavior interventions and support must be prioritized.

The following procedures, protocols, and board policies pertain to how the mental health professionals, school counselors, and school resource officers (if utilized) work directly with students to create and maintain a positive school climate for students:

Pacifica School District prioritizes and promotes the development of positive school climate at all schools, which is facilitated by a tiered system of support for students. Tier 1 supports include the Caring School Communities Social-Emotional Learning curriculum, as well as school and class wide proactive interventions and clear expectations for behavior. Tier 2 interventions include counseling services, small-group support and behavior intervention plans. Tier 3 interventions are intensive, specialized services, most often driven by assessment and including special education services. The Tier 1 and Tier 2 supports are often delivered or directly supported by school counselors. The District also employs a restorative approach to discipline where by students receive meaningful consequences that help them to recognize the harm their behavior has caused and then take steps to repair this harm productively. Suspension may only be used when all other means of correcting behavior have been exhausted. Pacifica School District's goal is to maintain a school environment where students feel safe, expectations are clear and there are multiple opportunities for student's to enhance their engagement in learning.

School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Ingrid B. Lacy Middle School 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. High expectations of student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for discipline measures that exclude students from instruction as a means for correcting student misbehavior.

The Pacifica School District employs a restorative approach to school discipline whereby students recognize the harm their behavior may have caused and take steps to repair the damage and proceed appropriately. It is the District's priority that meaningful alternatives to suspensions are implemented in response to behavioral transgressions.

Hate Crime Reporting Procedures and Policies

Discrimination and Harassment Policies Including hate crime reporting)

Pacifica School District believes all students are entitled to a safe, orderly, caring, and equitable learning environment that promotes academic achievement, school connectedness, and meaningful participation for all students.

- Protect the right of all students, staff, and parents/guardians to be free from harassment or any activity that degrades the unique qualities of an individual or association with a person or a group with one or more actual or perceived protected characteristics, to include students' parental, family, or marital status, ancestry, color, race, gender, gender identity, gender

expression, ethnicity, age, culture, heritage, sexuality, physical/mental/intellectual attributes, or religious beliefs and practices.

- The Pacifica School District expressly prohibits discrimination, intimidation, bullying, cyberbullying, or harassment of any student or employee by any employee, student, or other person on any school campus or at any school activity whether on or off campus.
- School personnel will take immediate steps to intervene when it is safe to do so and when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.
- The Superintendent or designee shall ensure that all students receive age-appropriate information on sexual harassment.
- For students in grades 4-12, disciplinary action may include suspension and/or expulsion provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.
- The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable Pacifica School District to monitor, address, and prevent repetitive harassing behavior at Pacifica School District schools.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Pacifica School District recognizes the harmful effects of bullying on student well-being, student learning and school attendance and works towards providing a safe school environment that protects all students from physical and emotional harm. No student or group 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 another student, group of students or school personnel.

In compliance with ED Section 32283.5 Pacifica School District makes available the [California Department of Education's online training resources](#) to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils.

Pacifica School District strives to maintain a positive school climate at all school sites. Proactively combatting bullying and cyberbullying is an important aspect of this work. Examples of these efforts include school-wide anti-bullying campaigns, social emotional learning, counseling, and restorative practices. In response to bullying behaviors, the District works to help students understand the harm that their behavior or language has caused; and then take steps to repair this harm.

Instructional Continuity Plan

The Instructional Continuity Plan outlines provisions for instructional continuity in the event of a natural disaster or emergency and is a component of the Comprehensive School Safety Plan (CSSP).

PLAN OVERVIEW

The Pacifica School District will communicate with families of students as soon as possible, no later than five calendar days, following an emergency that requires implementation of an Instructional Continuity Plan (ICP). The following plan outlines two-way communication, continuity of learning that includes support for students' academic needs, social-emotional and mental health, and access to instruction, support services, professional learning resources for staff, established emergency partnerships, and considerations that determine the return to in-person instruction.

COMMUNICATION				
Type	Source	Method	Purpose	Frequency
District-wide	Superintendent or designee	ParentSquare, PSD Website	Closure/reopening, resources, updates	As needed
School Site	Principal	ParentSquare, PSD Website	Logistics, announcements, meetings, events, site resources	Weekly, at a minimum
Classroom	Teacher	ParentSquare, email, and/or phone	instruction, assignments, assessments, resources	Daily: Monday-Friday on school days
Social Emotional and Mental Health	Student Services/School Counselors	ParentSquare, email, and/or phone	Supports, resources	Monday-Friday as needed on school days

A plan for student access to instruction will be determined and communicated to families for students no more than 10 instructional days following the emergency. Remote instruction plans align with the board-approved policy and administrative regulations for Independent Study. Continuity of learning includes students' well-being through access to physical, mental health, and other support professionals to ensure instruction is equitable, accessible, and inclusive.

Instruction and Assessment				
	Grades: PreK-2	Grades: 3-5	Grades: 6-8	Grades:
Remote or In-Person	Independent study/Hybrid	Independent study/Hybrid	Independent study/Hybrid	
Instructional Online Platform (resources, materials, schoolwork)	Clever, Google Meet/Zoom	Clever, Google Meet/Zoom	Clever, Google Meet/Zoom, Jupiter Grades	
Timeline of Instruction	Teachers will communicate with students daily to provide assignments, instruction, and/or assessment.	Teachers will communicate with students daily to provide assignments, instruction, and/or assessment.	Teachers will communicate with students daily to provide assignments, instruction, and/or assessment.	

Independent Study Plan	Teachers will create defined, applicable, achievable goals that take student's unique circumstances into consideration. PSD Independent Study Contract: https://drive.google.com/drive/folders/1BeV428a0lgQs1a5hRINlp-6o-TRL_edF	Teachers will create defined, applicable, achievable goals that take student's unique circumstances into consideration. PSD Independent Study Contract: https://drive.google.com/drive/folders/1BeV428a0lgQs1a5hRINlp-6o-TRL_edF	Teachers will create defined, applicable, achievable goals that take student's unique circumstances into consideration. PSD Independent Study Contract: https://drive.google.com/drive/folders/1BeV428a0lgQs1a5hRINlp-6o-TRL_edF	
Instructional Materials	Chromebooks & hot spots (if needed) to be distributed at the school site or from the district office.	Chromebooks & hot spots (if needed) to be distributed at the school site or from the district office.	Chromebooks & hot spots (if needed) to be distributed at the school site or from the district office.	
"Digital Backpack"	Teacher virtual classrooms, online components for ELA and Math curricula. District subscriptions: Brainpop Jr. Seesaw Epic! Books	Teacher virtual classrooms, online components for Ela, Math, Science and Social Science Curricula. District subscriptions: Brainpop Jr. Seesaw Epic! Books Typing Club Britannica CultureGrams Teaching Books Gale E Books & Search SIRS Discoverer Scratch Code.Org	Teacher virtual classrooms, online components for Ela, Math, Science and Social Science Curricula. District subscriptions: Brainpop Jr. Seesaw Epic! Books Newsela Typing Club Britannica CultureGrams Teaching Books Gale E Books & Search SIRS Discoverer Scratch Code.Org	
Assessment and Monitoring Progress	ESGI, iReady, DIBELS, teacher generated formative & summative assessments	iReady, DIBELS (3rd only), teacher generated formative & summative assessments	iReady, teacher generated formative & summative assessments	

Social-Emotional and Mental Health				
	Grades: PreK-2	Grades: 3-5	Grades: 6-8	Grades:
Social-Emotional	Online SEL curriculum for Caring School Communities, online	Online SEL curriculum for Caring School Communities, online	Online SEL curriculum for Caring School Communities, online	

	read-alouds; circles, classroom meetings.	read-alouds, circles, classroom meetings.	read-alouds, circles, classroom meetings, and facilitated discussions.	
Mental Health	Access to online resources, access to established counseling services, access to the counselor, classroom meetings, intervention referral processes, home/school communications with resources	Access to online resources, access to established counseling services, access to the counselor, classroom meetings, intervention referral processes, home/school communications with resources	Access to online resources, access to established counseling services, access to the counselor, classroom meetings, intervention referral processes, home/school communications with resources	

Instructional Support				
	Grades: PreK-2	Grades: 3-5	Grades: 6-8	Grades:
Academic	Tutoring, Virtual office hours, check-ins	Tutoring, Virtual office hours, check-ins	Tutoring, Virtual office hours, check-ins	
Technology	Access to a Chromebook, access to a hotspot if needed	Access to a Chromebook, access to a hotspot if needed	Access to a Chromebook, access to a hotspot if needed	
Students with Disabilities	Maintain all accommodations and IEP plans in accordance with remote learning guideline	Maintain all accommodations and IEP plans in accordance with remote learning guideline	Maintain all accommodations and IEP plans in accordance with remote learning guideline	
Foster Youth	assigned home/school liaison, check-ins	assigned home/school liaison, check-ins	assigned home/school liaison, check-ins	
Experiencing Homelessness	assigned home/school liaison, check-ins	assigned home/school liaison, check-ins	assigned home/school liaison, check-ins	
English Learners	Responsive to strengths, needs, identities; reflects coherent set of practices and pathways to support skills, language, literacy, and knowledge needed to meet their needs	Adapt lessons to ensure that students are accessing the content, ELD standards-based instruction in both small group and one-on-one instruction that address the four language domains of Listening, Speaking, Reading, and Writing,	Adapt lessons to ensure that students are accessing the content, ELD standards-based instruction in both small group and one-on-one instruction that address the four language domains of Listening, Speaking, Reading, and Writing,	

		translation services	translation services	
--	--	----------------------	----------------------	--

The school district will adapt the following services to the online or hybrid environment when necessary to support continuity of established support services.

– After School Programs

We will work with our afterschool care and ELOP partners to insure that students have virtual access to afterschool programs or in-person access if that is possible. Our current partners include: Happy Hall, City of Pacifica Child Care, Boys & Girls Club of North San Mateo County.

– Access to Meals

Our Child Nutrition Supervisor will coordinate with district staff and administrators to provide access to grab and go meals for families either through our school sites or at a centralized location, depending on the condition of our facilities.

PROFESSIONAL LEARNING: EDUCATORS

Educators are provided regular training on the tools, platforms, and strategies necessary to provide remote instruction and assessment to students through independent study (emphasizing pedagogies that support remote and hybrid learning environments; pd to support virtual classroom management).

	Grades: PreK-2	Grades: 3-5	Grades: 6-8	Grades:
Tools	Laptops, tablets, chromebooks, hotspots if needed, Google Suite, Zoom	Laptops, tablets, chromebooks, hotspots if needed, Google Suite, Zoom	Laptops, tablets, chromebooks, hotspots if needed, Google Suite, Zoom	
Platforms	Online components of ELA, Math, Science & Social Studies Curricula. Intervention programs.	Online components of ELA, Math, Science & Social Studies Curricula. Intervention programs.	Online components of ELA, Math, Science & Social Studies Curricula. Intervention programs.	
Strategies	reviewing best practices for online instruction: including engagement, online classroom management, communication with parents and students, etc.	reviewing best practices for online instruction: including engagement, online classroom management, communication with parents and students, etc.	reviewing best practices for online instruction: including engagement, online classroom management, communication with parents and students, etc.	

In collaboration with emergency officials, the school district will consider the following considerations, at minimum, to determine when students and staff are able to safely return to in-person instruction and will communicate necessary logistical and timeline of return information to families regarding the transition back to in-person instruction.

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff to cover those affected by the natural disaster or emergency
- Kitchens functioning for meal preparation

- Classrooms clean and functional
- Access to curriculum and instructional materials

ESTABLISHED EMERGENCY PARTNERSHIPS

Students may need to enroll or be temporarily assigned to another site, school district, county office of education, or charter school due to disruption of learning from a natural disaster or emergency. Per the California Department of Education, “When a pupil is temporarily reassigned to another LEA outside of the school district in which the pupil’s parent(s) or guardian resides, then, notwithstanding any other law, that pupil shall be deemed to have complied with the residency requirements for attendance in the LEA that is temporarily serving the pupil pursuant to the ICP.”

School District/Entity Name	Purpose
Cabrillo Unified School District	Temporary student enrollment, access to classrooms, after school program space, meals, kitchen, etc.

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan is reviewed and amended annually by the School Site Safety Committee and shall be submitted to the (district) Board for approval. The Completed CSSP and related policies are available for public review at the (District) office. The approved Comprehensive School Safety Plan shall be submitted to the San Mateo County Office of Education prior to March 1 of the current school year. All San Mateo County School Districts plans associated board polices and county wide protocols are available at the San Mateo County Office of Education for public review.

School District: Pacifica School District

School Site: Ingrid B. Lacy Middle School

Safety Plan Appendices

[Coalition for Safe Schools and Communities](#)

[Disaster Response: The Big Five Webpage](#)

[Big Five Administration Packet](#)

[Hazard Response](#)

[Incident Command Cards](#)

[Fire Watch](#)

[Air Quality Guidance](#)

[School Closure Guide](#)

[Student Threat Assessment Page](#)

[Student Threat Assessment Protocol](#)

[Suicide Prevention Page](#)

[Suicide Prevention Protocol](#)

[Commercially Sexually Exploited Children Resource Page](#)

[Commercially Sexually Exploited Children Resource Protocol for Schools](#)

[Sexual Assault/Sexual Harassment Resources](#)

[Student Sexual Abuse Response Guidelines for San Mateo County Schools and Law Enforcement](#)

[Naloxone for Schools Program and Toolkit](#)

[Naloxone Toolkit](#)

[Violent Release](#)

[Student Release](#)

[Facilities Guide](#)

[TOYFP Book](#)

Lesson Plans

Grade: [1-3](#) [4-5](#) [Middle](#) [High](#)