San Mateo County Schools
Comprehensive School Safety Plan
Part One: Public Component
2025-26 School Year

School District:	Jefferson Union High School District
Address:	1450 Terra Nova Blvd Pacifica, CA 94044
School Site:	Terra Nova High School
School Address:	1450 Terra Nova Blvd, Pacifica, CA 94044 Pacifica, CA 94044
CDS Code:	41-68924-4137535
School Covered in Document	Terra Nova High School
Address of School Sites	1450 Terra Nova Blvd. Pacifica, CA 94044
Date of Adoption:	10-15-25

Approved by:

Name	Title	Signature	Date
See Attachment			

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Safety Plan Vision

The Comprehensive School Safety Plan analyzes current safety conditions and school climate. In doing so, the plan describes programs in place at our school 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.

Comprehensive School Safety Plan Requirements

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. State regulation requires the school site council or designated safety planning committee to write and develop the CSSP in consultation with a representative from a law enforcement agency, a fire department, and other first responder entities. The Comprehensive School Safety Plan for the current school year is reviewed, updated, and submitted to San Mateo County Office of Education by October 15th for review and approval. The District ensures that the CSSP is adopted by the school annually by March 1st; the CDE recommends the plan be approved by the (district) Board within a month of school adoption or as soon as possible. A copy of the Comprehensive School Safety Plan – Public Component is made available for review at the District Office and on the District Website. 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).

District Office Address	District Website
1450 Terra Nova Blvd	https://www.juhsd.net/tnhs,https://www.juhsd.net/

Safety Committee

Terra Nova High School Safety Committee

Name	Agency	Title	Membership Role
Steven Pofahl	Terra Nova High School	Vice Principal	
Megan Carey	Terra Nova High School	Principal	
Mario Menjivar	Terra Nova High School	Site Maintenance Lead	
Michaela Christensen	Terra Nova High School	Registrar / Parent	
Eric Cabrera	Terra Nova High School	Campus Supervisor	
Mika Sasaki	Terra Nova High School	Wellness Counselor	
Ashley Scarbrough	Terra Nova High School	Teacher	
Juanmanuel Venegas	Terra Nova High School	Campus Supervisor	
Jorge Vilchez	Terra Nova High School	Teacher	

Components of the Comprehensive School Safety Plan (EC 32282)

The Comprehensive School Safety Plan (CSSP) includes the following components:

Assessment of all crime committed on school campuses and at school-related functions; strategies and programs 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;

child abuse reporting procedures; student supervision and professional boundaries, disaster, emergency, and crisis response procedures; mobile communication devices, procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency, suspension and expulsion policies; annual notification related to the safe storage of firearms; the reporting by a school official of any threat or perceived threat to law enforcement; threat assessment procedures; 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; procedures for responding to dangerous or violent activities, criminal incidents, active shooters, or other armed assailants; procedures to respond to a sudden cardiac arrest or other similar life-threatening medical emergency while on school grounds; protocol for responding to a pupil in grades 7-12 who is suffering or is reasonably believed to be suffering from an opioid overdose; bullying prevention policies and procedures; an Instructional Continuity Plan.

The safety plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. Districts and County Offices of Education are encouraged to include strategies to create and maintain a positive school climate, mental health protocols for the care of students who have witnessed a violent act at any time, and 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

Assessment of School Safety

Current Status of Crime Committed on School Campuses and At School-Related Events (EC32282(a)(1)

Assessment of School Safety, specifically, an assessment of the current status of all crime at the school and the school related functions is 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 crime data
- Property Damage data

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

Terra Nova High School strives to create an environment characterized as positive and safe for all students, faculty and staff.

Terra Nova utilizes a variety of school safety data to aid in assessing school safety:

* Suspension and Expulsion
* Teacher Referrals
* Student attendance reporting through Attention 2 Attendance (A2A)
* Student progress reports
* SAT and SST information
* Staff, student and community surveys

Through the use of the school's student management system (SYNERGY), data has been looked at for the years 2020-2021, 2021-2022, 2022-2023, 2023-2024 and 2024-2025. For these years, the number of suspensions have been looked at for the following disciplinary violations: fighting and physical harm (48900 a(1)), assault/bullying (48900 a(2)), and controlled substances (48900 (c)). The number of suspensions for these violations are as follows:

Assault/Bullying/Fighting/Physical Harm (combined)

_____

*2020-2021---0
*2021-2022-- 17
*2022-2023 -- 17
*2023-2024 - 12
*2024-2025 - 14

Controlled Substances
_____

*2020-2021---0
*2021-2022-- 5
*2022-2023 -- 9
*2023-2024 - 3
*2024-2025 - 2

The controlled substance suspensions represent suspensions for safety purposes of students under the influence. Longer suspensions have been nearly eliminated through the use of the alternative to suspension program partnership with the Daly City Youth Health Center.

As Terra Nova continues to implement school climate initiatives and strategies for behavioral interventions, it is our commitment to continually improve in these areas.

California Healthy Kids Survey Summary of Key Indicators of School Climate and Well Being
201 9th grade students were surveyed and 61 11th grade students were surveyed in the 2024-2025 California Healthy Kids Survey.

Three key indicators of school climate and student well-being include
1.) School engagement and supports
2.) School safety and Bullying
3.) Substance abuse.

The following is a survey summary of the key indicators broken down into subgroups that form each key indicator.

School Engagement and Supports: Grade 9, Grade 11
*School connectedness: 57%, 55% (1 point drop for Freshmen, 6 point drop for Juniors)
*Academic motivation: 56%, 59% (5 point drop for Freshmen, 2 point drop for Juniors)
*Trouble focusing on schoolwork: 52%, 53% (new metric)
*Caring adult relationships: 48%, 57% (Decrease)
*High expectations-adults in school: 61%, 70% (Large drop in Freshmen, 6 point increase for Juniors))
*Meaningful participation: 19%, 22% (several point decrease in both)
*Facilities upkeep: 31%, 19% (Both grades multiple point jump)
*Promotion of parent involvement in school: 34%, 22% (Both down)

School Engagement and Supports indicators suffered an overall drop this past year after three consecutive years of increase. We attribute this to several unique circumstances that took place over the last year and are optimistic with our continued focus we will see the increases resume the following year. School Connectedness, which has been an area of focus, dropped as a part of this but still remains a focus at TN and sits well above state average.

School Safety: Grade 9, Grade 11
*School perceived as very safe or safe: 56%, 70% (9th grade same, 11th grade several point jump)
*Experienced any harassment or bullying: 40%, 27% (9th grade down 7 points, 11th grade the same)
*Had mean rumors or lies spread about you: 45%, 32% (9th grade slightly down, 11th grade slightly up)
*Been afraid of being beaten up: 21%,16% (Both groups slightly down)
*Been in a physical fight: 9%, 4% (Both groups slightly up)
*Seen a weapon on campus: 12%, 7% (9th grade down, 11th grade up)
*Cyberbullying: 35%, 31% (9th grade slightly up, 11th grade the same)

Overall perception of the school being safe improved this past year even though some indicators show a rise in certain troubling behaviors among certain groups, including being in fights, seeing a weapon, or having rumors spread about them. We believe this may be due to students feeling that when safety concerns arise they are responded to appropriately by school staff.

Substance Abuse: Grade 9, Grade 11
*Current alcohol or drug use: 12%, 20% (both down several points)
*Current marijuana use: 8%, 18% (9th grade same, 11th grade slightly up)
*Current binge drinking: 2%, 5% (Overall Down)
*Very drunk or "high" 7 or more times, ever: 6%, 14% (both down)
*Been drunk or "high" on drugs at school, ever: 7%, 12% (Both up, particularly 11th grade)
*Current Tobacco Vaping: 8%, 9% (Both Slightly up)
*Current marijuana Vaping: 7%, 9% (9th grade slightly up, 11th grade same)

Most substance abuse indicators have hovered around the same point this past year. The biggest jump is in 11th graders that have reported being drunk or high on campus. Suspension numbers, however, remain low in this area due to alternative to suspension options through our partnership with the Daly City Youth Health Center.

Safety Plan presented and reviewed with Site Council in a public forum on 10-14-25.
Safety Plan reviewed with TN Staff on 8-6-25.

The Jefferson Union High School District, has a procedure in place in which principals, or their designees, are authorized to send notices to each student's parents or guardians when a violent crime, or a sex offense is committed on its property or during sponsored programs, activities, and events.

The Jefferson Union High School District, provides the following relevant information to all parents/guardians annually at the beginning of the first semester/quarter or trimester of the regular school term regarding a violent crime or sex offense committed on its property or during sponsored programs, activities, and events.

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

This section includes appropriate strategies and programs 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 require 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 in assessing, responding to, and providing services to students 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.

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.

Jefferson Union High 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:

GUN SAFETY - EC 32221.5 (9-12) AND EC 49390, AND 49329

This is a reminder that firearms are to be safely stored away from children and teens. The accidental shooting of children and youth is the third leading cause of death following accidents and suicide. California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment.

Suicide Prevention Policy and Protocol

Suicide is one of the leading causes of death among youth. School personnel who regularly interact with students are often in a key position to recognize warning signs and initiate assistance and/or an appropriate referral. 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.

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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 partners 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 complies 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 schools in San Mateo County.

Administration and others has been trained in the use of Naloxone and the Naloxone Toolkit for Schools and is implementing the protocol in Jefferson Union High School District Schools.

Child Abuse and Neglect Reporting Procedures (EC 444691; PC 11166)

Mandated Reporters, which includes school employees, and volunteers as defined in Penal Code section 11165.7, contractors, and governing board members, 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. Required annual training for mandated reporters includes requirements for reporting, what occurs when there is a failure to file a report, prevention of abuse including sexual abuse and assault, and professional boundaries. This training takes place within six weeks of hire, provision or services or within six weeks of the school year for returning employees.

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.

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Student Supervision and Professional Boundaries

Within the Jefferson Union High School District, all school employees, adult volunteers, and contractors/vendors must be professional, transparent, aligned with educational purposes, and are required to follow established supervision practices that minimize the risk of harm to students. They must ensure visibility and accountability, and support student safety in both classroom and non-classroom settings. Procedures and expectations for student supervision and professional boundaries are intended to promote safe, respectful, and professional environments for learning and engagement. They are designed to ensure the supervision and protection of students from child abuse or neglect, as defined in Penal Code section 11165.6, and from sex offenses, as defined in Education Code section 44010. These policies define appropriate conduct and outline expectations for professional, respectful, and safe interactions in all school-related settings.

Expectations and clear limits on contact and communication apply during or outside of the school day between individuals are communicated to both students and adults. These expectations also apply to all forms of communication, as outlined in board policy, and particularly when parent or guardian inclusion is not present. Limitations may vary based on student age or grade level.

The design, use, and furnishing of school facilities are intended and expected to promote safe, supportive, and easily supervised classroom and non-classroom environments. All employees, volunteers, and contractors are required to follow supervision and boundary policies.

These procedures apply during the school day, during school-sponsored activities, and in any other context in which students are under the supervision or responsibility of the school, including before- and after-school programs, extracurricular activities, athletics, transportation, and field trips.

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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 and Hazard Responses Protocol for all public, private and charter Schools in the County and update the protocols annually as needed. 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 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. All employees shall be required to subscribe to the oath or affirmation required by the Act.

When an emergency occurs, staff members take immediate steps to protect themselves, their students, and other people on campus. Staff, certificated and classified, are provided opportunities annually to be trained on the Big Five School Emergency Guidelines Immediate Action Response and Hazard Responses Protocol. The Big Five School Emergency Guidelines 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

The Hazard Responses Protocol includes guidance in the event of the following hazards: Chemical and Gas, High Winds, Fire Off-Site, Fire On-Site, Power Outages, Poor Air Quality, Heat Events, Heat-Related Illness, Tsunami, and Medical Emergency.

Staff members must learn and train on each Big Five Immediate Action Response and Hazard Responses 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 Big Five trauma-informed, developmentally appropriate emergency drills monthly. Tabletop 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. The Think on Your Feet Peet Book, which teaches young students what to do during a Lockdown/Barricade, Table-Top exercises, or Walk-Through Drills can be used in

lieu of violent intruder drills or simulations when students are present. State regulations require that any Lockdown/Barricade drill conducted with students may not be high-intensity and must comply with the outlined requirements of EC 32282(K).

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.

Cardiac Arrest or Similar Life-Threatening Medical Emergency While on School Grounds

In accordance with state regulation, safety plans are required to include procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds. General procedures to follow for a medical emergency on school grounds, including after school programs and events, are included in the Hazard Response Protocol. Staff are provided information and training annually by Jefferson Union High School District on the use and location of any automated external defibrillator (AED); principals must notify pupils in grades 6-12 of the location of all AED units on campus.

Terra Nova's CERT team consists of three campus supervisors that are all CPR, First Aid, AED certified and have been trained in the administration of Naloxone.

Terra Nova has taken into account new Yondr (cell phone pouch) policy in clarifying emergency procedures consistent with Big 5 Emergency Protocols:

-Shelter In Place (Phones remain pouched unless Admin authorizes unlocking pouches)
-Drop, Cover, and Hold On (Phones remain pouched unless Admin authorizes unlocking pouches)
-Secure Campus (Phones remain pouched unless Admin authorizes unlocking pouches)
-Lockdown/Barricade - (Due to the potential of limited communication, staff are permitted to unlock pouches during a lockdown situation after following steps to ensure secure environment)
-Evacuation (portable magnets will be brought to the field but only used to unlock pouches in the case of an extended evacuation or need to divert to off-campus evacuation location)

Every classroom has unlocking devices to be used in the case of Emergency. Staff also has portable unlocking devices to be used in an Emergency such as an evacuation when the mounted unlocking stations are inaccessible.

Disaster Procedures
“See appendix for Big Five Immediate Response Protocol”
BP 3516
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=wft7LYKxTxmC2brawoV6nw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=y1ZW0qRGjEafuplusqEjNeK2Q==&PG=6&IRP=0&isPndg=false

The Big Five Immediate Action Response Protocol for School Administrators and Hazard Responses Protocol are found in the appendix of this plan. Site Specific Emergency Response plans can be found in the Comprehensive School Safety Plan; Non-Public Tactical components for each school site.

Mobile Communication Devices
The Jefferson Union High School District recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could also be harmful and disruptive to the instructional program in some circumstances. The Superintendent or designee may undertake measures or strategies, in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under the noted policy and are subject to discipline for non-compliance with the policy.

5131.8
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=mslshEDUJV93euKAKZTslshSB02w==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Public Agency Use of School Buildings for Emergency Shelters

Jefferson Union High 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.

Public Agency Use of School Buildings for Emergency Shelters
BP 3440
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=kdiXehIpzQgVEQ8HTiUbuA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=y1ZW0qRGjEafuplusqEjNeK2Q==&PG=6&IRP=0&isPndg=false

School Suspension, Expulsion and Mandatory Expulsion Guidelines
Jefferson Union High 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.

BP 5144.1 Suspension and Expulsion/Due Process
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=UEt6aXMtfPRJj4IR9VRH9w==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

BP 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=slshRBGFH02iJj5ItOpWMLTtg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
The Terra Nova High 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 Terra Nova High 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 Terra Nova High 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, 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.

JUHSD is compliant with the Education Code and follows directions from the California Department of Education in notifying teachers of dangerous pupils

Firearms on Campus

The Terra Nova High School commits 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 is included in the district's comprehensive safety plan and communicated to district staff, parents/guardians, and the community.

Only those persons specified in Penal Code 626.9(l)-(o) and 30310 are 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.

Firearms on Campus
BP 3515 Campus Security
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=4Ts2CB4t2pAislshkslsh6pl4tiQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=y1ZW0qRGjEafuplusqEjNeK2Q==&PG=6&IRP=0&isPndg=false

BP Weapons and Dangerous Instruments:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=PGnplusWD0P61CTQMYYicoPfg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Sexual Harassment Policies (EC 212.6 [b])

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

Jefferson Union High 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.

Jefferson Union High 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.

Staff:
BP 4030 Nondiscrimination In Employment
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=rVFOqdplusWP7slshsJooslshsy4SlA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0&isPndg=false

BP 4319.11 Sexual Harassment
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=eplusmWZjJjQDRu0IKsoIQGug==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0&isPndg=false

Students:
BP 5145.7 Sexual Harassment
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=hplusvbjqslshesChy0WmDsM5IwA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false
BP 5145.3 Nondiscrimination/Harassment
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=vOmXV4IUeEzxZgyGp0LbDQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

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 Jefferson Union High 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. Jefferson Union High 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.

BP 5132 Dress and Grooming
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=qMycO22Q3xn3ITV2Fz62MA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

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 Jefferson Union High School District.

Terra Nova High School is located in the valley of the coastal city of Pacifica. Terra Nova Blvd and Everglades are the two roads that provide access to the campus. Students of Terra Nova arrive and leave from the campus in a variety of ways. Our students walk to school, ride bicycles, arrive via automobile and take public transportation. It is important to note that Terra Nova High School is a closed campus. Once students arrive at school, they are required to remain on campus until the last bell of the day or when they are checked out by a parent or guardian. The school has three campus supervisors that patrol the campus from 7:30am to 3:30pm each day. In addition to the campus supervisors, there are three administrators who are regularly out on the campus providing additional support for the campus supervisors. One Administrator is in the front of the campus each morning welcoming students as they arrive. At the conclusion of the day, the administrators are in front of the campus monitoring student safety, while the campus supervisors are moving around the interior of the building as well as monitoring the bus stops in front of the school. Many of our students live in the neighborhood and walk to school, arrive by vehicle or bicycle, or take public transportation. While there are two main roads that provide access to Terra Nova, there are four (4) primary points of entry and exit for students, parents and staff.

#1-Everglades Drive Entry/Exit
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Everglades Drive is adjacent to Terra Nova and there is a path that is accessible from this road. Many students drive their cars to school and park along Everglades Drive and access the campus via the path that is roughly a 100 yard walk to enter the campus. Many students who walk to school can also access the campus via Everglades Drive.

#2-New Building Parking Lot Entry/Exit
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Driving up/down Terra Nova Boulevard, the northern most portion of the campus has a small parking lot for staff that work in that portion of the building. This parking lot is only for use by staff of Terra Nova. Many students who are driven to school will be dropped off and picked up in this lot.

#3-Entry/Exit via Main Entrance to Campus

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In front of the main entrance to the building is a circle drive that includes 10-15 visitor parking spaces. Vehicles can only enter the drive from the southern entrance. Two lanes have been created in this drive so that exiting onto Terra Nova Boulevard will be safer for the drivers and students who are crossing the street. One lane enables vehicles to exit the drive and turn right onto Terra Nova Boulevard, while the second lane is for those vehicles turning left onto Terra Nova Boulevard. The circle drive will continue to have a drop-off lane in addition to the two exit lanes. The main staff parking lot is adjacent to the northern most portion of the right lane of the circle drive. Staff enters the drive in the same fashion as parents/guardians dropping off students and proceed into the parking lot as they proceed to the end of the circle.

For parents/guardians utilizing the circle drive, their students are dropped off at the main entrance to the campus. Staff members parking in the lot accessed by the circle drive can access the campus from this lot.

School Administrators take an active roll in guiding students across the cross-walk at the pick-up location in front of the school.

#4-Entrance/Exit via Terra Nova Boulevard

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Many of Terra Nova's students take public transportation. The San Mateo County Transit (SAMTRANS) has drop off points directly in front of school on both sides of Terra Nova Boulevard. For those dropped off on the school side of the street, students walk directly on the campus and access the building. For those dropped off on the opposite side of the street, there is a crosswalk for them to cross over to the campus. The crosswalk has a blinking light to notify drivers that students are crossing the street.

Students who walk to school via Terra Nova Boulevard may access the campus in many places: the northern staff parking lot, the main staff parking lot, or the main entrance to the campus.

For students who drive to school and park along Terra Nova Boulevard, access to the campus is the same as those who walk to school. This also applies to students who are driven to school and dropped off on Terra Nova Boulevard.

(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 Jefferson Union High 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 provides bike and pedestrian education and walk audits that 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 can also be 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, and students with disabilities, 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. The program fosters a city/school relationship around infrastructure for safe walking and bicycling to school.

Electrical Bicycles (E-Bikes) (Optional Section)
San Mateo County Office of Education Safe Routes to School offers electrical bicycle (e-bike) safety resources for student safety. E-bike riders must follow all traffic rules and regulations. Schools permitting e-bikes on school grounds communicate to families the types of bikes permitted, the e-bike policy, the process of permitting by the school district, and require student riders to take an online e-bike safety class that includes lithium-ion battery safety tips. E-bike batteries are not permitted to be charged on school grounds. Students are required to walk e-bikes when entering school grounds, including parking lots, and store the bike in the designated location. E-bikes are stored away from exit doors and anything that can become hot or catch fire. A legal e-bike has working pedals, a maximum of 750 watts, and a maximum speed capability of 20mph for a Class 2 e-bike. Students age 17 and under are required by law, California Vehicle Code 21212a, to wear a properly fitted and fastened helmet when riding an e-bike. State regulations require riders of Class 3 e-bikes to be at least 16 years of age.

As the use of e-bikes continues to grow among students, promoting e-bike safety has become an important part of our school's safety efforts. E-bikes can offer a fun, efficient, and environmentally friendly way for students to get to and from school; they require responsible riding practices. The school encourages all students and families to review and follow California laws related to e-bike use, including helmet requirements, age restrictions for certain classes of e-bikes, and safe riding behaviors. Our school supports e-bike safety education, including proper speed control, awareness of traffic laws, and the importance of staying alert while riding. Ongoing collaboration with local law enforcement, Safe Routes to School programs, and community partners promotes safe riding habits and reduces the risk of injury.

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

The Jefferson Union High 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 are 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

Terra Nova continues to strive to maintain a positive school climate. Recent Healthy Kid Survey data reflects that these efforts are having positive results. Highlights of our efforts include site equity team, Wayfinder SEL Curriculum, EL Student Group, Stop-it App, Peer and Link Crew Student Programs.

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 be significantly associated with psychological trauma symptoms. Schools should work to identify these students and provide appropriate and timely linkage to mental health services.

Terra Nova has a robust Wellness Counseling program with two full-time wellness counselors, one of them a school social-worker, as well as interns on staff. Students are able to make appointments to see them through an online form or in-person at the counseling window. Wellness counselors are equipped to provide counseling services to students in the moment as well as refer-out to other community organizations. Some of these organizations meet on campus, including groups such as the Daly City Youth Health Center. Wellness counselors are also available during flex time for appointments, as well as group activities. Recent Healthy Kids survey data demonstrates that Terra Nova students are being well served by these efforts.

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

Jefferson Union High 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 polices 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:

Terra Nova has four full-time counselors on staff that meet regularly with students. Two of these counselors focus on mental health and wellness, while the other two are school counselors that provide a variety of services from academic to wellness. Students can easily make appointments to see these counselors by filling out an online form or visiting the counseling window. Teachers and other staff members can also refer students to counselors by filling out an SAT referral form or via email.
TN has a peer-mediation program run by a teacher and wellness counselors.
School Administration is committed to handling discipline in a fair and equitable way emphasizing alternatives to suspension.
Terra Nova does not have a resource officer but maintains a positive relationship with the Pacifica Police Department.
Terra Nova has three campus supervisors.

School Discipline Rules and Consequences (EC 35291 and EC 35291.5)
Terra Nova High 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.

BP 5131 Conduct
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=rCJ4cP9zvplusNbyDhslshmTqNGw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Terra Nova High School students are subject to all the rules and regulations of the Jefferson Union High School District and the California Education Code. There are rules and regulations that may be specific to Terra Nova High School; some may apply to students while they are on campus as well as when they participate in school activities that are held off campus, including athletic events. Students are expected to follow school rules to/from school, at school and school events. Students and their parents are required to familiarize themselves with the rules and regulations that govern their conduct both on campus and at off-campus school events.

Students are expected to conduct themselves in a manner conducive to a positive learning environment and reflect mutual respect of the school and all students, staff members and visitors. Violations of school rules and policies, including those covered by the California Ed. Code will result in disciplinary consequences.

With the input of students and staff, a school wide set of expectations was created that reinforces a foundation of mutual respect

between staff and students. All members of the Terra Nova community are expected to conduct themselves in a manner conducive to a positive learning environment and reflect mutual respect. Terra Nova High School's philosophy towards student discipline is shaped by Jefferson Union High School District's goal to reduce suspensions and to decrease disproportionality in discipline responses across the district.

We follow a progressive and restorative approach to student discipline incidents. As behavior becomes more frequent and/or serious, consequences may become stricter. Restorative practices are utilized to foster student accountability, growth and opportunity to repair the harm to individuals and the community. Violations of school rules and policies, including those covered by the California Education Code may result in consequences such as detention, removal from class, suspension, loss of school privileges, placement on the non-participation list and loss of playing time/participation on a Terra Nova athletic team. The non-participation list prohibits students from attending school events such as rallies, dances, home & away athletic events.

CAMPUS CLEANLINESS

We believe that a clean and attractive campus has a positive effect on students, staff and visitors. Trash cans are located throughout the campus. Students are expected to clean up after themselves in all campus locations throughout the day. Litter or tossing-food will not be tolerated.

CLASSROOM DISCIPLINE

Upon sending students out of class, faculty will notify the Vice Principals in order to properly document and follow through with disciplinary actions. Students who are sent out of class for disciplinary reasons may be subject to consequences that range from after school detention to off-campus suspension.

CLOSED CAMPUS

The Terra Nova High School campus is a closed campus. Students may not leave campus without a valid pass obtained from the Attendance Office. The campus is also closed to all visitors unless they obtain a Visitor's Pass in the Main Office.
Students may not leave campus during school hours
School hours are defined as the bell schedule for the day
Students are not to enter cars during school hours without proper authorization
Students are not allowed to move their cars or transport students on or off campus
Students are not allowed to be in areas that are off-limits or restricted areas
Tiger Stadium, baseball/softball fields, dugouts, locker rooms, parking lots and the trail to Everglades Dr. are a few examples of areas considered off-limits to students during the school day

All students who leave campus without a proper pass or are in off-limit areas without proper authorization will be subject to disciplinary action.

DETENTION

Detentions at Terra Nova High School last for thirty minutes. They are held Monday, Tuesday, Thursday and Friday after school from 3:45 to 4:15 p.m. Students serving detention are to report to the Vice Principal. Phones are secured during detention and appropriate behavior is expected. C.C.R. Title 5, Section 307 states that a pupil may be detained for no more than one hour.

Students who fail to serve their detentions will be placed on the non-participation list until they have made arrangements with the Vice Principal.

DRESS CODE

The Terra Nova High School staff expects students to dress appropriately for school. Research has shown that student dress and appearance affect student attitude and conduct.
At Terra Nova High School, all students must wear clothing [shirts, bottoms (pants, sweatpants, shorts, dress, skirt, leggings)] in such a way that certain (intimate) body parts are covered with opaque material. Undergarments are to be covered (waistbands and straps excluded). Footwear with a hard sole are required.
Terra Nova High School prohibits anything it deems to be disruptive, and/or intimidating that rises to the level in the school's view as having a detrimental effect on the safe and educational atmosphere in the school environment including but not limited to the following items:

- Clothing depicting violence, alcohol, drugs, gangs, profanity, tobacco, or anything of a sexual nature
- Clothing that demeans others with regard to gender, race, sexual orientation, religion, etc.
- Spiked jewelry, spiked belts, grills, and heavy chains
- Any apparel, jewelry, accessories, or manner of grooming which, by virtue of its color,

arrangement, trademark, or any other attribute, denotes membership in an unauthorized group is prohibited

- Ripped pants or with holes that expose undergarments
- Being barefoot
- Blankets are prohibited

Terra Nova High School reserves the right at any time to amend the above list without prior warning.

DRUG & ALCOHOL POLICY

Terra Nova High School recognizes the negative impact drugs and alcohol can have at the individual and community levels. In doing so, we strive to provide a drug-free environment for all students, safe for student growth and learning.

The policy relating to such abuses is designed to be preventative in nature and is intended to help any student having problems with alcohol or drugs.

Any student in possession or under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind, while enrolled at Terra Nova High School, will face disciplinary consequences and may be suspended.

Terra Nova High School has partnered with the Daly City Youth Health Center to provide an Alternative to Suspension (ATS) program for violations related to drugs, alcohol and tobacco.

In lieu of a suspension, a family may opt to participate in the JUHSD Alternative to Suspension: Brief Intervention Program which allows them to avoid an out-of-school suspension. The program consists of three 45 minute structured sessions where students will have the opportunity to gain an in-depth understanding of the dangers around substance use, increase self-awareness and emotional control, optimize decision-making skills, and develop better communication skills.

Students at risk of suspension for a drug/alcohol incident can opt into this program at the time of the incident in lieu of a suspension. Students who do not complete the three sessions will face a retroactive suspension. The ATS program does not apply to drug and/or alcohol violations committed at a school dance.

Terra Nova High School works to provide support services to students to help address possible substance abuse issues and/or other coping strategies. If you are in need of additional resources, please contact a member of the Terra Nova Administration or Counseling Department.

In cases where there is reason to believe students are carrying illegal material on their person or in their school lockers, a safety check by school authorities is legally permissible.

GAMBLING

Gambling is strictly prohibited on school grounds, at school-sponsored events, and during school hours. This includes, but is not limited to, betting or wagering money or valuables on games of chance, card games, dice, or any other gambling-related activity. Possession of gambling paraphernalia such as dice, betting slips, or online gambling applications is also not permitted.

LOCKERS

All students are assigned a locker with a built-in combination lock. Lockers are assigned by the school and are the property of Terra Nova High School.

Students are to only use their assigned locker and not share lockers. Students are to keep their locker combinations confidential. LOCKERS & COMBINATIONS ARE NOT TO BE SHARED.

Decorating the inside of the lockers is permissible with removable and non-permanent materials only. Students are not permitted to mark or write on the inside or outside of the lockers, use glue , contact paper or stickers.

Students are responsible for items in their lockers. They are to make sure the locker is locked and secured at all times. Defective lockers or other locker difficulties should be reported to Administration immediately.

Terra Nova High School is not responsible for items lost or stolen from lockers due to theft or vandalism, including school textbooks. It is recommended that students do not store valuables or large amounts of money in their lockers and/or locker room or leave items unattended and/or unsecured.

Lockers are the property of Terra Nova High School and may be searched by school administration as needed for health or school safety reasons. Lockers and the contents in the locker are the sole responsibility of the student. Students who damage lockers will be responsible for repair costs.

In cases where there is reason to believe students are carrying illegal material on their person or in their school lockers, a safety

check by school authorities is legally permissible.

NON-PARTICIPATION LIST

Terra Nova High School believes that extra-curricular activities are a privilege and as such, may place a student on the non-participation list for violating school policies and/or the California Ed. Code. Students on the non-participation list are prohibited from attending any school-sponsored events such as rallies, home/away athletic events, dances etc. Inclusion on the non-participation list is temporary.

SCHOOL DANCES

Dances are an opportunity for students to socialize in a safe, supervised, and appropriate environment. Student behavior must reflect the school's mutual respect policy. Failure to comply with the rules will result in removal from the dance and notification of parents, and other disciplinary action as determined by the school administration. The following rules apply to all Terra Nova dances, including Homecoming, Winter Formal and Senior Prom. Winter Formal and Senior Prom are subject to additional rules and regulations that will be disclosed during ticket sales.

Doors close one hour after dance begins
Tickets are non-transferable. Only the student who purchased the ticket is allowed to use the ticket
Students who leave the dance may not re-enter
Inappropriate or dangerous dancing is not allowed
Dress code is strictly enforced. (See Dress Code Policy)
Selling, possessing, or being under the influence of alcohol or a controlled substance will result in immediate removal from the dance and 3-5 day suspension from school along with possible legal consequences
All students are subject to a safety check at any time
Failure to comply with the rules during a dance will result in removal from the dance, notification of parent/guardian, and other disciplinary action as determined by the Terra Nova Administration

SCHOOL DANCE GUEST PASSES

Terra Nova High School students are allowed to bring one non-Terra Nova student as a guest to school-sponsored dances.
Tickets for both the host TN student and guest MUST be purchased at the same time. A guest pass MUST be completed and approved before the tickets can be purchased.
Guests cannot be over 20 years of age.
A photocopy of the guest's ID must be attached to the guest pass form before approval
A photo ID is required for entrance into the dance
The Terra Nova student sponsor is responsible for their guest's behavior.
The guest's school administrator must approve the pass and attach a business card
Terra Nova student sponsor must buy the guest ticket when they purchase their own ticket
Guest tickets can't be purchased separately

All guests are held to the same standards for behavior and dress code as Terra Nova students. Misbehavior or inappropriate conduct by the guest may result in the guest and the Terra Nova student being asked to leave the dance.

STUDENT BEHAVIOR AT ATHLETIC EVENTS

All Terra Nova High School students are expected to display appropriate behavior at all home and away athletic events in accordance with PAL, CCS and CIF policies.

Some examples of inappropriate spectator behavior include but are not limited to:
Insulting the opponents' school or mascot
Insulting opposing players
Making unsportsmanlike, derogatory or obscene cheers or gestures
Using artificial noisemakers
Insulting officials verbally and through gestures
Acting disrespectful during the National Anthem or team introductions

Students whose behavior is considered unacceptable by the Terra Nova High School Administration, staff or that of an opposing school may be asked to leave the event and are subject to further disciplinary consequences.

SUSPENSIONS & EXPULSIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. The Administration may suspend a pupil from the school (not more than five consecutive school days, unless expanded for an expulsion recommendation) for any of the reasons in the Educational Code, Section 48900, upon a first offense if the Principal or designee determines that the pupil violated Educational Code 48900, or that pupil's presence causes a danger to persons or property, or threatens to disrupt the educational process.
When a student is suspended from school, the parents/guardians are notified and in some cases, the police department is involved. An in-house suspension or a suspension from school may also result in no credit for missed assignments during the length of the suspension (teacher discretion). Students who are suspended must comply with the following regulations:
Be at home for the time period they normally would be at school
Not to attend any school sponsored event during their suspension
This includes any JUHSD school sponsored event

To review the California Education Code that deals with student behavior, please visit the following website:
http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=48900.

UNAUTHORIZED GROUP POLICY
As it is with unauthorized actions, dress, appearance, and words of individual students in a school zone, the same policy applies to unauthorized groups present within the school zone.
Definition: Two or more persons whose presence and/or appearance and/or words and/or actions in the opinion of school authorities disrupt or distract from the academic process and/or harass, intimidate, or threaten others involved in the academic process and/or create an atmosphere of same within a school zone.
Policy: Once identified by school authorities, unauthorized groups must disband and cease all unauthorized activities. In order to be considered for acceptance as an authorized group within the school zone, said group must meet the minimum requirements that include but are not limited to the following:
The identified group must submit a written mission statement signed by all members of the identified group which shall include:
That the group's existence in the school zone serves a single specific purpose that directly benefits the educational mission of the school in some form
That there is no selective membership nor are there any initiations rights

The criteria for determining whether or not individuals are acting in some manner as an unauthorized group shall be established by the school authorities as is done with any other school policy. Those students who violate this policy are subject to school sanctions because they are in direct violation of school policy.

DISTRACTION-FREE LEARNING ENVIRONMENT

At Terra Nova High School, we are committed to creating a distraction-free learning environment that supports academic focus, student engagement, and overall well-being. To support this effort:
Personal devices (cell phones, airpods/earbuds/headphones, smartwatches, glasses, laptops, and tablets) are restricted during the school day.
All students will use Yondr pouches to store phones and wearables.
All students will access technology through district provided Chromebooks, as part of our 1:1 device program.

Hate Crime Reporting Procedures and Policies

Discrimination and Harassment Policies Including hate crime reporting)
Jefferson Union High 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 Jefferson Union High 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 Jefferson Union High School District to monitor, address, and prevent repetitive harassing behavior at Jefferson Union High School District schools.

BP 5145.9 Hate Motivated Behavior
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=KEwDhCM0Rmh7ZPwkx4CxsQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Procedures for Preventing Acts of Bullying and Cyber-bullying

Jefferson Union High 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 Jefferson Union High 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.

BP 5131.2 Bullying
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=plustbxcIaWtdohSplusSiVszUGg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

STOPit is an online reporting tool designed to deter and mitigate bullying, cyber abuse, and other inappropriate behaviors, consisting of an app and a back-end incident management system for school administrators. Terra Nova has implemented Stop-It and messaged it out school-wide to all students and staff.

Link Crew is a nationally renowned high school transition program that welcomes freshmen and helps them to feel comfortable during the first year of their high school. Trained Link Leaders (11/12th graders) give them a friendly face on campus and someone to lean on throughout the school year. Link crew is active at Terra Nova and conducts an orientation for incoming freshmen before the first day of school.

Terra Nova has launched a peer mentoring program connecting struggling students with adult mentors.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 6/17/2025 and adopted by Terra Nova High School on 7/1/2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Terra Nova High School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers
- SMS through Remind

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In case of severe issues and there is no internet, use local broadcasting radio and television, red phone across schools (internally).

Backup systems: Ensure availability of battery-operated or solar-powered communication devices (e.g., handheld radios, satellite phones).

Multiple channels: Use a combination of emails, phone trees, text alerts, website postings, and social media for updates.

Printed materials: Prepare emergency communication guides and contact lists in hard copy, distributed in advance.

Emergency communication kit for administrators: Portable chargers, hand crank/solar radio, portable generator

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

1. Point Person - VP Lead for Wellness - general communication to self identify if there are needs
2. Wellness + school counselor in collaboration with DCYHC triage needs and outreach

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction.

As required, Terra Nova High School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- 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 available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Terra Nova High School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

In preparation for any transition to remote instruction, teachers will be required to maintain at least one week's worth of emergency lesson plans. Instructional delivery will primarily occur through Google Classroom or the Synergy Gradebook/Learning Management System (LMS), using asynchronous formats and organized into instructional modules to support student learning.

In the event of a prolonged or severe disruption, the district will utilize online platforms such as APEX or Edgenuity to ensure continuity of instruction.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Digital instructional materials will be distributed through collaboration between the IT Department, the Director of Curriculum, and classroom teachers, ensuring students have access to necessary resources via online platforms.

For students who require non-digital materials, each school site will develop a pick-up schedule offering multiple dates and times to accommodate families' availability. All instructional materials and accompanying instructions will be provided in multiple languages to ensure access and support for all students and families.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Students will access assignments, resources, and feedback through Google Classroom or Synergy's Learning Management System. Teachers will maintain and communicate regular schedules for posting and collecting work, and support will be available for students needing assistance with navigation or submission. To address equity concerns, students who lack devices or internet access will be provided with loaned equipment or printed packets, and may submit work via in-person drop-off, mail, or scheduled phone/email check-ins.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Terra Nova High School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Manner of Communication:

- Email
- Online curriculum communication platforms (such as Google Classroom or Synergy)
- Phone calls
- Zoom or Google Meet sessions
- ParentVUE for grading and school updates

Timelines and Expectations:

- Staff and teachers are available to respond to inquiries between 8:30 AM and 3:30 PM, Monday through Friday.
- Teachers are not expected to respond to emails, messages, or calls outside of school hours to respect work-life boundaries.
- Communication may occur in person, virtually, or via phone, depending on the situation and accessibility needs.

Frequency of Communication:

- General updates from schools and the district will be provided on a Monday–Friday basis as needed.
- Teachers will update students and families weekly through designated platforms such as Google Classroom or ParentVUE.
- Immediate updates regarding emergency situations or critical changes will be sent as soon as information becomes available.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Device Access:

- Chromebooks are available for students to check out at school sites to ensure equitable access to online learning tools and resources.
- Students who require a device can coordinate with their school's front office or designated site lead for Chromebook distribution.

Support for Educators:

- Teachers and staff experiencing technology-related issues can submit a Help Desk ticket for timely support and resolution.

- Professional development and technical assistance will be provided through the Educational Services Department, as needed to ensure educators are prepared to deliver remote instruction effectively.

Access to Materials and Resources:

- Online instructional platforms, such as Google Classroom and/or Synergy, will be used to post assignments, lessons, and important communications.
- Academic resources and independent study materials will be made available on both the district and school websites for easy access by students and families.
- Early access to Independent Study written agreements are posted on the District's website ensuring clarity around expectations and requirements before beginning remote learning.

Internet Access:

- The district will work with families to support access to the internet as needed, including providing information on low-cost internet programs and, when available, hotspots.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Prioritization of Essential Learning:

- Students' coursework will be aligned with the district's adopted curriculum and California state standards. Each course's objectives, methods of study, and required assignments are outlined weekly to maintain academic rigor and focus on essential standards

Standards-Aligned Learning Objectives:

- Learning objectives reflect grade-level expectations and A–G coursework requirements when applicable, ensuring that students have access to content substantially equivalent to in-person instruction

Monitoring Student Progress:

- Students are expected to submit assignments at least weekly
- Progress is assessed through assignment reviews, quizzes, discussions, tests, demonstrations of skills, and portfolio evaluations
- Teachers report student progress regularly through email, online platforms (e.g., Google Classroom, ParentVUE), phone calls, and virtual meetings (Zoom or Google Meet).
- Teachers are available for communication Monday through Friday, 8:30 AM to 3:30 PM, but are not expected to respond outside these hours

Additional Support and Intervention:

- Academic Tutoring: Access to Paper.Co online tutoring services and teacher support
- Social-Emotional Counseling: Wellness counselors provide check-ins and counseling support as needed
- Virtual Office Hours and Check-ins: Teachers provide scheduled opportunities for live interaction and support throughout the week

Technology Access: Students are issued Chromebooks and Wi-Fi hotspots if needed to ensure participation in remote learning

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Access to Devices and Internet:

- Chromebooks and Wi-Fi hotspots are available to students who need them to access online platforms, assignments, and communication tools.
- Students experiencing homelessness and foster youth are prioritized to ensure uninterrupted access to learning

technology.

Instructional Resources and Services:

- Students have continued access to core curriculum materials, digital platforms (such as Google Classroom, ParentVUE, and school websites), and academic supports regardless of learning environment.
- Communications and instructional materials are made available in multiple languages to ensure that English Learners and their families remain fully informed and engaged.

Support for Specialized Populations:

- Students with Disabilities: Services and accommodations outlined in students' Individualized Education Programs (IEPs) or Section 504 Plans will continue to be implemented during remote instruction or temporary reassignments.
- English Learners: EL students will continue to receive designated and integrated English Language Development (ELD) support through virtual, in-person, or hybrid instruction models.
- Foster Youth and Students Experiencing Homelessness: These students will receive priority access to counseling services, technology, wellness resources, and community-based support as needed.

Monitoring and Outreach:

- School sites and wellness teams will monitor student participation and engagement, following up promptly with students who show signs of disengagement.
- Tiered supports, including personalized outreach and family conferences, will be used to reengage students and address any barriers to access.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Services:

- Special education services, related services (such as speech, occupational therapy, and counseling), and accommodations will continue to be provided whether instruction is in-person, virtual, or through a hybrid model.
- Service delivery models may include a combination of in-person services, teletherapy, virtual consultation, and online instructional support, depending on the student's needs and the nature of the disruption.

IEP Meetings:

- IEP meetings will continue to be scheduled and held within required timelines.
- Meetings may take place in person, via videoconference (e.g., Zoom, Google Meet), or by phone to ensure ongoing collaboration with families.

Progress Monitoring:

- Teachers and service providers will monitor student progress toward IEP goals and regularly update families.
- Adjustments to services or supports will be made as needed through the IEP amendment or meeting process.

Access to General Education Curriculum:

- Students with IEPs will continue to have access to grade-level curriculum and instructional materials, with appropriate accommodations and modifications as outlined in their plans.
- Assistive technology and other supports will be provided as needed to enable full participation.

Communication and Support:

- Case managers and service providers will maintain regular communication with families to address concerns, answer questions, and ensure that students' educational needs are met.
- Families can reach out directly to their child's case manager for any additional support or questions regarding IEP implementation.

Englis Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

- Schools will affirm and build upon students' cultural and linguistic strengths, providing safe, inclusive environments and strong family partnerships

- EL students will engage in standards-based, rigorous instruction that integrates English language development with academic content across all disciplines
- Educators will use data to monitor EL progress and provide differentiated, tiered supports based on students' unique needs, including support for newcomers, long-term ELs, and ELs with disabilities
- EL students will follow coherent, aligned pathways from early education through graduation, promoting biliteracy and college and career readiness

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

The Educational Services Department will facilitate training for staff on core digital tools, including Google Classroom, ParentVUE, and StudentVUE. In addition, the district will collaborate with the San Mateo County Office of Education to provide relevant professional development to support remote instruction needs. Ongoing professional learning opportunities and resources will be made available to ensure that staff are prepared to effectively pivot to remote instruction and assessment if necessary.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

School-Based Health Services:

- Students have access to school wellness centers and partnerships with local health agencies, including the Daly City Youth Health Center (DCYHC), which provide medical, mental health, and counseling services.
- Physical health services, such as basic medical care and referrals, are coordinated through school nurses and district health partners.

Mental Health Services:

- The district employs school counselors, social workers, wellness counselors, and psychologists who provide individual and group mental health support.
- Crisis intervention services and ongoing counseling are available both on campus and virtually, as needed.

Multilingual Support:

- The district ensures that mental health professionals and community partners include staff members who speak languages other than English, including Spanish and Tagalog.
- Interpretation services are available during counseling sessions, wellness check-ins, and health-related appointments to ensure that language is not a barrier to accessing care.

Access During Remote Learning or Disruptions:

- Health and mental health services remain available through telehealth platforms if in-person services are temporarily suspended.
- Students and families are provided with information on how to access services through the district website, communication platforms, and direct outreach, in multiple languages.

Plans to provide access back-up, water and medicines in the event of an emergency.

Emergency Supply Kits: Each school is equipped with emergency supply kits that include essential items such as bottled water, non-perishable food, first aid supplies, flashlights, batteries, and other necessary materials to support students and staff during emergencies.

Water and Food Provisions: Adequate supplies of bottled water and non-perishable food items are stored at each site to sustain individuals in the event of prolonged emergencies.

Medication Management: Medications provided to the school health offices are securely stored and managed by trained personnel. In emergencies, authorized staff are prepared to administer necessary medications in accordance with student-specific medical plans.

Regular Maintenance and Training: Emergency supplies are regularly inspected and replenished as needed. Staff receive ongoing training to effectively manage emergency situations, including the proper use of emergency supplies and administration of medications.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Special Education Services:

- Students with Individualized Education Programs (IEPs) or Section 504 Plans will continue to receive services and accommodations, whether through in-person, virtual, or hybrid methods.
- Related services such as speech therapy, counseling, and occupational therapy may be provided via teletherapy if needed.
- IEP meetings will continue to be held within required timelines through videoconferencing or phone meetings.

Counseling and Mental Health Services:

- School counselors, wellness counselors, and social workers will maintain regular check-ins with students through virtual platforms or in-person appointments, depending on the instructional model.
- Mental health support, crisis intervention, and referral services will remain available both remotely and on campus.

After-School Programs:

- Expanded Learning Opportunities Programs (ELO-P) and other after-school services will transition to virtual activities or modified in-person offerings as needed, ensuring ongoing academic support, enrichment, and social connection opportunities for students.

Food Services and Nutrition:

- The district will continue to operate meal distribution programs during closures or disruptions, ensuring students have access to nutritious meals.
- Grab-and-go meal options and delivery models will be activated as necessary, with communications provided in multiple languages to inform families.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

For the initial year, the plan is based on the the previosuly approved Learning Continuity Plan along with the District's Independent Study board policy and administrative regulation. This plan was shared with relevant educational partners for feedback.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Health and Safety Clearance:

- Local and state public health authorities must provide clearance that it is safe to reopen based on public health metrics (e.g., case rates, hospitalization rates, guidance on indoor gatherings).

Facility Readiness:

- School sites must undergo inspection to ensure that buildings are safe, utilities are functional, and any damage to infrastructure has been repaired.
- Necessary health and safety supplies (e.g., PPE, cleaning materials, hand sanitizers) must be stocked and available.

Staffing Readiness:

- Adequate staffing levels must be confirmed, including teachers, support staff, custodians, transportation, and food services personnel.

Communication to Families and Staff:

- Clear and timely communication must be provided to families, students, and staff regarding the reopening timeline,

safety procedures, schedules, and expectations.

Transportation and Nutrition Services:

- Transportation routes must be re-established, and meal services must be ready to resume operations according to health guidelines.

Instructional Readiness:

- Teachers and school staff must be prepared to support students' transition back, including academic re-engagement, social-emotional support, and assessing learning needs.

Emergency and Contingency Plans:

- Updated contingency plans must be in place in the event of a need for re-closure, including readiness to pivot back to remote learning if necessary.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Terra Nova High School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Terra Nova High School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This plan will be reviewed each year along with the California School Safety Plan.

Presence of Immigration Enforcement

The Jefferson Union High School District is committed to ensuring a safe and secure environment for all students and staff and protecting their rights. In the event of the confirmed presence of immigration enforcement on the schoolsite, the Jefferson Union High School District will notify parents and guardians of pupils, teachers, administrators, and school personnel. The content and timing of such notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite when determining when and how to issue the notification.

The notification may include a hyperlink to additional resources for families with information about their educational rights, state laws that protect parents' and students' privacy and confidentiality, and, if available, counseling or support services, which may include services that support families impacted by immigration enforcement, as well as model policies adopted by the Jefferson Union High School District pursuant to Education Code § 234.7(g). No personally identifiable information shall be included in the notification.

The term "immigration enforcement" includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law, and also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person's presence in, entry, or reentry to, or employment in, the United States.

https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=g5erSFCmn5xKWQfhoV0Vplusw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=yUWalPhgqJ5FNWtCqDPCjw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=zxfvZYmcKkpluslhKHzD4ftFA==&PG=6&IRP=0&isPndg=false
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https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=zeV6seAeFAmVEZRpyDKAgg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=zxfvZYmcKkpluslhKHzD4ftFA==&PG=6&IRP=0&isPndg=false
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=pUMpzQW5QGF70SjrM8c8jA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=zxfvZYmcKkpluslhKHzD4ftFA==&isPndg=&PG=6
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=7KgtoGW3OBuBrRislshLAUAwg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=uqJU2TAbTPmUoZeZcUDq2g==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&isPndg=&PG=6

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan is reviewed and evaluated annually and amended as needed by the School Site Council or designated School Site Safety Committee. Any updates made to the plan are shared with the law enforcement agency, the fire department, and any other first responder entities consulted in the development of the plan.

School District: Jefferson Union High School District

School Site: Terra Nova High School

Safety Plan Appendices

Coalition for Safe Schools and Communities

Disaster Response: The Big Five Webpage

Big Five Administration Packet

Hazard Responses

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

Trauma-Informed and Inclusive Practices Guide

Lesson Plans
Grade: 1-3 4-5 Middle High

San Mateo County Schools
Comprehensive School Safety Plan
Part One: Public Component
2025-26 School Year

School District:	Jefferson Union High School District
Address:	123 Edgemont Dr. Building A Daly City, CA 94015
School Site:	Terra Nova High School
School Address:	1450 Terra Nova Blvd, Pacifica, CA 94044 Pacifica, CA 94044
CDS Code:	41-68924-4137535
School Covered in Document	Terra Nova High School
Address of School Sites	1450 Terra Nova Blvd. Pacifica, CA 94044
Date of Adoption:	10-15-25

Approved by:

Name	Title	Signature	Date
See Attachment			
Steven Pofahl	Vice Principal		10-15-25
Michela Christensen	Registrar		10/15/25
Maya Lozowski	School Counselor		10/15/25
Ame Seibel	Vice Principal		10/15/25
Juan Manuel Venegas	Campus Supervisor		10/15/25