



COMPREHENSIVE SCHOOL SAFETY PLAN

Part I – Public Components

2020-2021

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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 |
| Kat McElwee | Principal from Santa Cruz City Schools |
| Jane Northrop | Parent whose child attends the School |
| Mike Rodriguez | Classified Employee |
| Reuben Badeo | Law Enforcement Agency Representative |
| Kristina Cabrera | Other |

| Key Dates of Plan Development and Approval | Date(s) |
|---|-----------|
| Meeting with representative of law enforcement agency to develop the Plan | 2/8/21 |
| Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan | 2/2/2021 |
| School Site Council approval of the Plan | 2/8/2021 |
| School District Board approval of the Plan | 2/24/2021 |
| Submission to Santa Cruz County Office of Education for audit review | 3/1/2021 |

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:

| Mission Hill Middle School | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|
| Incident Type | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Suspensions (Total #) | 22 | 29 | 24 | 19 | 13 |
| Expulsion (Total #) | 4 | 0 | 4 | 1 | 1 |
| Chronic Absentee Rate (%) | N/A | 13% | 12% | 16% | 12% |
| Discipline for Bullying and Harassment (Total #) | 5 | 8 | 4 | 0 | 7 |
| Discipline for Fighting/Physical Harm (Total #) | 6 | 10 | 9 | 23 | 16 |
| Discipline for Substance Abuse (Total #) | 4 | 3 | 6 | 7 | 13 |
| Incidents involvement Law Enforcement (Total #) | N/A | N/A | 0 | 4 | 1 |

Findings from the analysis of the data presented above include:

In recent years, students have most often been suspended for fighting, bullying/harassment, or possession/sale of controlled substances. The decline in suspension numbers from previous years may be due to our Positive Behavior Interventions and Supports (PBIS) and Restorative Justice practices. Mission Hill has implemented alternative consequences to suspension per an updated administrative regulation regarding Drugs and Alcohol. At Mission Hill, 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.

For 2019 - 20 there were 13 suspensions and 1 expulsion, which is quite an improvement from 2018-19, where there were 20 suspensions and 4 expulsions. In 2017-18, there were 24 suspensions and 4 expulsions.

Improving our chronic absenteeism rate has been a focus at Mission Hill. The Attendance Task Force was created in 2019 - 20 and continues this year. The Attendance Task Force includes the Assistant Principal, Attendance Technician, Counselors, Response to Intervention Coordinator, After School Program Coordinator (WAVE), School Community Coordinator, and Social Worker. We meet weekly for 30-60 minutes. Our goal is to examine the attendance data and determine supports and incentives for families and students to improve student attendance. We believe that by continuing to improve our monitoring of attendance data, maintaining a focus on creating strong relationships among students and teachers/staff, and implementing intervention programs for at-risk students, our absentee data will continue to improve. A referral process is also in place to appropriately refer students to the SCCS Student Attendance Review Board for further support and accountability. In addition to the weekly Task Force meetings, the Assistant Principal meets weekly with the Attendance Technician for 30 - 45 minutes to highlight Students of Concern and analyze trends in attendance data to bring to the team.

In 2018-19, 16% of students were chronically absent. For 2017-18, 12% were chronically absent. In 2019 -20 our percentage of chronically absent students was back to 12%.

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

All Mavericks are learners who persevere, collaborate, and innovate. We grow into our world with responsibility, integrity, and creativity.

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.

Strategies that continue to be implemented include the Mission Hill Middle School Behavior Matrix, Maverick Essentials, Organized Binder System, Cell Phone Free campus, Backpack Free classrooms, and Positive Behavior Interventions and Support (PBIS). In addition, Mission Hill's numerous student support programs include School Clubs such as LGBTQ Club, LatinX Student Union, Black Student Union, and in previous years, Best Buddies. Mission Hill also has the WAVE After-school Program, Maverick Mentors, MHTV, Mighty Mavericks and Weekly Raffles. We recognize student achievement through Student of the Grading Period, Maverick Essential Excellence Awards and Assemblies. We implement a Human Health and Development Curriculum, offer AVID in 6th-8th grades, English Language Development, Counseling Services, Response to Intervention/Multi-Tiered Systems of Support, and SCIL (Instructional Leadership Team), all of which help us to ensure a safe learning space for all.

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 | 9/15/20, 11/16/20, 2/8/21, 4/22/21 |
| Lock Down Procedures | 3/9/21, 5/21/21 |
| Code Red Procedures | 3/16/2021 |
| Shelter in Place Procedures | 3/16/2021 |
| Earthquake Emergency Procedures | 10/15/20, 1/28/21 |

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.

At Mission Hill Middle School, when students return from suspension we hold "re-entry" meetings. The purpose of these meetings are to set in place positive behavior plans with specific action steps for students to follow to maintain positive behavior. These meetings include students, parent(s), counseling, and administration.

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.

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.

Strategies that continue to be implemented include the Mission Hill Middle School Behavior Matrix, Maverick Essentials, Organized Binder System, Cell Phone Free campus, Backpack Free classrooms, and Positive Behavior Interventions and Supports (PBIS). In addition, Mission Hill's programs include School Clubs such as LGBTQ Club, LatinX Student Union, Black Student Union, and Best Buddies, WAVE After-school Program, OCEAN Orientation, Maverick Mentors, MHTV, Mighty Mavericks and Weekly Raffles, Student of the Grading Period, Maverick Essential Excellence Awards and Assemblies, Human Health and Development Curriculum, AVID in 6th-8th grades, English Language Development, Counseling Services, Response to Intervention/Multi-Tiered Systems and Support, and SCIL (Instructional Leadership Team), all of which help us to ensure a safe learning space for all.

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.

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.

Understanding that consequences and interventions represent "teachable moments" is fundamental to a positive approach to discipline. The goal of progressive consequences and interventions is the teaching of pro-social behavior. Progressive consequences seek accountability and behavioral change. Prevention of negative behavior occurs by helping students learn from their mistakes. Essential to progressive discipline is helping students who have engaged in unacceptable behavior to: 1) Understand why the behavior is unacceptable and the harm it has caused, 2) Understand what can be done to repair relationships of those harmed, 3) Understand what they could have done differently in the same situation, 4) Take responsibility for their actions, 5) Be given the opportunity to learn pro-social strategies and skills to use in the future, and 6) Understand the progression of more stringent consequences if the behavior reoccurs.

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

A representative from Mission Hill Middle School worked with representatives from other district secondary sites and the Director of Student Services 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.

Strategies that continue to be implemented include the Mission Hill Middle School Behavior Matrix, Maverick Essentials, Organized Binder System, Cell Phone Free campus, Backpack Free classrooms, and Positive Behavior Interventions and Supports (PBIS). In addition, Mission Hill's programs include School Clubs such as LGBTQ Club, LatinX Student Union, Black Student Union, and Best Buddies, WAVE After-school Program, OCEAN Orientation, Maverick Mentors, MHTV, Mighty Mavericks and Weekly Raffles, Student of the Grading Period, Maverick Essential Excellence Awards and Assemblies, Human Health and Development Curriculum, AVID in 6th-8th grades, English Language Development, Counseling Services, Response to Intervention/Multi-Tiered Systems of Support, and SCIL (Instructional Leadership Team), all of which help us to ensure a safe learning space for all.

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.

In November of 2020, the Social-Emotional Health Survey (SEHS) was administered to students from grades 6-8. This survey tool was created at the University of California, Santa Barbara. It measures four general student mindsets: Belief in Self (subscales = self-efficacy, persistence, self-awareness), Belief in Others (subscales = family coherence/support, peer support, school support), Emotional Competence (subscales = emotional regulation, empathy, self-control) and Engaged Living (subscales = gratitude, zest, and optimism).

Student comments from the survey present a variety of experiences. Two students share they would like less work. One student said they think teachers are doing a good job, but they have one teacher they think needs to be more patient. One student would like teachers to check in more with them and another said they would like to make sure teachers hear all student voices.

The results for Mission Hill identified six students, as high need students. These students were already identified by the Mission Hill team and interventions had already been put in place to support them. These students, as indicated by the survey, have low resiliency and low outside support.

Overall school strategies that continue to be implemented and promote a positive school climate include the Positive Behavior Interventions and Supports (PBIS), Mission Hill Middle School Behavior Matrix, Maverick Essentials, Organized Binder System, Cell Phone Free campus, Backpack Free classrooms, and staff focus on student connectedness. Leadership agreements made this year indicate that teachers will implement trauma informed practices as learned from the ongoing professional development with our school psychologist.

The Mission Hill Counselors, School Social Workers, School Psychologist/Behaviorist, District Nurse, Health Clerk, School Resource Officer, Administration, Response to Intervention Coordinator, Teachers, Positive Behavior Interventions and Supports (PBIS) Coordinator, Staff and outside agencies (as needed) provide Tier 1 (all students), Tier 2 (additional support) and Tier 3 (more individualized support) strategies and supports to Mission Hill students and families.

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

At Mission Hill 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. Mission Hill's programs to strengthen student connectedness and support include Positive Behavior Interventions and Supports (PBIS) and School Clubs such as LGBTQ Club, LatinX Student Union, Black Student Union, and Best Buddies, WAVE After-school Program, Maverick Mentors, MHTV, Mighty Mavericks and Weekly Raffles, PBIS Store and PBIS grade level incentives, Student of the Grading Period, Maverick Essential Excellence Awards and Assemblies, Human Health and Development Curriculum, AVID in 6th-8th grades, English Language Development, Counseling Services, Response to Intervention/Multi-Tiered Systems and Support, and SCIL (Instructional Leadership Team), and Arts Academy classes all of which help us to ensure a safe learning space for all.

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 district administration and follow Board Policy. Specific efforts are made to ensure that all students are supported socially, emotionally, and physically at our sites, and that they are aware of their rights and available supports.

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.

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).

Mission Hill teachers have been trained in Trauma Informed Brain Based learning to bring strategies to our classrooms to support students that have experienced trauma. In specific instances, we provide students counseling with our School Counselor, School Psychologist, School Social Workers and Interns, and outside agencies, if needed, to support our students who have witnessed or been victims to violence.

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 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.

The students arrive and leave campus via King Street. Students are dropped off either immediately in front of the school (white zone) or a nearby street (Kirby/Peyton). About 80% of drop-off or pick-up occurs on King Street in the north-to-south direction. There are crosswalks at Peyton and Kirby that are utilized by students. At least one Mission Hill staff member supervises the drop-off/pick-up area in front of the school for the first ten minutes before and after school. This supervision includes bus drop-off and pick up. Students who use a bicycle, skateboard, or scooter are required to wear helmets, lock their wheels, and park them in the bike cage which is locked during school hours. In January of 2020, a handicap parking space was added in front of the school to assist our students and their families. Students and adults visiting the school site after hours or on the 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