Comprehensive School Safety Plan
SB 187 Compliance Document

2025-26
School Year

School: Santa Lucia Middle School and SSC

CDS Code: 40-75465-6042980

District: Coast Unified School District

Address: 2850 Schoolhouse Lane
Cambria CA, 93428

Date of Adoption: 1/14/2026

Approved by:

Name	Title	Signature	Date
Dave Nygren	Principal		
Whit Donaldson	Teacher SLMS		
Ruben Campos	Director of M.O.T.		
Aymee Vialpando	Secretary SLMS		

Table of Contents

Senate Bill 187: Comprehensive School Safety Plan Purpose 4

Compliance Checklist for a Comprehensive School Safety Plan 5

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) 9

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100) 9

Earthquake 10

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines 12

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079) 13

(E) Sexual Harassment Policies (EC 212.6 [b]) 13

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) 13

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) 14

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) 14

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) 16

(K) Hate Crime Reporting Procedures 19

Emergency Action Plans for Before and After School Events 20

(J) Procedures to Prepare for Active Shooters 20

Procedures for Preventing Acts of Bullying and Cyber-bullying 20

Opioid Prevention and Life-Saving Response Procedures 20

Response Procedures for Dangerous, Violent, or Unlawful Activities 21

Instructional Continuity Plan 22

Introduction and Purpose of the Instructional Continuity Plan (ICP) 23

Engagement with Pupils and Families 23

Access to Instruction 24

Instructional Continuity 26

Access (Equity, Accessibility, and Inclusion) 26

Professional Learning 27

Well-Being and Support Services 27

Site-Based Collaboration 27

Return to Site-Based Learning 27

Integration with Comprehensive School Safety Plan (CSSP) 28
Review and Updates of this Instructional Continuity Plan (ICP) 28
Medical Emergency Response 29
(K) Heat and AQI Guidelines 30
Safety Plan Review, Evaluation and Amendment Procedures 31
Safety Plan Appendices 32
Safety Plan Review, Evaluation and Amendment Procedures 33
Santa Lucia Middle School and SSC Incident Command System 34
Incident Command Team Responsibilities 36
Emergency Response Guidelines 37
Step One: Identify the Type of Emergency 37
Step Two: Identify the Level of Emergency 37
Step Three: Determine the Immediate Response Action 37
Step Four: Communicate the Appropriate Response Action 37
Emergency Evacuation Map 38

Senate Bill 187: Comprehensive School Safety Plan Purpose

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

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

https://www.coastusd.org
A copy of the Comprehensive School Safety Plan is available for review at .

Compliance Checklist for a Comprehensive School Safety Plan

California Education Code Sections 32280-32289

Required Components for a Comprehensive School Safety Plan

Section 32281	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(b) (1) Plan is written and developed by a school site council (SSC). **(2)** The SSC may delegate this responsibility to a safety committee made up of principal/designee, teacher, parent of child who attends the school, classified employee, and others, if desired.	Include date and plan 1-14-26 Comprehensive School Safety Plan	Include planning committee roster Dave Nygren(Principal), SSC: President: Erica Lovegren: Parent, CGS teacher Co-President: Sunny Bivin: CGS Teacher Secretary: Martha Mercado: CUHS Student Other Members Whit Donaldson: SLMS Teacher Laura Orellana: Parent Alondra Bustillos: Parent, Admin Asst to Superintendent Dave Nygren: SLMS Principal Ed Arrigoni: CUHS Principal Celia Moses: CGS Principal Alisha Enns: Parent, teacher Mia Mendoza: CUHS student MOT Director Ruben Campos Chad Osman (Resource Officer), Whit Donaldson (CCTA), Aymee Vialpando (CSEA and Parent)
(b) (3) SSC/planning committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.	Include date and plan 1-14-26 Comprehensive School Safety Plan	Comments Met separately with Chad Osman. Plan sent to other members for input.

Section 32282	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) The comprehensive school safety plan includes, but is not limited to all of the following:	Include date and plan 1-14-26	Comments

(1) An assessment of the current status of school crime at the school and at school-related functions, which may be accomplished by reviewing one or more of the following types of information: • Office Referrals • Attendance rates/SARB data • Suspension/Expulsion data • California Healthy Kids Survey • School Improvement Plan • Local law enforcement juvenile crime data • Property Damage data	Include date and plan 1-14-26 Comprehensive School Safety Plan	Describe the data reviewed and key analysis points and table of findings Attendance and behavior data
(2) Identify 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, including but not limited to the following:	Include date and plan 1-14-26 Comprehensive School Safety Plan	Additional items to consider: Threat Assessment; Student Support Teams Additionally, work with Adam Helfand
(A) Child Abuse Reporting procedures	Include date and plan 1-14-26 Comprehensive School Safety Plan	Include board policy and site-specific steps Reviewed annually at the start of the year
(B) Disaster procedures, routine and emergency, crisis response plan including adaptations for pupils with disabilities and the following:	Include date and plan 1-14-26 Comprehensive School Safety Plan	Use the Standardized Emergency Management System (SEMS) as detailed in the California Emergency Services Act 8607 and the supporting California Code of Regulations

(i) Earthquake emergency procedures that include: (I) a school building disaster plan **Note**: Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners; theres may include but are not limited to: Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors; Weapons/Assault/Hostage; Explosion; Gas/Fumes (II) a drop procedure (students and staff take cover) dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools (III) protective measures to be taken before, during, and after an earthquake (IV) a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures	Include date and plan 1-14-26 Comprehensive School Safety Plan	Detail response procedures: • Lock Down • Secure School • Active intruder or other threat(s) Describe information on training and exercise drills: Reviewed annually at the start of the year with site staff. Drills held monthly and logged.
(ii) Establish procedures to allow a public agency, including the American Red Cross, to use school buildings, grounds and equipment for mass care and welfare shelters during an emergency.	Include date and plan 1-14-26 Comprehensive School Safety Plan	Comments Materials on site.
(C) Suspension / Expulsion policies and procedures	Include date and plan 1-14-26 Comprehensive School Safety Plan	Refer to board Policy, include site-specific steps, if needed Listed in this plan
(D) Procedures to notify teachers of dangerous pupils	Include date and plan 1-14-26 Comprehensive School Safety Plan	Refer to board Policy, include site-specific steps, if needed Included in this plan

(E) Discrimination and Harassment Policy. Include hate crim reporting procedures and policies here. **Note:** The Legislature encourages safety plans to include bullying policies and procedures to the extent that resources are available. Assembly Bill 9 Ch. 723 requires that all schools have an antibullying policy and AB 746 covers all types of bullying, including cyber-bullying. While it is not required to place these policies in the school safety plan, they may be placed here.	Include date and plan 1-14-26 Comprehensive School Safety Plan	Include complaint and investigation procedure Included in this plan
(F) Schoolwide Dress Code, if it exists, including prohibition of gang-related apparel	Include date and plan 1-14-26 Comprehensive School Safety Plan	Comments Included in this plan and in the SLMS handbook and website
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site	1-14-26 Comprehensive School Safety Plan	Reference campus visitor policies. Other items may include: crossing guard program, safe routes to school, pedestrian, vehicle and bicycle policies, traffic safety, etc Included in this plan and in the SLMS handbook and website
(H) A safe and orderly environment conducive to learning at the school.	1-14-26 Comprehensive School Safety Plan	Comments Included in this plan
(I) Rules and procedures on school discipline	Include date and plan 1-14-26 Comprehensive School Safety Plan	Comments Included in this plan and in the SLMS handbook and website
(c) Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees.	Include date and plan Reviewed by SLMS safety planning committee members 1-14-26	Comments
(d) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented. Keep and updated file of all non-sensitive safety-related plans and materials readily available for inspection by the public.	Review, update and approve by March 1 1-14-26 Comprehensive School Safety Plan	Demonstrate annually approved plan with board or district superintendent signature page Brought to the CUSD Board
(e) The Legislature encourages that policies and procedures aimed at the prevention of bullying be included in the comprehensive school safety plan. See (E) above.	Include date and plan 1-14-26 Comprehensive School Safety Plan	Comments

Section 32281.1	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)

(a) Schools are *encouraged* to include clear guidelines of the roles and responsibilities of the positions listed below (if used by the district): • Mental health professionals, school counselors • Community intervention professionals • School resource officers, police officers on campus	Include date and plan 1-14-26 Comprehensive School Safety Plan	Include planning committee roster Dave Nygren (Principal), Chad Osman (Resource Officer), Karela Lizaola(CSEA), Whit Donaldson (CCTA), Aymee Vialpando (SSC and Parent) Anja Johnson (counselor)

Section 32284	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
Plan may include procedures for responding to the release of a pesticide of other toxic substance from properties located within one-quarter mile of a school.	Include date and plan 1-14-26 Comprehensive School Safety Plan	Comments Included in this plan

----------	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
Emergency Action Plans for Before and After School Events	Include date and plan 1-14-26 Comprehensive School Safety Plan	Comments Included in this plan

Section 32288	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) Submit the plan to school district office of county office of education for approval.	Include date and plan January 2026: Comprehensive School Safety Plan	Comments
(b)(1) SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.	Include date and plan January 2026: Comprehensive School Safety Plan	See notification requirements in Section 32288 (b)(2) and recommendations in Section 32288 (b)(3) Brought to public CUSD Board Meeting

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
All incidents or suspected incidents are reported to San Luis Obispo County Child Welfare Services. All Coast Unified School District staff are trained in these procedures annually.

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

Disaster Plan (See Appendix C-F)
Emergency Procedures

Fire/Evacuation –
- Account for students

- Calmly evacuate the buildings (orange helmets, emergency bags, fire extinguishers, radios if you have them)
- Students quietly line up in:

o (1) athletic field
o (2) front field near rooms 5, 6 &7 at the bottom of the parking lot
o (3) blacktop basketball courts

- Display green card for “all accounted for/all safe”
- Display red card for “missing student/need assistance”
- Give information sheets to coordinator (Toby Cinque)
- Wait for further instruction

Earthquake –

- Students drop, cover and hold
- Upon direction, calmly evacuate buildings – same as above
- Wait for further instruction

Lockdown –

- Upon hearing directions:

o Check that doors are locked
o Close blinds
o Quietly reassure students

Triage – Handle health and injury emergencies – Communicate (Radio)

Student Area – Manage and reassure waiting students

Security – Manage the front gate and students being picked up (Radio)

Communications – Manage communication between centers (Radio)

Adaptations for Students with Disabilities

Students with Disabilities will be helped by aide and staff to complete the same actions as everyone else, according to their ability. Santa Lucia Middle School is committed to ensuring that students with disabilities are supported during emergency procedures, recognizing that their needs may differ in such situations (SB 323). For students with sensory challenges, noise-canceling headsets will be provided during emergencies to reduce stress and sensory overload. Additionally, step-by-step visual schedules tailored to various emergency scenarios will be created and practiced with students who need them. These schedules will be communicated with special education teachers, general education teachers, and paraprofessionals to ensure consistency and preparedness.

Public Agency Use of School Buildings for Emergency Shelters

Santa Lucia Middle School is designated as an emergency shelter. Basic supplies (water, blankets, sleeping cots, first aid materials) are stored on site.

Earthquake

Earthquake –

- Students drop, cover and hold
- Upon direction, calmly evacuate buildings – same as above
- Wait for further instruction

If evacuation of classrooms is deemed necessary:

- Account for students

- Calmly evacuate the buildings (orange helmets, emergency bags, fire extinguishers, radios if you have them)
- Students quietly line up in:

o (1) athletic field

o (2) front field near rooms 5,6 &7 at the bottom of the parking lot

o (3) blacktop basketball courts

- Display green card for “all accounted for/all safe”
- Display red card for “missing student/need assistance”
- Give information sheets to coordinator (Toby Cinque)
- Wait for further instruction.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

CAUSES FOR SUSPENSION AND/OR EXPULSION AS PER ED. CODE 48900

1. Caused, attempted to cause, or threatened to cause physical injury to another person, or willingly used force or violence upon the person of another, except in self-defense
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, as defined in Section 110007 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, as defined in Section 110007 of the Health and Safety Code, an alcoholic beverage or an intoxicant of any kind, or sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
5. Committed robbery or extortion
6. Caused or attempted to cause damage to school property or private property
7. Stole or attempted to steal school property or private property
8. Possessed or used tobacco, tobacco products, e-cigarettes, vaporizers or other nicotine containing products as provided in Section 48901 of the California Education Code
9. Committed an obscene act or engaged in habitual profanity or vulgarity
10. Unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11364 of the Health and Safety Code
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
12. Knowingly received stolen school property or private property

Additional grounds for suspension or expulsion per Section 48900.2 of the Ed. Code:

The following acts are given as non-exclusive examples of disruption of school activities, and (if willfully committed) willful defiance of valid authority of supervisors, teachers, administrators, and other school personnel while upon school premises, or while under the authority of school personnel:

1. Willful disobedience of the directions of school officials acting in the performance of their duties
2. Violation of school rules and regulations, including those concerning student organizations, the use of school facilities, or the time, place, and manner of unacceptable literature
3. Dishonesty, such as cheating or knowingly furnishing fake information to the school
4. Unauthorized entry to, or use of, the school, documents, records, or identification
5. Obstruction or disruption of classes, administration, disciplinary procedures, or authorized school activities
6. Habitual profanity or vulgarity
7. Open and persistent defiance of the authority of school personnel
8. A serious infraction of behavior standards or announced school rules which is inimical to the welfare of the student body
9. Hazing (to harass by banter, ridicule, or criticism; or to play abusive and humiliating tricks on by way of initiation)
10. Willful or negligent conduct likely to result in injury to another student, school employee, or other person, or damage to school property
11. Appearance and lack of cleanliness which is detrimental to the welfare of the student body, or which contradicts an established dress code or generally accepted health standards
12. Disorderly, lewd, indecent, obscene, or offensive conduct or expression which interferes with the school's primary educational responsibility, or adversely effects a student's standing as a responsible member of the school community
13. Fighting or attempting to fight; gang fighting
14. Use or possession of fireworks or matches (including arson or any unauthorized starting of a fire)
15. Failure to be diligent in study
16. Intimidation
17. Use or possession of any concealed electronic listening or recording device in any classroom without prior consent of the teacher and principal
18. Gambling on the school premises or at school related activities
19. Entering closed areas around the campus
20. Absent from, or late to, class/campus without permission

RECOMMENDATION FOR EXPULSION

The principal or district superintendent shall recommend a pupil's expulsion for any of the following acts:

- Causing serious physical injury to another person, except in self-defense
- Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the student at school or at a school activity off school grounds
- Unlawful possession or sale of any controlled substance as defined in Section 110007 of the Health and Safety Code and Coast Substance and Drug Policy
- Robbery or extortion

Expulsion may also be recommended by the principal, district superintendent, or by a hearing officer or administrative panel when:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupils or others.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

All site staff will be notified by the site administrator (or designee) about the presence of potentially dangerous students. Other agencies will be notified and brought in for support as necessary.

(E) Sexual Harassment Policies (EC 212.6 [b])

SEXUAL HARASSMENT

Definition: (Per Education Code 212.5; 5 CCR 4916) prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress
- Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions effecting the individual
- The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment
- Submission to or rejection of the conduct by the individual is used as the basis for any decision effecting the individual regarding benefits and services, honors, programs, or activities available at or through the school

Other types of conduct which are prohibited in the school district and which may constitute sexual harassment include:

- Unwelcome leering, sexual flirtations, or propositions
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, stories, drawings, pictures, or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Massaging, grabbing, fondling, stroking or brushing the body
- Touching an individual's body or clothes in a sexual way
- Purposefully limiting a student's access to educational tools
- Cornering or blocking of normal movements
- Displaying sexually suggestive objects in the educational environment
- Any act of retaliation against an individual who reports a violation of the school district's sexual harassment policy, or who participates in the investigation of a sexual harassment complaint

Consequences for Sexual Harassment:

- Sexual harassment is a suspendable offense per Education Code 48900.

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

DRESS CODE:

The general atmosphere of a school must be conducive to learning. If a student's general attire or appearance represents a danger to his/her health or welfare, or attracts undue attention to the extent that it becomes a disruptive factor in the school, the principal or his/her designee or teacher will ask the student to make the necessary changes. In the event the change does not take place in the time allowed, the principal or his/her designee will prescribe the necessary action to be taken by the school under the rules and regulations prescribed by the State Education Code and School Board Policies. In addition, it is recognized that the school shares with parents a responsibility for teaching its youth appropriateness of dress. It is a mark of maturity when a student can freely choose appropriate apparel, which still demonstrates individuality. In the interest of health, safety, cleanliness, decency, and decorum among students, the following regulations have been adopted by the Board of Education:
In general, wearing apparel will be determined at the discretion of the parent. However, at any time when there is evidence that choice of clothing or a student's appearance potentially endangers the student's health or safety, or otherwise interferes with the educational process and the mission of the school, the school will exercise its rights and responsibilities to intervene and take corrective action. Below is the adopted dress code of Coast Unified School District:

Clothing shall be sufficient to conceal undergarments except for straps on shoulders. Garter belt straps are not allowed. Shirts must not be strapless,collar/neckline may not be lower than your armpit height, and shirts may not be see-through. Shirts must fully cover the student including the midriff. Pants and shorts must be worn above the hips. Jackets and sweaters do not make you compliant with dress code. What you are wearing under your jacket/sweatshirt must meet dress code. Blankets, pajamas/sleepwear are not considered appropriate clothing. Gang affiliated items such as hair nets, "grill" teeth, bandanas, gang colors, jewelry, emblems, clothing, badge, symbols, large chains, signs or other things which are viewed as evidence of membership or affiliation in any gang are prohibited.
Personal items (backpacks, jewelry, binders, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any insignia which are crude, vulgar, profane or sexually suggestive, which bare drug (e.g. Cookies brand), alcohol or tobacco company advertising, promotions or likenesses, which advocate racial, ethnic or religious prejudice or are physically dangerous.
Hats are not forbidden on campus, however, students are required to wear their hats forward-facing and respect the request of individual teachers regarding the wearing of hats inside buildings.

Consequences:
School administration will have the final decision of any controversial attire. Students who violate the dress code shall take one of the following actions:
Change into appropriate clothing if it is already available at school to meet the dress code standard for the remainder of the day.
Call a parent for a change of clothing for the student to meet the dress code standard for the remainder of the day.
Choose to change into school-provided clothing to meet the dress code standard for the remainder of the day.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Santa Lucia Middle school works to ensure that students, parents and staff all have safe ingress and egress to and from the school site. Santa Lucia Middle School is located at 2850 Schoolhouse Lane in Cambria California. The campus lies at the dead end of this residential street, lined on one side by a small apartment complex and sidewalk, the other side being an open field. The campus has one point of entry/exit at the front of the campus. This is also the location for bus drop off/pick up. Beginning at 7:30 am, staff supervise the arrival and departure of students from the campus until roughly 4:00 pm. Through an MOU with the Champions program, an after school program, is offered until 6:00 pm. A supervision ratio of 20 to one is set for the Champions program.

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

Component:
Safe Place to Learn Act (E.C.sections 220, 221.5 and 234.1)

The district is committed to providing a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, facilities, and activities. The district prohibits, at any school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, the perception of one or more of such characteristics; or association with a person or group with one or more of theses actual or perceived characteristics. Students who engage in discrimination, harassment, intimidation, bullying, or retaliation will be disciplined. For a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to file a complaint of violation of these policies, please contact the district superintendent's office at (805) 927-6121.

Each student is permitted to participate in sex-segregated school programs and activities and access facilities consistent with his/her gender identity, irrespective of the gender listed on the student's records. To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students, the district will address each situation on a case-by-case basis in accordance with law and Board Policy. If any student believes his/her privacy or religious beliefs and/or practices requires increased privacy he/she may contract the district's Superintendent at (805) 927-6121. Each such situation will be addressed on a case-by-case basis and in accordance with the law and Board Policy.

Element:
Training and Practice

Opportunity for Improvement:
School staff, and students, will review emergency procedures regularly

Objectives	Action Steps	Resources	Lead Person	Evaluation
Update procedures	Review current procedures, update them as needed and train staff as needed.	*Emergency procedure paperwork (procedural steps, phone trees, incident command flow charts, etc) *Emergency equipment *Drill schedules	Dave Nygren, SLMS principal	The effectiveness of the drills will be reviewed, discussed and records kept.
Improve emergency communication	Update and train on the communication currently in place.	*One call phone system *Parent Square	Dave Nygren, SLMS principal	The effectiveness of drills will be reviewed and a record will be kept

Component:
Student Health

Element:
Social emotional well being

Opportunity for Improvement:
Continue to gather data in this area and work with partners in implementing effective strategies/programs for student benefit

Objectives	Action Steps	Resources	Lead Person	Evaluation
Gather data on student social emotional well being	*Update and review SLMS Early Warning System in Aeries * Update and review SLMS student at-risk screener *SEL lessons twice a month for all students using the Pathways curriculum *Motivational speakers during assemblies, like Retro Bill	*Staff knowledge *Aeries *County Mental Health *Transitions Mental Health	Dave Nygren, SLMS principal	Review data collected in this area
Counseling services	*Continue with the Prevention and Early Intervention grant to provide mental health counseling, Friday Night Live and Family Advocate services	*San Luis Obispo County Mental Health *The Link (Family Advocate services)	Dave Nygren, SLMS principal	Progress monitoring is done monthly between school staff and PEI staff

Component:
Physical safety of the school campus

Element:
Facilities

Opportunity for Improvement:
Review the physical safety of campus facilities

Objectives	Action Steps	Resources	Lead Person	Evaluation
Campus safety	Safety will be examined on the school campus	Safety inspections	Ruben Campos, MOT Director	Regular safety inspections will be carried out
Maintenance	Maintenance and Operations staff will work with school staff to monitor campus safety and will report issues that need to be addressed	*MOT staff *School staff *School Dude reporting system	Dave Nygren, SLMS principal	Work requests will be monitored in the Follet System

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

Santa Lucia Middle School and SSC Student Conduct Code

Conduct Code Procedures

PROGRESSIVE DISCIPLINE PLAN
Step 1 Minor Behavioral Problems

Examples: Minor class disruptions
Inappropriate language
Student arguments

The teacher will implement appropriate action, which should include one or more of the following strategies:

a. Conference with student
b. Parent contact
c. Move student's seating assignment
d. Academic Progress Report sent to parent
e. Conference with counselor and/or principal
f. Review student records
g. Class level change

Step 2 Attempts at Step 1 have been tried and have failed, or the behavior is severe enough to warrant the student's immediate removal from class.

Examples: Fighting/Assault
Weapons
Drugs/Alcohol
Fire/Explosives
Gross disrespect/Extreme vulgar language

a. The teacher will write a referral with specific details of the problem. This must include exact words, gestures, and circumstances that will help the counselors and administrators more accurately deal with the problem.
b. Sending the referral to the office with a student other than the offending student is advisable.
c. When the offending student arrives at the office, he/she will sit in the office for the remainder of the period or until the referral is reviewed and the student is counseled and/or a disciplinary consequence is assigned.

CAUSES FOR SUSPENSION AND/OR EXPULSION AS PER ED. CODE 48900
1. Caused, attempted to cause, or threatened to cause physical injury to another person, or willingly used force or violence upon the person of another, except in self-defense
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, as defined in Section 110007 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, as defined in Section 110007 of the Health and Safety Code, an alcoholic beverage or an intoxicant of any kind, or sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
5. Committed robbery or extortion
6. Caused or attempted to cause damage to school property or private property
7. Stole or attempted to steal school property or private property
8. Possessed or used tobacco, tobacco products, e-cigarettes, vaporizers or other nicotine containing products as provided in Section 48901 of the California Education Code
9. Committed an obscene act or engaged in habitual profanity or vulgarity
10. Unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11364 of the Health and Safety Code
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
12. Knowingly received stolen school property or private property

Additional grounds for suspension or expulsion per Section 48900.2 of the Ed. Code:

The following acts are given as non-exclusive examples of disruption of school activities, and (if willfully committed) willful defiance of valid authority of supervisors, teachers, administrators, and other school personnel while upon school premises, or while under the authority of school personnel:

1. Willful disobedience of the directions of school officials acting in the performance of their duties
2. Violation of school rules and regulations, including those concerning student organizations, the use of school facilities, or the time, place, and manner of unacceptable literature
3. Dishonesty, such as cheating or knowingly furnishing fake information to the school
4. Unauthorized entry to, or use of, the school, documents, records, or identification
5. Obstruction or disruption of classes, administration, disciplinary procedures, or authorized school activities
6. Habitual profanity or vulgarity
7. Open and persistent defiance of the authority of school personnel
8. A serious infraction of behavior standards or announced school rules which is inimical to the welfare of the student body
9. Hazing (to harass by banter, ridicule, or criticism; or to play abusive and humiliating tricks on by way of initiation)
10. Willful or negligent conduct likely to result in injury to another student, school employee, or other person, or damage to school property
11. Appearance and lack of cleanliness which is detrimental to the welfare of the student body, or which contradicts an established dress code or generally accepted health standards
12. Disorderly, lewd, indecent, obscene, or offensive conduct or expression which interferes with the school's primary educational responsibility, or adversely effects a student's standing as a responsible member of the school community
13. Fighting or attempting to fight; gang fighting
14. Use or possession of fireworks or matches (including arson or any unauthorized starting of a fire)
15. Failure to be diligent in study
16. Intimidation
17. Use or possession of any concealed electronic listening or recording device in any classroom without prior consent of the teacher and principal
18. Gambling on the school premises or at school related activities
19. Entering closed areas around the campus
20. Absent from, or late to, class/campus without permission

RECOMMENDATION FOR EXPULSION

The principal or district superintendent shall recommend a pupil's expulsion for any of the following acts:

- Causing serious physical injury to another person, except in self-defense
- Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the student at school or at a school activity off school grounds
- Unlawful possession or sale of any controlled substance as defined in Section 110007 of the Health and Safety Code and Coast Substance and Drug Policy
- Robbery or extortion

Expulsion may also be recommended by the principal, district superintendent, or by a hearing officer or administrative panel when:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupils or others.

(K) Hate Crime Reporting Procedures

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. (Education Code 233; Penal Code 422.55)
(cf. 5145.9 - Hate-Motivated Behavior)Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)
(cf. 5145.3 - Nondiscrimination/Harassment)

Incidents are to be immediately reported to a teacher or the principal. Parents should call the principal directly if a student reports an incident to them. Upon report principal will:
1. At all times work to ensure the safety of students.
2. Work to keep the reporter confidential.
3. Take a written account
4. Conduct an investigation
5. Make a decision on the incident and consequences for the offending student. The school's progressive discipline policy will be used, but consequences may include suspension even for first offenses depending on the severity of the offense. Repeated offenses may lead to the recommendation of expulsion.
6. Report results of the investigation and the consequences to the parties involved.

Emergency Action Plans for Before and After School Events
Supervision is a priority for before and after school events. The emergency procedures in place during the school day at Santa Lucia apply before, during and after all school events.

(J) Procedures to Prepare for Active Shooters
We do two lockdown drills a year in conjunction with our SRO Chad Osman, all students head inside classrooms, teachers lock doors, pull shades, and wait quietly until given the all clear by the principal.

Procedures for Preventing Acts of Bullying and Cyber-bullying
Every student is entitled to a safe school environment free from discrimination, harassment, intimidation and bullying.
The District's Policy on Bullying can be accessed on the District's website. Copies are available in the school office.
1. The school and district prohibits bullying. This includes, but is not limited to, discrimination , harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. Bullying is defined in Education Code section 48900(r).
2. School personnel must immediately intervene if they witness an act of discrimination , harassment, intimidation or bullying, provided it is safe to do so.
3. Acts of discrimination or bullying should be brought to the attention of the principal.
4. You may make an anonymous complaint by contacting the principal or the District's Nondiscrimination/Anti-Bullying Coordinator. If there is sufficient corroborating information, the District will commence an investigation.
5. Complaints of bullying or discrimination will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate.
6. Students who violate the District' s policies on bullying or discrimination may be subject to discipline, including suspension and expulsion.
7. The District prohibits retaliation against individuals who make complaints of bullying or provide information related to such complaints.
8. Students and parents also may contact the site principal or District's Nondiscrimination/Anti- Bullying Coordinator: Dave Nygren, dnygren@coastusd.org, 805 927 3693

Opioid Prevention and Life-Saving Response Procedures
As a school serving young students, Santa Lucia Middle School has developed a protocol to address potential opioid overdoses in an effort to combat the ongoing opioid crisis and the fentanyl-related youth health emergency (SB 10).
Opioids are substances derived from the poppy seed, as well as synthetic and semi-synthetic compounds. They interact with the brain's opioid receptors and are often prescribed for pain management due to their sedative and analgesic effects. However, prolonged use or misuse without medical supervision can lead to dependence and severe health issues. Overdose occurs when a high dose or combination of opioids is present in the body, potentially leading to respiratory failure and death.
Fentanyl, a powerful synthetic opioid approximately 50–100 times stronger than morphine, is a leading contributor to the surge in overdoses. It is frequently mixed with other substances such as heroin and counterfeit prescription pills, often without the user's knowledge. Fentanyl has also been found in marijuana, capsules, and brightly colored forms known as "rainbow fentanyl," designed

to appeal to children. The California Department of Public Health has issued alerts regarding rainbow fentanyl due to its potential danger to young people.

Narcan
Naloxone, commonly known by its brand name Narcan, is a life-saving medication that can rapidly reverse the respiratory effects of an opioid overdose. It restores normal breathing in individuals experiencing respiratory distress caused by opioid overdose.
At Santa Lucia Middle School, Narcan is on site, and staff are made aware of it's location and of how to use the medication. Staff members will be trained annually on the use of Narcan and to recognize opioid and fentanyl use, abuse, and prevention strategies. For more information, please contact the school principal.

Response Procedures for Dangerous, Violent, or Unlawful Activities
ASSESSMENT AND RESPONSE TO REPORTS OF DANGEROUS, VIOLENT, OR UNLAWFUL ACTIVITY
Santa Lucia School has established clear procedures to assess and respond to reports of dangerous, violent, or unlawful activity (SB 671).
If a staff member, parent, student, or community member becomes aware of any actual or potential "dangerous, violent, or unlawful activity," they are required to report it to a school administrator immediately. The administrator, typically the school Principal, will assess the report's seriousness. If the threat is deemed credible and not transient, law enforcement and appropriate school officials will be notified.
In some cases, the school may also escalate concerns to the Coast Unified School District Office for further action.

Immigration Enforcement Procedures and Notifications
Coast Unified School District
Purpose
The Coast Unified School District (CUSD) is committed to providing a safe, inclusive, and welcoming educational environment for all students, regardless of immigration status. In accordance with California law, this section establishes procedures for responding to immigration enforcement activities and for notifying the school community when such activity is confirmed on or near a school campus.

Response to Immigration Enforcement on Campus
If immigration enforcement officers (including Immigration and Customs Enforcement or similar federal agencies) are observed on or near a school campus, the following procedures shall be implemented:
Immediate Administrative Notification
Any staff member who becomes aware of immigration enforcement presence shall immediately notify the site administrator or designee.
The site administrator shall notify the Superintendent or designee as soon as practicable.

Verification of Legal Authority
School officials shall not allow immigration enforcement officers access to non-public areas of campus without a valid judicial warrant, court order, or judicial subpoena.
Any documents presented by enforcement officers shall be reviewed by the Superintendent or designee prior to any action.

Limitation of Access and Cooperation
Immigration enforcement officers shall not question students, remove students, or access student records without lawful authority.
District staff shall not assist with immigration enforcement activities beyond what is legally required.

Required Notification to Families and School Community
In accordance with California Senate Bill 98, Coast Unified School District shall notify the school community when immigration enforcement presence is confirmed on or adjacent to a school campus.

Who Will Be Notified
When immigration enforcement presence is confirmed, the District shall notify, as appropriate:
Parents and guardians
School staff and employees
Other members of the school community

Timing of Notification
Notification shall occur as soon as practicable following confirmation, consistent with student safety, campus operations, and legal guidance.

Method of Notification
Notifications may be delivered through established District communication systems, including ParentSquare, email, automated phone or text messaging, and other appropriate channels.
Translation services shall be provided as needed to ensure accessibility for families.

Content of Notification
Notifications shall be factual and shall:
Confirm that immigration enforcement activity has been verified on or near a school site;
Include the date and approximate time of confirmation;
Provide general location information sufficient to inform families while maintaining safety;
Include information about available resources, such as counseling support and “Know Your Rights” materials.
Notifications shall not include personally identifiable information about any individual.

Protection of Student Records and Information
The District shall not release student or family information for immigration enforcement purposes unless:
Required by a valid judicial warrant, court order, or subpoena; or
Authorized by written consent of a parent, guardian, or eligible student.
The District shall not collect, maintain, or share information for the purpose of creating lists or databases based on immigration status, national origin, religion, or any other protected characteristic.

Student and Family Support
Staff shall be mindful that immigration-related topics may cause fear or anxiety among students.
Students expressing concerns related to immigration enforcement shall be referred to a site administrator, school counselor, or the District’s family advocate for support and referral to appropriate resources.
District staff shall not provide legal advice but may share information about trusted community resources and District-sponsored informational sessions.

Training and Annual Review
Site administrators and designated staff shall receive guidance on these procedures as part of safety planning and administrative training.
These procedures shall be reviewed annually and updated as part of the Comprehensive School Safety Plan review process to ensure continued compliance with state law and guidance from the California Attorney General.

This section satisfies the immigration enforcement notification requirements established by California Senate Bill 98 and aligns with Board Policy 5145.13 and applicable provisions of California Education Code.

Instructional Continuity Plan
The Coast Unified School District (CUSD) serves the communities of Cambria, San Simeon, Cayucos, and surrounding rural areas on California's Central Coast. The district includes a TK-5 elementary school, a 6-8 middle school, a comprehensive high school, and a continuation high school, with a total enrollment of approximately 460 students. The student population is diverse. CUSD prioritizes addressing the needs of all students, including socioeconomically disadvantaged students (87%) and English Learners (36%), as these populations represent a significant portion of the student body across all school sites. Recognizing changing demographics and increasing needs, the district is committed to fostering educational excellence through collaborative relationships and robust support systems. CUSD is dedicated to maintaining continuous excellent education and supports for our students during emergencies.
CUSD engaged educational partners in its Learning Continuity and Attendance Plan. Regular communications, surveys, and meetings—both general and targeted—ensured that parent, student, and staff voices are reflected in planning. During the COVID

pandemic, public meetings, including those with translation services, were conducted via Zoom to ensure accessibility. Input gathered during this emergency highlighted priorities such as keeping students engaged, mitigating academic setbacks, and addressing social-emotional needs during the pandemic. This feedback guided the development of a Distance Learning Plan, which includes live, interactive instruction, robust support services, and structured schedules to maintain engagement and quality learning experiences. This Learning Continuity Plan builds upon our Distance Learning Plan, which had many successful elements related to addressing student learning during emergencies.

To address learning loss and continuity of instruction during emergencies, CUSD employs regular assessments, a one-to-one digital device program, and tailored supports for all students, including English Learners, students with disabilities, students with unique needs, and those in foster care or experiencing homelessness. Professional development for teachers and staff has been a cornerstone of the district's response, equipping educators with tools and strategies for effective distance learning. If an emergency arises, staff will be involved in professional training allowing them to deliver instruction through digital or remote tools as necessary. The district staff is skilled in utilizing remote systems like Google Meet and Zoom, which allows instruction to be done in large or small group settings remotely. CUSD remains dedicated to fostering an inclusive and supportive environment for all students, ensuring academic success and well-being during these challenging times. We are confident that these supportive and inclusive environments can be created remotely, if needed during an emergency.

Communicating with families regularly during an emergency is essential. To ensure families stay informed, communication will be conducted through school newsletters on ParentSquare, email, and phone. These newsletters will provide families with information on how to access both academic and social/emotional support. Additionally, our family advocate through the Link will be accessible through remote communication to assist with family needs like food and health care.

Our schools will continue to provide regular meals, as possible, with safe, outdoor pickups and delivery options for these meals. Instruction will remain consistent, with teachers meeting at least four times a week with students through Zoom or Google Meet. Remote counseling will be available on a regular basis to support students' mental health needs. Furthermore, PE and the arts will be incorporated into the remote educational experience to ensure a well-rounded curriculum.

In preparation for a safe return to in-person instruction after an emergency, CUSD has enhanced campus safety through investments in hygiene infrastructure, personal protective equipment (PPE), and training. Those safety elements are still in place or will be put back in place (PPE) when necessary. The district has enough desks and classrooms to allow for significant student spacing of seating, if necessary. Additionally, air filters are still in the classrooms and would be consistently used if the emergency warrants that.

The district also introduced a "learning pod" model to support students on campus while maintaining distance learning, prioritizing vulnerable student groups for participation. Learning Pods would be put back in place if the emergency student needs indicated. Collaboration with local health agencies, bargaining units, and community partners ensures the comprehensive implementation of safety protocols and the continuity of support services, including mental health counseling and resource advocacy for families.

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 1/14/2026 and adopted by Santa Lucia Middle School and SSC on 1/14/2026 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, Santa Lucia Middle School and SSC 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

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.

Refer to detailed Instructional Continuity Plan on page 22

Support for Special Needs

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

Refer to detailed Instructional Continuity Plan on page 22

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Santa Lucia Middle School and SSC will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Refer to detailed Instructional Continuity Plan on page 22

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, Santa Lucia Middle School and SSC 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.

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.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Santa Lucia Middle School and SSC 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.

Refer to detailed Instructional Continuity Plan on page 22

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.

Refer to detailed Instructional Continuity Plan on page 22

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.

Refer to detailed Instructional Continuity Plan on page 22

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.

Refer to detailed Instructional Continuity Plan on page 22

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Refer to detailed Instructional Continuity Plan on page 22

English Leaners (EL)

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

Refer to detailed Instructional Continuity Plan on page 22

Professional Learning

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

Refer to detailed Instructional Continuity Plan on page 22

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.

Refer to detailed Instructional Continuity Plan on page 22

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

Refer to detailed Instructional Continuity Plan on page 22

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.

Refer to detailed Instructional Continuity Plan on page 22

Site-Based Collaboration

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

Refer to detailed Instructional Continuity Plan on page 22

Return to Site-Based Learning

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

Refer to detailed Instructional Continuity Plan on page 22

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Santa Lucia Middle School and SSC's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Santa Lucia Middle School and SSC'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:

The shared SSC is a group representing parents, students, staff, and community and reviews and updates the ICP during it's regularly scheduled meetings.

Medical Emergency Response

If the incident occurred in school:

Call 911.

Notify CPR/first aid certified persons in the school building of medical emergencies (names of CPR/first aid certified persons are listed in the Crisis Team Members section of the Site Emergency Response Plan).

If possible, isolate affected student/staff members.

The site administration establishes communications via phone or radio and notifies the District Office/Superintendent of status/intent.

Principal designates a staff person to accompany the injured/ill person to the hospital. Have attendance print out the student information to take with the student.

Site Administrator notifies parent(s) or guardian(s) of affected students.

Direct witness(es) to school psychologist/counselor. Contact parents if students are sent to a psychologist/counselor.

Determine a method of notifying students, staff, and parents.

If the incident occurred outside of school:

Activate school crisis team.

Notify staff before normal operating hours.

Determine the method of notifying students and parents. Announce the availability of counseling services for those who need assistance.

(K) Heat and AQI Guidelines

All staff are trained in dealing with heat related illness. The following guidelines are adhered to:

Heat and AQI Guidelines					
BAND	**AQI Values**	**Level of Health Concern**	**Cautionary Statements**	**Outdoor Activities, Practice, Games and Camps**	**Temperature Degrees (F)**
1	0-100	Good/Moderate	Unusually sensitive people should Consider reducing prolonged or heavy exertion outdoors	1) Frequent hydration whenever needed 2) Frequent shade breaks	below 100
2	101-150	Unhealthy for sensitive groups	Active children and people with lung disease, such as asthma, should reduce prolonged or heavy exertion outdoors	1) Reduced/modified physical activity outdoors/practice after 2:00 PM. 2) Frequent Hydration 3) Frequent shade breaks	below 100
3	151-200	Unhealthy	Active children and people with lung disease, such as asthma, should reduce prolonged or heavy exertion outdoors. Everyone else, especially children should reduce prolonged or heavy exertion outdoors	1) No practice/outdoor activity after 2:00 PM. 2) PE classrooms operate indoors after 12:00 PM 3) Sensitive students are excused from required outdoor/PE activity and are to remain indoors 4) Frequent hydration whenever needed	100 to 104
4	201-500	Very Unhealthy/ Hazardous (AQI 301+)	Active children and people with lung disease, such as asthma, should reduce prolonged or heavy exertion outdoors. Everyone else, especially children should reduce prolonged or heavy exertion outdoors	1) ASSP/School outdoor practice events cancelled 2) PE classrooms operate indoors 3) Sensitive students are excused from required outdoor/PE activity and are to remain indoors 4) Rainy day/inclement schedule activated. AM Recess permitted and outdoor activities until 11:00 AM 5) Frequent hydration whenever needed	105 and over

1. AQI is determined by the EPA for Cambria, California.
2. Temperature is determined by the National Weather Service forecast for Cambria, California.
3. AQI/Heat alerts for bands 2-4 are sent to the following:

   Administration, Site Clerical, Health Aide, MOT and Nutrition Services

Safety Plan Review, Evaluation and Amendment Procedures

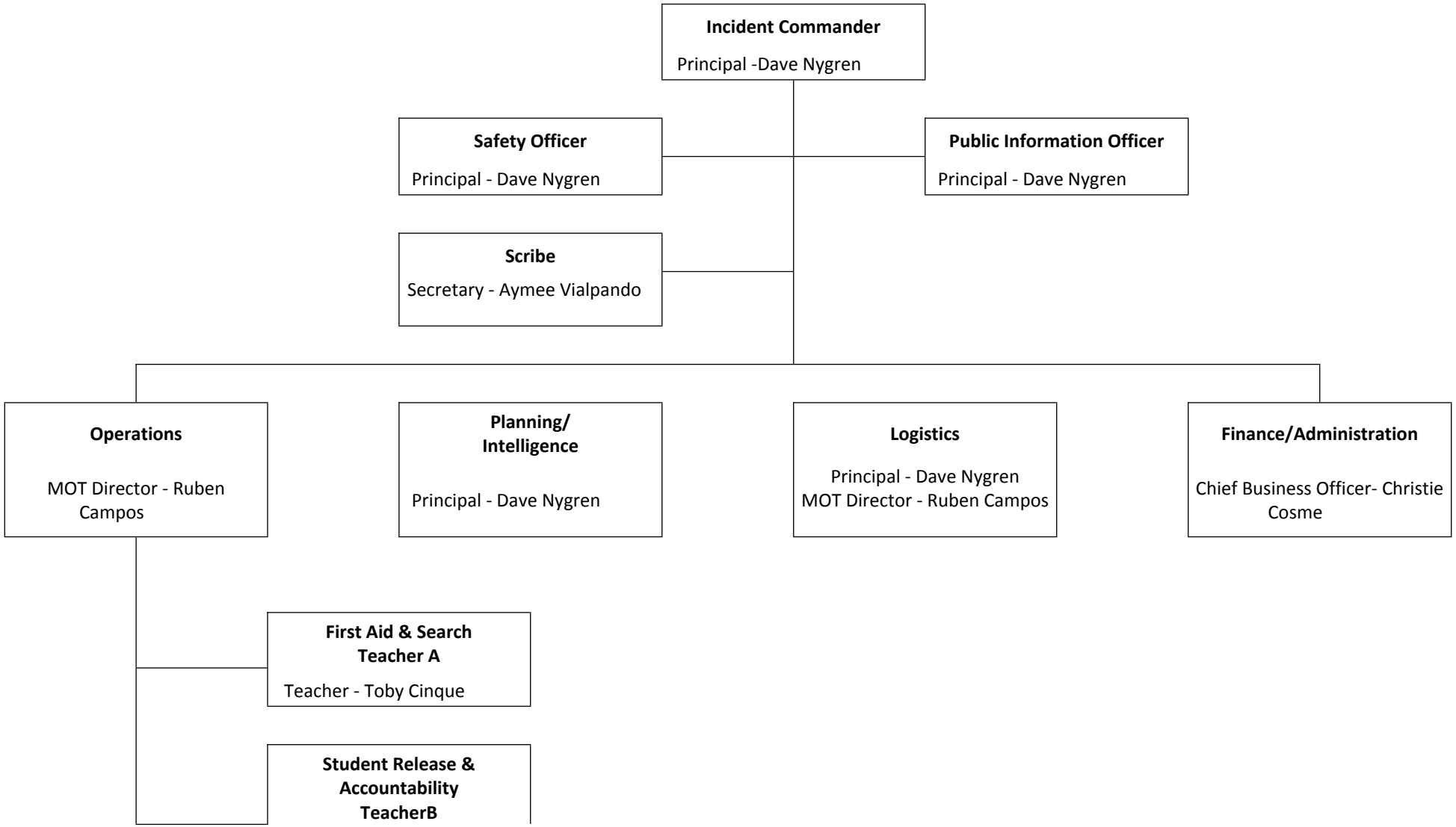
The safety plan is reviewed annually, at a minimum, with school staff, partners in law enforcement, County Mental Health and parent stakeholder groups. Data is analyzed and improvements/amendments are suggested and added as part of the plan. Safety Plans are approved by the Coast Unified School District Board of trustees.

Safety Plan Appendices

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Safety Plans are submitted by January 1st to the Director of M.O.T. who keeps the documentation. Additional copies are available for review at the school office, on the school and district websites.	January of the current year.	Documentation located with director of M.O.T.
A law enforcement agency was consulted with in the writing and development of the original Comprehensive School Safety Plan.	January of the current year.	Local law enforcement agency
Plan is written and developed by a school site council (SSC) or a safety planning committee.	January of the current year.	School Site Council Committee
The CSSP is communicated to the public during parent meetings at Back To School Night.	Beginning of the school year	School Administration
School Safety Committee/Planning Committee identifies areas of need/focus for the year.	January of the current year.	School Administration
School Safety Committee/Planning Committee reviews and addresses, as needed, the school's procedures for complying with existing laws related to school safety.	January of the current year.	School Committee
Drop Procedure Drills/Earthquake Drills (to be held once each quarter in elementary and once each semester in secondary schools).	October of the current year	School Administration

Santa Lucia Middle School and SSC Incident Command System



Teacher - Colleen Poynter
Registrar/Translator - Aymee Vialpando
Principal - Dave Nygren

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
Incident Commander (IC) at the school site and the Emergency Operations Center (EOC) Director at the district level. The IC, usually the school principal, divides up tasks and delegates responsibilities to the site staff members. Staff has received initial training that is followed up by regular emergency drills, along with additional training, as needed. The IC will follow up on the decisions made and closely monitor the progress of the incident to its conclusions and beyond. During the incident, the District provides the necessary resources and support to help bring the situation to an expedient resolution.

California Government Code Section 3100 declares that in the event of a local or state emergency or federal disaster declaration, public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by superiors or law. Staff members are assigned specific responsibilities that help to facilitate a well-structured resolution to the emergency situation.

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
*Fire/Evacuation
*Earthquake (possible evacuation)
*Lockdown
*Shelter In Place

Step Two: Identify the Level of Emergency
The severity of the emergency is determined by administration

Step Three: Determine the Immediate Response Action
The appropriate procedural steps are determined

Step Four: Communicate the Appropriate Response Action
The response is communicated through:
*Schoolwide intercom system (for immediate communication)
*One-call phone system (site or districtwide communication as well as community/stakeholder communication)
*Parent Square communication program
Administrative discretion is used in communication.

Emergency Evacuation Map