

COMPREHENSIVE SCHOOL SAFETY PLAN

Part I – Public Components

2020-2021

District: Santa Cruz City Schools
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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
- School Safety Planning Committee

Which includes the following members:

Name	Membership Role
Kris Munro	Superintendent
Michelle McKinney	Principal from Santa Cruz City Schools
Tara McCullough	Parent whose child attends the School
Gail Mabrouk	Classified Employee
Ruben Badeo	Law Enforcement Agency Representative
Dominic Yarbrough	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 9, 2021
School Site Council approval of the Plan	February 9 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:

Costanoa Continuation High School				
Incident Type	2016-17	2017-18	2018-19	2019-20
Suspensions (Total #)	5	4	20	27
Expulsion (Total #)	2	15	0	1
Chronic Absentee Rate (%)	77%	52%	N/A	60%
Discipline for Bullying and Harassment (Total #)	0	2	0	0
Discipline for Fighting/Physical Harm (Total #)	0	4	1	2
Discipline for Substance Abuse (Total #)	8	5	17	11
Incidents involvement Law Enforcement (Total #)	N/A	1	2	1

Findings from the analysis of the data presented above include:

The chronic absentee rate dropped nearly 25% from 2016-17 to 2017-18 school year. Our weekly attendance/counseling team protocols were revised for 2017-18, likely helping to reduce this rate. Costanoa must continue to hold weekly/attendance counseling team meetings to combat chronic absenteeism and reduce the rate even further. School staff works closely with the Student Services Department to facilitate appropriate referrals to the Student Attendance Review Board (SARB).

The number of expulsions has remained very low over the past three years. Two of the three expulsions were the result of on-campus events.

The number of suspensions increased in 2018-19 and 2019-20. Costanoa employs a wide variety of alternative means of correction, as well as a coordinated system of Restorative Justice practices which contribute greatly to a low suspension/expulsion rate.

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

INSPIRED PURPOSE--We personalize education for every student.

MISSION--We are a small and diverse community that supports students' academic and personal growth. Students learn through integrated thematic instruction, participate in experiential learning, develop a foundation in positive socioemotional practices, and build connections to Cabrillo College.

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.

All Costanoa teaching staff have received extensive training on positive discipline, trauma-informed school principles and practices, and restorative justice tenets and practices. Costanoa students participate in weekly community circles, have classroom jobs, and co-create classroom expectations with their teachers. Teachers explicitly teach self-regulation strategies to their students and practice them as appropriate. Students are also encouraged to participate in a weekly mindfulness class. In a May 2018 survey, 54% of Costanoa students were able to name 3 self-regulation techniques, and 70% of students were able to name a time when they used a self-regulation technique during the course of the 2017-18 school year.

Costanoa students are at the heart of weekly discussions in our attendance/counseling meeting. Both principals, the school community coordinator, a district nurse, a district social worker, the school counselor, the mental health counselor, and the school psychologist participate in this intervention-seeking, solutions-based approach to supporting students with attendance and/or socioemotional issues. Students who receive a second truancy letter are assigned a case manager who supports the student to address issues impacting attendance.

To specifically address support for LGBTQ students, we have hired a mental health counselor who has expertise in supporting LGBTQ students. The school registrar has established a Rainbow Alliance Club that is open to students at all four schools on our site.

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	4/13/2021
Lock Down Procedures	3/16/2021
Code Red Procedures	3/16/2021
Shelter in Place Procedures	3/16/2021
Earthquake Emergency Procedures	3/23/2021

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.

All teachers have been given access to the student behavior incidents. They access our digital student information system, Illuminate, using the three year suspension tile.

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.

At Costanoa High School administrator will notify teachers via email or in person when a student commits an offense that warrants a suspension or expulsion. Teachers are reminded regularly that they are invited to request information from administrators at any time if they have safety concerns about their students. 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.

During staff meetings throughout fall 2020, the administrators provided training focused on the Santa Cruz City Schools' policies regarding nondiscrimination and sexual harassment. To specifically address support for LGBTQ students, we have hired a mental health counselor who has expertise in supporting LGBTQ students. The school registrar has established a Rainbow Alliance Club that will be open to students at all four schools on our site.

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.

Costanoa follows the Board Policy related to dress code. The "Costanoa Rights and Responsibilities" document also outlines further dress code restrictions. These restrictions are described here,

- Clothing that is too revealing of skin or undergarments. Items with references to drugs, alcohol, tobacco, or violent, sexual, or disrespectful words or images.
- Gang-related signs, symbols, or excessive colors. Red, blue or otherwise gang trend colors on hats, bandannas, shoelaces, gloves, socks, backpacks or belts.
- Pro sports jerseys. Display of area codes.
- Hats, beanies, or knit caps associated with specific gangs.

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.

Costanoa advisors, the counselor, and the principal use an agreement system with students to support those students who are not making adequate progress related to attendance, work production or behavior. Any staff member can create a first level agreement with a student, but the student's advisor usually does this.

Attendance:

Advisor calls home as soon as attendance is a concern. The first truancy letter is sent to the parent. The advisor will call the parent to schedule a conference to develop a plan of action. If a student gets the second truancy letter, parent and student will meet with the principal and/or members of the School Attendance Review Team (SART) team. The student creates a first-level agreement with advisory teacher outlining needed interventions. The advisory teacher monitors the

student's attendance. If a student receives the third truancy letter, the student may be referred to School Attendance Review Board (SARB). Attendance agreements last until the end of the school year.

Lack of Work Production:

If a student is not working to reach at least minimum academic requirements (12.5 credits per quarter), the student will create a first level agreement with his/her advisor. Student and advisor meet to develop a plan of action (agreement) to support student's work production including a daily progress report, if needed. Both the advisor and student sign the agreement, and parent is contacted in person, by email, or by telephone. If student is not helped by first agreement interventions, he/she will create a second level agreement with his/her advisor. Student, parent, and school community coordinator/principal meet to design and sign the second level agreement. The student may be removed from an agreement IF he/she has been recommended to exit the agreement to the staff member(s) that created the agreement with the student. If the student is not successful with the second level agreement, the student will create a third and final agreement with the principal. If the interventions are not successful and the agreement conditions are not met, an alternative education setting that can better meet the student's academic needs will be considered.

Behavior:

Follows similar path and guidelines as a lack of work production agreement.

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

The Branciforte Small Schools Campus principal and assistant principal were able to review safety plan requirements and discuss plan development with other site administrators during Santa Cruz City Schools' leadership meetings. The SCCS Director of Student Services led a 60-minute assistant principal safety plan collaboration meeting on 1/28/2021.

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.

The Costanoa staff responds immediately to all reports of bullying, conducts an investigation, and provides support and intervention to the complainant and respondent.

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.

UC-Santa Barbara Socioemotional Health Survey (SEHS) Fall 2019 data

In Fall 2019, 57 Costanoa students completed the UCSB SEHS. The results indicate that the majority of our students feel connected to school. Only two 11th grade student respondents and two 12th grade respondents disagreed with the statement, "I feel safe in my school." 69 percent of 11th grade students agreed or strongly agreed, while 23 percent of 11th grade students "neither disagree nor agree." 63 percent of 12th grade students agreed or strongly agreed, while 26 percent of 12th grade students "neither disagree nor agree."

In response to the statement "The teachers at this school treat students fairly." 81 percent of 11th grade students agreed or strongly agreed, while 12 percent of 11th grade students "neither disagree nor agree" 84 percent of 12th grade students agreed or strongly agreed, while 16 percent of 12th grade students "neither disagree nor agree." In response to the statement "I feel like I am a part of this school," 53 percent of 11th grade students agreed or strongly agreed, while 35 percent of 11th grade students "neither disagree nor agree" 69 percent of 12th grade students agreed or strongly agreed, while 26 percent of 12th grade students "neither disagree nor agree."

This indicates a need to continue our implementation of restorative practices, especially community circles.

At Costanoa High School, we administered the Social Emotional Health Survey (SEHS) to our 10th & 11th graders. This comprehensive screening tool allows for effective Universal Screening in multiple areas of student well being.

Specific indicators relating to School Connectedness are noted below:

85% of students believe that at school, there is a teacher or some other adult who always wants them to do their best. 79% of students believe that at school, there is a teacher or some other adult who believes that they will be a success.

While data reflects Costanoa High School to be an encouraging environment in the area of school connectedness, it will serve our students well to increase student perception of adults believing in their success.

Costanoa parent survey February 2020 data:

During the February 2019 parent/teacher conferences, 52 parents completed a staff-created survey (English and Spanish) to provide Costanoa staff with feedback on school climate and perceived progress on school-wide learning objectives. An increase from 84% in February 2019 to 86.5% in 2020 of parents feel that their student is safe from violence or bullying at Costanoa High School; all other respondents were unsure or felt that it was not applicable. It is clear that families feel that Costanoa continues to provide a safe and supportive school climate.

Attendance data:

Costanoa High School attendance rates have continued to hover between 80% and 88% over the past four years. We must continue to encourage better attendance among a significant number of students. Anecdotal data provided by counselors and advisors also indicates that most Costanoa students are dealing or have dealt with significant trauma and/or challenges in their lives. These trauma and challenges greatly impact some students' ability to succeed academically and attend school regularly. It is Costanoa's hope to provide students with more socio-emotional learning opportunities so that they are better equipped to deal with challenges they face now or will face in the future.

Costanoa has embarked upon a 3-year implementation of restorative justice practices. Every Costanoa student has participated in a community circle facilitated by a teacher(s) in their advisory or other classes. Student participation in these circles is meant to foster an increased sense of school connectedness and safety. According to a February 2019 student survey, more than 90% of students who participated in circles during the first half of the semester indicated that their participation in the circles helped them feel like they belonged at Costanoa. The principal and assistant principal are implementing conflict resolution based on restorative questions. They are keeping a database to monitor effectiveness of this strategy.

Costanoa has hired a school mental health counselor. This counselor has provided direct services (informal check-ins, weekly counseling) to more than 20 Costanoa students during the course of the year. The counselor participates in weekly attendance/counseling meetings.

Costanoa staff discuss students of concern in weekly staff meetings. During these Team Intervention Planning (TIP) discussions for students of concern, staff discuss attempted interventions and identify new interventions and supports for students.

Students are recognized for excellent or improved academic, socioemotional, or attendance progress at quarterly awards assemblies.

Costanoa has an experienced, full-time academic counselor on staff. She works closely with many students to ensure they are making necessary progress to reach academic and career goals.

Costanoa has a part-time school mental health counselor. This counselor has provided direct services (informal check-ins, weekly counseling) to more than 20 Costanoa students during the course of the year. The counselor participates in weekly attendance/counseling meetings.

Our school works closely with the SCCS school resource officer to maintain a safe school environment. The School Resource Officer maintains regular contact with the principal and observes Code Red drills to provide feedback in years that the school is open.

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

To specifically address support for LGBTQ students, we have hired a mental health counselor who has expertise in supporting LGBTQ students. The school registrar is also in the process of establishing a Rainbow Alliance Club that will be open to students at all four schools on our site. At Costanoa Continuation High 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.

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.

All student and parent/guardian complaints are taken seriously by Costanoa staff. Staff report complaints to the principal or assistant principal. The principal(s) immediately commence an investigation to gather details about the nature of the complaint. The administrators report back to the individuals involved in the complaint regarding the proposed resolution(s). If any outstanding issues are present, the administrators seek the support of district office personnel to assist with the resolution of the complaint. LGBTQ student complaints are treated with the same level of seriousness as other student complaints. To specifically address support for LGBTQ students at our site, we have hired a mental health counselor who has expertise in supporting LGBTQ students.

Site administrator always asks families if they would like to file a formal complaint and informs them of where to find procedures and form on the Santa Cruz City School's district website.

At the district level, the Assistant Superintendent of Educational Services and the Assistant Superintendent of Human Resources are the designated people to review complaints.

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).

Site-based referral process, including immediate collaboration of school staff is in place to support mental health support support needed for any reason.

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.

Several procedures are in place to ensure the safety of students, parents, and employees who are traveling to and from Branciforte Small Schools Campus. Orange cones are placed in the rear parking lot during student drop-off and pick-up to ensure an orderly drop-off and pick-up. The campus security supervisor monitors drop-off and pick-up in the rear parking lot. The rear parking lot is well-lit during after-school hours and on weekends. The principal, school community coordinator, and/or school counselor are present in the front of school during student pick-up. Costanoa is a closed campus school.

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