



COMPREHENSIVE SCHOOL SAFETY PLAN
Part I – Public Components
2020-2021

District: Santa Cruz City Schools
Superintendent Kris Munro
Phone Number: 831-429-3410
E-mail Address: superintendent@sccs.net

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Purpose of the Comprehensive School Safety Plan (CSSP)

Sections 32280-32288 of the California Education Code outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a Comprehensive School Safety Plan relevant to the needs and resources of that particular school.

It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated Comprehensive School Safety Plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses. Comprehensive School Safety Plans are required under SB 719 & AB 115 and must contain the following elements:

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

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In January every year, the school will report on the status of its school safety plan including a description of its key elements in the annual School Accountability Report Card (SARC).

A copy of the Comprehensive School Safety Plan Public Version – Part I is available for review at the Santa Cruz City Schools office, and online at sccs.net.

Plan Development and Approval

The Santa Cruz City Schools Comprehensive School Safety Plan has been developed by:

- X School Site Council
- X School Safety Planning Committee

Which includes the following members:

| Name | Membership Role |
|---------------|--|
| Kris Munro | Superintendent |
| Casey O'Brien | Principal from Santa Cruz City Schools |
| Lisa Orozco | Parent whose child attends the School |
| Teo Lopez | Classified Employee |
| Ruben Badeo | Law Enforcement Agency Representative |
| Amy Spiers | Other |

| Key Dates of Plan Development and Approval | Date(s) |
|---|-------------------|
| Meeting with representative of law enforcement agency to develop the Plan | February 8, 2021 |
| Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan | February 3, 2021 |
| School Site Council approval of the Plan | February 1, 2021 |
| School District Board approval of the Plan | February 24, 2021 |
| Submission to Santa Cruz County Office of Education for audit review | March 1, 2021 |

Current Status of School Crime

This section presents data that will be analyzed to assess the current status of school crime committed on the Santa Cruz City Schools campuses and at school-related functions. Data presented include:

| Branciforte Middle School | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|
| Incident Type | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Suspensions (Total #) | 7 | 33 | 32 | 22 | 17 |
| Expulsion (Total #) | 1 | 3 | 0 | 0 | 0 |
| Chronic Absentee Rate (%) | N/A | 13% | 13% | 9% | 10% |
| Discipline for Bullying and Harassment (Total #) | 3 | 4 | 0 | 1 | 3 |
| Discipline for Fighting/Physical Harm (Total #) | 2 | 20 | 10 | 11 | 13 |
| Discipline for Substance Abuse (Total #) | 2 | 6 | 6 | 11 | 3 |
| Incidents involvement Law Enforcement (Total #) | N/A | N/A | 0 | 0 | 0 |

Findings from the analysis of the data presented above include:

Suspension and Expulsion: In recent years, students have most often suspended for fighting, bullying/harassment, or possession/sale of controlled substances. The decline in suspension numbers from previous years may be due Positive Behavior Intervention and Supports and Restorative Justice practices. Branciforte Middle School has implemented alternative consequences to suspension per updated administrative regulation regarding Drugs and Alcohol. At Branciforte Middle School, it is our belief that the purpose of discipline is to change behavior, not punish, and that there are better means of changing behavior than suspension. We want our students to grow and learn from their poor decisions so that such decisions are not repeated. As a result, students often receive consequences that are more closely aligned with their offense (other than suspension) and that reflect a more restorative justice approach. We will continue to monitor our site data to determine where and when we need to look at our systems and culture in order to ensure our students feel safe and are making appropriate decisions.

For 2017-18, our suspension rate was 31. For 2018-19, we had 24 suspensions.

Chronic Absenteeism: Beginning last year, in response to a high rate of Chronic Absenteeism, our site responded by making one of the primary areas of our Student Support Team be around Chronic Absenteeism. We have managed to improve our students' attendance through focused outreach to students and families to discuss the importance of regular attendance and to find out more about the reason that a student might not be attending school regularly. Twice weekly, our Student Support Team members make morning contact with our students/families of concern and changes in student attendance are monitored by the team, with action items put into play, as necessary Appropriate referrals can be made to the district Student Attendance Review Board for additional support and accountability.

For 2017-18, our chronic absentee rate was 13%. For 2018-19, the rate was only 8.6%.

2019-2020 Behavior - Our site continued to use our behavior expectations - Honorable, Sensible, Safe - as our guiding tenets. We provided messaging to the students around this and incentivized/rewarded the behaviors through weekly drawings. We also continued to implement alternative consequences to suspension per updated administrative regulation regarding Drugs and Alcohol and it remains our belief that the purpose of discipline is to change behavior, not punish, and that there are better means of changing behavior than suspension. We want our students to grow and learn from their poor decisions so that such decisions are not repeated. As a result, students often receive consequences that are more closely aligned with their offense (other than suspension) and that reflect a more restorative justice approach. Prior to distance learning, we were below the previous year's suspension total and only students in our SAIL therapeutic program had multiple suspensions, primarily related to Bullying/Harassment and Fighting/Physical Harm.

2019 - 2020 Chronic Absenteeism: Our student support team continued to make this our primary focus. We used all hands on deck, twice weekly, to do real-time outreach to students who were chronically absent and created plans and incentives to help the students get to school. Prior to distance learning, we were on par with the previous year's data. Students who did not respond to our interventions were referred to our Student Attendance Review Board for additional support and accountability. Even during shelter-in-place, our team continued to reach out to students to ensure that they had tech access, knew how to navigate the online platforms and that they were physically and emotionally safe at home.

School Safety Strategies and Programs

Santa Cruz City Schools is committed to school safety for all students, staff, and visitors. Many strategies and programs provide and maintain a high level of school safety.

School Vision/Mission Statement

Branciforte Middle School is a creative and stimulating learning community built on a foundation of respect and integrity, where individuals are safe, known well, and cared for, where everyone contributes and values the contributions of others, where everyone learns every day, and where scholarship leads to academic excellence.

Providing a safe learning environment is a priority for staff, parents, students, and school community members. Santa Cruz City Schools prepares students to be self-disciplined and responsible citizens who can meet the challenge of living in an ethnically and socio-economically diverse community. Santa Cruz City Schools promotes caring and nurturing relationships and work cooperatively with parents, students, law enforcement representatives, and other community agencies. Santa Cruz City Schools stresses prevention of violence on campus and prepares students to handle conflict, anger, and other threats to safety.

Programs are implemented to prevent drug, alcohol, and tobacco use. The Santa Cruz City Schools discipline policy provides students with behavior guidelines that are aligned to the California Education Code and district policies. School-wide rules, classroom rules, the dress code, and consequences for rule infractions provide students with clear expectations for behavior. The focus is to reduce barriers to learning as well as to build protective factors leading to student success, both academically and socially.

Intervention and prevention programs focus on positive youth development. Santa Cruz City Schools implements programs to create a positive school climate and promote social-emotional learning using research-based strategies. Santa Cruz City Schools implements multi-tiered systems of support/response to intervention for students that promote high expectations, maintain student engagement in school, and provide systems for student success.

Strategies and programs unique to Santa Cruz City Schools that provide a safe learning environment for all students, including LGBTQ students.

At Branciforte Middle School we have a multitude of committees, systems, curriculum, and clubs to help support a safe learning environments. Examples include but are not limited to: Positive Behavior Intervention and Supports (PBIS), School Clubs, Rainbow Alliance, Counseling Services, Afterschool Academic Achievement, Response to Intervention/Multi-Tiered Systems of Support, Orientation, BTV, Assemblies, SCIL, Family Life Curriculum, Regular meeting of School Support Team, Admin. attendance at LGBTQ Task Force and Superintendent's Student Advisory on Race and Equity.

Child Abuse Reporting Procedures

(EC 35294.2 [a] [2]; PC 11166)

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as child-care custodians and will immediately report all cases of known and suspected child abuse pursuant to Penal Code Section 11166. District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

Penal Code 11166. (a) Except as provided in subdivision (d), and in Section 11166.05, a mandated reporter shall make a report to an agency specified in Section 11165.9 whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written follow up report within 36 hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident.

Plans are also completed to assure ongoing monitoring of the student. School staff work closely with police and Child Protective Services with follow up actions as needed. Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting. Copies of all written reports are maintained in a confidential file in the principal's office. Board Policy 5141.4 addresses Child Abuse Prevention and Reporting and is included in the Appendix of the Comprehensive School Safety Plan.

Emergency/Disaster Preparedness Training Schedule

Santa Cruz City Schools will provide all students and staff with emergency/disaster preparedness training in a variety of procedures according to the following schedule:

| Training | Date(s) |
|---------------------------------|--|
| Fire Procedures | September 10, 2020, December 15, 2020, February 26, 2021, April 26, 2021 |
| Lock Down Procedures | November 10, 2020, April 6, 2021 |
| Code Red Procedures | April 6, 2021 |
| Shelter in Place Procedures | April 6, 2021 |
| Earthquake Emergency Procedures | October 15, 2020, January 25, 2021 |

Procedures for Emergency Use by Public Agency – BP 3516

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

Suspension/Expulsion Policies – BP 5144.1

As documented in Board Policy 5144.1, the school desires to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. Rules and regulations set the standards of behavior expected of students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. Board Policy 5144.1 is included in the Appendix.

Our site is committed to supporting students through schoolwide expectations and systems to help prevent behaviors that would lead to suspension or expulsion. Our student support team meets regularly to discuss student behavior supports. "Re-entry" meetings are conducted for all suspensions with the intent of moving forward in a positive fashion. A tile, "Three Year Suspension Data," was added to our Student Information System to inform teachers of students on their rosters who have been suspended in the past 3 years.

Procedures to Notify Teachers of Dangerous Pupils – BP 4158

As documented in Board Policy 4158, the Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Board Policy 4158 is included in the Appendix.

The administration contacts teachers, as needed, to inform regarding any students who may pose a danger in the classroom due to crimes or offenses. Additionally, a tile, "Three Year Suspension Data," was added to our Student Information System to inform teachers of students on their rosters who have been suspended in the past 3 years.

Nondiscrimination/Harassment Policy – BP 5145.3

As documented in Board Policy 5145.3, the Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and/or bullying of any student, based on actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics. Board Policy 5145.3 is included in the Appendix.

Strategies and programs unique to Santa Cruz City Schools that provide a safe school environment for all students, including LGBTQ students.

Examples of committees, programs, and systems that are meant to promote non-discrimination/harassment include, but are not limited to: Positive Behavior Intervention and Supports (PBIS), School Clubs, Rainbow Alliance, Counseling Services, AAA, Response to Intervention/Multi-Tiered Systems of Support, Orientation, BTV, Assemblies, SCIL, Family Life Curriculum, Planner, Regular meetings of the Student Support Team, LGBTQ Task Force, Superintendent's Student Advisory on Race and Equity.

Dress Code – BP 5132

As documented in Board Policy 5132, the Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Students are prohibited from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Board Policy 5132 is included in the Appendix.

Student dress code expectations are included in our schoolwide behavior expectations which are messaged regularly throughout the year.

Rules and Procedures for School Discipline – BP 5144

As documented in Board Policy 5144, the Board of Education is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

At Branciforte Middle School we are committed to the principals of Positive Behavior Interventions and Supports (PBIS). We provide messaging to students through assemblies, BTV, signage, planners, and in our classrooms. We support staff in implementing Tier 1 supports and systems to ensure that students are set up for success every day. When students are facing consequences, we use a local behavior matrix based on district guidelines. During our regular Student Support Team meetings, students with regular need for discipline are discussed and we ensure that counselors are meeting with these students. Digital Citizenship and on-line expectations were added to the messaging and matrix this year.

Consultation, Cooperation and Coordination with other School Site Councils or School Safety Plan Committees

An administrator from Branciforte Middle School worked with other district secondary administrators and the Director of Student Services on Safety Plan Collaboration and Training offered by Santa Cruz County Office of Education. Also, safety plan consultation and coordination was offered by SCCS District Director of Student Services: January 28, 2021.

Bullying Prevention – BP 5131.2

As documented in Board Policy 5131.2, the Board of Education is committed to creating a safe learning and working environment for all students and employees. The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or groups of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Board Policy 5131.2 is included in the Appendix.

Strategies and programs unique to Santa Cruz City Schools that prevent bullying for all students, including LGBTQ students.

Examples of committees, programs, and systems that are meant to prevent bullying include, but aren't limited to: Positive Behavior Intervention and Supports (PBIS), School Clubs, Counseling Services, Response to Intervention/Multi-Tiered Systems of Support, Family Life Curriculum, AAA, Orientation (Beekeepers), BTV, Assemblies, SCIL, FTE for Connectedness, after school sports, Trauma Informed Classrooms, School-wide participation, and messaging during Anti-Bullying month.

Specific programs and supports for our LGBTQ students include a robust and visible Gay-Straight Alliance (GSA), All-gender bathrooms, counseling services, Whole student-body recognition of day-of-silence, assemblies that promote anti-bullying and acceptance. Digital Citizenship and online behavior expectations were added to our messaging and behavior matrix.

Positive School Climate – BP 5137

As documented in Board Policy 5137, the Board of Education desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools. Board Policy 5137 is included in the Appendix.

California Healthy Kids Survey Summary of Key Indicators of School Climate and Well Being

The following data are the key safety and school connectedness indicators from the 2018-2019 California Healthy Kids Survey. The

percentages represent the district responses for 7th grade.

School Environment Scales (Numbers represent % of High/Moderate/Low responses)

Caring adults in school - 39/55/6

High expectations-adults in school - 51/46/3

Academic Motivation - 36/46/18

School Connectedness - 51/43/6

Perceived Safety at School - Very safe 25%, Safe 43%, Neither safe nor unsafe 27%, Unsafe 4%, Very unsafe 1%

The areas of greatest need under perceived safety were "Been made fun of, insulted, or called names" with 41% of students

experiencing one or more instances in the past 12 months, "Had mean rumors or lies spread about you" with 35% of students

experiencing one or more instances in the past 12 months, and "Been afraid of being beaten up" with 20% of students

The Social Emotional Health Survey (SEHS) given in Fall of 2020 provided students the opportunity to weigh-in on their relationship to school, as well as their social-emotional well being. Our student support team used that data to identify students at different levels of need and created a triage list of priority students to follow up with. The highest priority group included students who indicated low satisfaction/high distress in their lives. These 20 students plus 6 others that identified as "non-binary" were referred to our counselor, school social worker, and intern for outreach using questions that were developed by the district counseling team.

Examples of committees, programs, and systems that are meant to promote a positive school climate include, but aren't limited to: Positive Behavior Intervention and Supports (PBIS), School Clubs, Counseling Services, AAA, Response to Intervention/Multi-Tiered Systems of Support, Orientation (Beekeepers), BTV, Assemblies, SCIL, FTE for Connectedness, after school sports, and Trauma Informed Classrooms. Our student support team meets weekly to discuss student data such as attendance, discipline and social/emotional concerns. This data is used to help create interventions and systems to promote positive school climate and connectedness for our students.

School Counselor(s), School Social Worker, School Psychologist, Behaviorist, School Therapist, District Nurse, School Resource Officer, Administration and Outside Agencies as needed, provide Tier 1, Tier 2, and Tier 3 supports to Branciforte families and students.

Strategies and programs unique to Santa Cruz City Schools that create a positive school climate for all students, including LGBTQ students.

At Branciforte Middle School, there is ongoing and dedicated learning about LGBTQ student inclusivity and support by and for the whole school . This support is evidenced via staff knowledge of laws and policy, as well as expected behavior and interactions between students and staff. Other supports in place to enhance school climate include the implementation of Positive Behavior Intervention and Support (PBIS), School Clubs, Counseling Services, AAA, Response to Intervention/Multi-Tiered Systems of Support, Orientation (Beekeepers), BTV, Assemblies, SCIL, FTE for Connectedness, after school sports, and Trauma Informed Classrooms.

Specific programs and supports for our LGBTQ students include a robust and visible Rainbow Alliance (Gay Student Alliance), All-gender bathrooms, counseling services, whole student-body recognition of day-of-silence, assemblies that promote anti-bullying and acceptance.

Uniform Complaint Procedure – BP 1312.3

As documented in Board Policy 5137, the Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal

process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation. Board Policy 1312.3 is included in the Appendix.

Strategies and programs unique to Santa Cruz City Schools that encourage early resolution of complaints for all students, including LGBTQ students.

Our site leadership and counseling teams immediately address and investigate complaints. All complaints are taken seriously in an effort to find resolutions to promote safety for all students. We work in partnership with our district administration and follow board policy. Specific efforts are made to ensure that LGBTQ students are supported mentally, emotionally, and physically at our site and that they are aware of their rights and available supports.

A site administrator will ask families if they would like to file a formal complaint and inform them of where to find procedures and form on the Santa Cruz City School's district website.

Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act

Pupils who have witnessed a violent act at school or at a school-sponsored activity, while going to or coming from school or a school sponsored activity, or during a lunch period on or off campus, will need attention to address their mental health. Witnessing violence and being a victim of violence at school have been found both positively and significantly associated with child psychological trauma symptoms and self-reported violent behavior, even after controlling for the effects of various demographic factors. Serious emotional and behavioral consequences can occur for students who are merely witnesses to violence (Flannery, D. J., Wester, K. L., & Singer, M. I., 2004).

All of the Branciforte teaching staff are trained in Trauma Informed/Brain-based learning to bring strategies to our classrooms to support students who have experienced trauma. In specific instances, we provide counseling by our site counselor, social worker, and outside agencies, as needed, to support our students who have witnessed or been victim to violence. We hold weekly meetings to address students of concern, including student mental and social health.

In the 2020-2021 school year, an electronic "student support request" form was developed and used to collect referrals from staff for student support of all types, including social-emotional support. SCCS has also partnered with Pajaro Valley Prevention and Student Assistance to expand opportunities to employ community agencies in better supporting our students with substance and mental health needs.

Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school

In an effort to assure the safety and welfare of students, parents, and visitors to Santa Cruz City Schools, the following procedures should be followed when traveling to and from the school site:

- Daily Bus Drop-off & Pick-up at School:
- Students Walking to School:
- Students and Adults visiting the school site after hours or on weekends:

During the COVID-19 crisis, signage is in place to direct students, staff, and visitors to wear masks, maintain social distance, and use appropriate entryways, exits, and directional pathways. Students are screened for COVID-19 symptoms before entering campus and will not be allowed on campus if they have temperatures over 100.4 or exhibit any COVID symptoms. If fever or symptoms occur after students, staff, or guests enter campus, individuals will be

isolated in a designated waiting area until they can be picked up to leave campus. There are also safety videos describing these measures.

Students arrive on campus in various ways. Walkers have crosswalks available at the corner of Melrose and Poplar. There is a four way stop at that corner. There is a crosswalk giving access to the center of campus at Poplar and Hammond. Slow School signs are placed in all directions from campus. Bicyclists and skateboarders, once on campus, have a bike cage and a skateboard shed to secure their bikes and skateboards. They are encouraged to have heavy-duty locks and cables. Our campus supervisor or other school personnel stay at the cage until all students have arrived in the morning and is stationed at the cage after school for safety.

Ecology Action and the regional transportation district working with staff, students, and parents, completed a bicycle and pedestrian safety audit on January 30, 2014. Recommendations included improved signage, crosswalk on Morrissey Blvd., and improved sidewalk and bicycle lanes in the neighborhood. There is a bus loading and unloading zone on Melrose to prevent cars parking in the area of bicycle ingress and egress.

Students and Adults visiting Branciforte after hours or on weekends are encouraged to follow the same safety guidelines.

Appendix

Board Policy 5141.4 Child Abuse Prevention and Reporting

Board Policy 3516 Emergencies and Disaster Preparedness

Board Policy 5144.1 Suspension and Expulsion/Due Process

Board Policy 4158 Employee Security/Teacher Notification

Board Policy 5145.3 Nondiscrimination/Harassment

Board Policy 5132 Dress and Grooming

Board Policy 5144 Discipline

Board Policy 5131.2 Bullying Prevention

Board Policy 5137 Positive School Climate

Board Policy 1312.3 Uniform Complaint Procedure