



COMPREHENSIVE SCHOOL SAFETY PLAN

Part I – Public Components

2019-2020

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Table of Contents

Purpose of the Comprehensive School Safety Plan (CSSP)	3
Plan Development and Approval	4
Current Status of School Crime	5
School Safety Strategies and Programs	6
Child Abuse Reporting Procedures.....	8
Emergency/Disaster Preparedness Training Schedule	9
Procedures for Emergency Use by Public Agency – BP 3516	9
Suspension/Expulsion Policies – BP 5144.1	9
Procedures to Notify Teachers of Dangerous Pupils – BP 5148	9
Nondiscrimination/Harassment Policy – BP 5145.3	9
Dress Code – BP 5132	10
Rules and Procedures for School Discipline – BP 5144	10
Consultation, Cooperation and Coordination with other School Site Councils or School Safety Plan Committees	12
Bullying Prevention – BP 5131.2	12
Positive School Climate – BP 5137	12
Uniform Complaint Procedure – BP 1312.3	17
Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act	17
Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school	18
Appendix	20
Board Policy 5141.4 Child Abuse Prevention and Reporting.....	20
Board Policy 3516 Emergencies and Disaster Preparedness.....	20
Board Policy 5144.1 Suspension and Expulsion/Due Process	20
Board Policy 4158 Employee Security/Teacher Notification.....	20
Board Policy 5145.3 Nondiscrimination/Harassment	20
Board Policy 5132 Dress and Grooming	20
Board Policy 5144 Discipline	20
Board Policy 5131.2 Bullying Prevention.....	20
Board Policy 5137 Positive School Climate	20
Board Policy 1312.3 Uniform Complaint Procedure	20

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 July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual School Accountability Report Card (SARC).

A copy of the Comprehensive School Safety Plan Public Version – Part I is available for review at the Westlake Elementary School office, and online at http://westlake.sccs.net/traffic_and_safety/school_safety_plan.

Plan Development and Approval

The Westlake Elementary School Comprehensive School Safety Plan has been developed by:

- X School Site Council
- School Safety Planning Committee

Which includes the following members:

Name	Membership Role
Clyde Curley	Principal or Principal's Designee
Krista Holt	Teacher from Westlake Elementary School
Brianna Donaldson	Parent whose child attends the School
Rossell Boccaletti	Classified Employee
Trevor Kendall	Law Enforcement Agency Representative

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	1/31/2019
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	2/7/2019
School Site Council approval of the Plan	2/7/2019
School District Board approval of the Plan	2/20/2019
Submission to Santa Cruz County Office of Education for audit review	3/1/2019

Current Status of School Crime

This section presents data that will be analyzed to assess the current status of school crime committed on the Westlake Elementary School campus and at school-related functions. Data presented include:

Incident Type	2015-16	2016-17	2017-18
Suspensions (Total #)	2	1	7
Expulsions (Total #)	0	0	0
Chronic Absentee Rate (%)	8%	11.4%	11.8%
Discipline for Bullying and Harassment (Total #)	0	0	0
Discipline for Fighting/Physical Harm (Total #)	2	1	7
Discipline for Substance Abuse (Total #)	0	0	0
Incidents involving Law Enforcement	0	0	0

Findings from the analysis of the data presented above include:

<p>Suspensions and expulsions over the past three years have been near zero. The increase in suspensions in 2017-18 resulted in increased student support such as behavior support aide, student study team, counseling and consultation with behaviorists.</p>
<p>Chronic absentee rate is higher than the state average of 9% and has increased over the past two years. Absenteeism is an area for improvement. Some actions being taken include monthly reviews of attendance, outreach to families that are exhibiting chronic absenteeism, and collaboration with Student Services to improve attendance practices. Student Attendance Review Board is utilized as a resource to support families struggling with regular attendance. Appropriate referrals are made to the SCCS Student Attendance Review Board with the intent of providing collaborative support and needed accountability to students and families.</p>

School Safety Strategies and Programs

Westlake Elementary School 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

Westlake is a place where children are supported to achieve their highest potential academically, physically, socially and emotionally. Our school community inspires life long learning. We are problem solvers who celebrate our diverse perspectives and experiences. Positivity and optimism are core values that guide our learning.

Positive Behavior Intervention and Support (PBIS) Team Mission Statement:

The mission of the Westlake PBIS Team is to enhance a positive school culture for students, staff, and community with consistent expectations and procedures for school behavior so that all are safe, responsible, respected and celebrated.

Providing a safe learning environment is a priority for staff, parents, students, and school community members. Westlake Elementary School prepares students to be self-disciplined and responsible citizens who can meet the challenge of living in an ethnically and socio-economically diverse community. Westlake Elementary School promotes caring and nurturing relationships and work cooperatively with parents, students, law enforcement representatives, and other community agencies. Westlake Elementary School 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 Westlake Elementary School 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. Westlake Elementary School implements programs to create a positive school climate and promote social-emotional learning using research-based strategies. Westlake Elementary School 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 Westlake Elementary School that provide a safe learning environment for all students, including specifically for LGBTQ students.

Westlake uses the Positive Behavior Interventions and Support (PBIS) approach to school discipline. The Wildcat Ways--Be Respectful, Be Responsible, Be Safe, and Do Your Personal Best--are taught to all students at the beginning of the school year. Positive behavior is reinforced through daily Cool Cat tickets, weekly student acknowledgements, and quarterly assemblies. Behavior transgressions are monitored using referral forms. Students needing behavior support move through tiers of intervention including small group instruction, individualized instruction, classroom support from a behavior aide, and school counseling. The PBIS Team meets monthly to review and monitor programs. They research solutions to problem behaviors and make recommendations to the teaching staff for additional interventions. A Coordination of Services Team (COST) including the Counselor, Intervention Coordinator, and School Psychologist meet weekly to monitor interventions and student progress.

The Second Step social emotional learning program is taught in all classrooms. The curriculum builds from kindergarten to 5th grade and includes lessons on: skills for learning, empathy, emotion management, and problem solving. The Second Step program provides a common language for all students and staff.

All teaching staff received training on supporting LGBTQ students. Individual students have been supported through personal plans, school counseling, and parent meetings. Our PBIS program emphasizes the importance of inclusion for all students. Many classroom teachers have voluntarily designated their classrooms as safe spaces for all students.

A Social Emotional Health Survey is administered to students in 3rd - 5th grade. The results of the survey are shared with staff and actions are determined to support students. Individual students with high risk factors are also identified and supported by the School Counselor.

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

Westlake Elementary School 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	9/10/18, 10/2/18, 11/2/18, 12/4/18, 1/8/2019, 2/8/19, 3/5/19, 5/2/19,
Lock Down Procedures	10/25/18, 11/29/18, 2/25/19, 4/23/19,
Code Red Procedures	10/25/18
Shelter in Place Procedures	10/25/18
Earthquake Emergency Procedures	10/17/18, 12/17/18, 3/26/19, 5/21/19

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.

Procedures to Notify Teachers of Dangerous Pupils – BP 5148

As documented in Board Policy 5148, 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 5148 is included in the Appendix.

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 Westlake Elementary School that provide a safe school environment for all students, including specifically for LGBTQ students.

Westlake Staff are dedicated to creating a welcoming and inclusive learning environment for our community. All teaching staff receive ongoing training on supporting LGBTQ students. Individual students are supported through personal plans, school counseling, and parent conferences as needed. Our school expectation, rules, and PBIS program emphasizes the importance of inclusion for all students. Many classroom teachers have voluntarily designated their classrooms as safe spaces for all students. The Second Step program teaches empathy, compassion, and skills for including others so that all students feel safe and secure.

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.

The Westlake School staff has agreed that children are expected to wear school clothes that preserve a serious learning environment at school and ensure the safety of the children. With this in mind, the following restrictions apply:

- Clothing that exposes undergarments and/or parts of the body (bare torsos, see-through clothing, shorts or skirts that are extremely short, low-cut armholes, strapless dresses) are not permitted.
- Shirts and shoes must be worn at all times while at school.
- Clothing currently identified as gang attire is not allowed.
- Hats or hoods may not be worn during class time.
- Clothes, buttons, or supplies (including backpacks that make reference to tobacco, alcohol, drugs, or are obscene, are not allowed.) Words or pictures on clothing, supplies or hats that are obscene, suggestive, demeaning to other cultures, drug, and/or gang-related are inappropriate and not allowed.
- Shoes with spike heels, or shoes with stacked heels higher than one inch are not allowed due to potential accidents on the playgrounds, "tennis shoes" are needed for PE and movement classes.

If your child needs to be excused from physical education on any day due to an injury or illness, please write a note to excuse him/her from physical education class.

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.

WESTLAKE EXPECTATIONS THE WILDCAT WAYS

**BE RESPECTFUL
BE SAFE
BE RESPONSIBLE
DO YOUR PERSONAL BEST**

SCHOOL RULES

Be Safe

- * Stop and walk when bell sounds
- * Run/Kick ball on grass only
- * Use equipment and play structure appropriately
- * Walk scooters, bikes, skateboards on school grounds
- * Walk to and from the bathroom
- * Water stays in the sink or toilet
- * Walk and keep your hands to yourself
- * Sit in designated eating areas until you are dismissed
- * Hold equipment until you are on the playground
- * (MUR) Keep body and hands to yourself while in line
- * Walk into the office

Be Respectful

- * Everyone is welcome in a game
- * Listen to yard supervisors
- * No rough play
- * Treat others as you want to be treated
- * Use appropriate language and a quiet voice
- * Use toilet and sink appropriately
- * Respect privacy
- * Use quiet voices
- * Be respectful of other students' learning environments
- * Keep walls clean of writing
- * Listen to the yard supervisor
- * Use quiet voices
- * Say please and thank you

Be Responsible

- * Clean up after yourself
- * Sit and eat in designated areas
- * Toys and electronics are to be left at home
- * Go to the bathroom, wash your hands, and walk back to your classroom or recess
- * Pay attention to your line
- * Hold equipment still
- * Hang up backpacks and jackets
- * Clean up, recycle and throw away trash when you are excused
- * Use an office pass during school hours
- * Wait your turn

CONSEQUENCES/INTERVENTIONS

Re-teach Expectation

Time Out

Individualized instruction/Curricular Modification

Altered setting within the classroom

Loss of Privileges

Removal to another classroom

Behavior referral

Student/Teacher Conference

Peer Mediation/Conflict Resolution

Letter of Apology

Restitution/Act of Kindness

Community Service

Behavior Contract/Plan

Office referral

Parent Contact

In-school suspension

Out of school suspension

REWARD SYSTEM

All students may receive a variety of positive acknowledgements such as Cool Cats, Second Step Awards, Shout Outs and classroom incentives.

Cool Cats are redeemable at the Wildcat Store on Wednesdays, Fridays for Popcorn or Popsicle, and all tickets are entered towards a school wide reward such as: Field Day, Extra Recess, Dance Party, or special assembly.

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

Safety Plan Collaboration and Training offered by Santa Cruz County Office of Education: December 12, 2018 Additional training was provided by SCCOE and SCCS Director of Student Services on 1.17.19

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 Westlake Elementary School that prevent bullying for all students, including specifically for LGBTQ students.

Westlake Staff are dedicated to creating a welcoming and inclusive learning environment for our community. All teaching staff receive ongoing training on the harmful effects of bullying. Students are taught to be upstanders and report bullying to an adult. Any reports of bullying are investigated thoroughly and whenever possible restorative practices are used to develop empathy and compassion. Victims of bullying are provided with school counseling, parent conferences, and protection from repeated bullying. Individual students engaging in bullying behavior are provided with school counseling, parent conferences, behavior contracts, and other interventions. Our school expectation, rules, and PBIS program emphasizes the importance of inclusion and respect for all students. The Second Step program teaches empathy, compassion, and skills for including others so that all students feel safe and secure.

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.

Assessment of School Safety and a Healthy School Climate Data

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

Summary of Key Indicators from the 16-17 Administration to 75 Fifth Graders in February 2017

School Engagement and Supports

School connectedness (high) 66%

Academic motivation (high) 45%

Caring adult relationships (high) 54%

High expectations (high) 59%

Meaningful participation (high) 33%

School Safety

Feel safe at school those who report most of the time or all of the time 81%

Been hit or pushed 36%

Mean rumors spread about you 32%

Been called bad names or mean jokes made about you 39%

Saw a weapon at school† 11%

- Brought a weapon to school: No: 100%
- Saw another kid with a weapon at school: No: 89%

Disciplinary Environment

Students well-behaved those who report most of the time or all of the time 69%

Students treated fairly when break school rules those who report most of the time or all of the time 71%

Students treated with respect those who report most of the time or all of the time 86%

Lifetime Substance Use

Alcohol or drug use 18%

? Alcohol, one or two sips: 16%

? Alcohol, a full glass: 1%

Cigarette smoking 0%

E-cigarette 0%

Social Emotional Health Survey

This survey is administered annually to 4th and 5th graders. In the fall of 2017, 106, 4th and 5th graders participated. In the fall of 2018, 182, 3rd, 4th and 5th graders participated. The survey groups questions into the areas of Persistence, Gratitude, Zest, Optimism, Prosocial Behavior, Bullying, and School Belonging. Student responses range on a scale from "No, Never" to "Yes, Always". Answers to key questions in each area are reported on below.

Persistence: The act of enduring in the face of difficulty.

Do you keep doing your class assignments even when they are really hard for you?

In 2017: 76% of 4th graders and 92% of 5th graders responded "Yes, most of the time" or "Yes, all of the time"

In 2018: 91% of 4th graders and 86% of 5th graders responded "Yes, most of the time" or "Yes, all of the time"

This indicates that the cohort of 2017 4th graders increased in their self-perception of persistence from 2017 to 2018. Overall, the majority of students view themselves as being persistent.

Gratitude: An expression of a student's affirmation and appreciation for the gifts, benefits, and supports received from others (family, peers, teachers).

Do you feel thankful to go to your school?

In 2017: 78% of 4th graders and 93% of 5th graders responded "Yes, most of the time" or "Yes, all of the time"

In 2018: 84% of 4th graders and 81% of 5th graders responded "Yes, most of the time" or "Yes, all of the time"

This indicates that the cohort of 2017 4th graders increased in their self-perception of gratitude from 2017 to 2018. Overall, the majority of students view themselves as being grateful.

Zest: The degree of enthusiasm and energy with which a student approaches work.

Do you get really excited when you learn something new at school?

In 2017: 49% of 4th graders and 65% of 5th graders responded "Yes, most of the time" or "Yes, all of the time"

In 2018: 43% of 4th graders and 58% of 5th graders responded "Yes, most of the time" or "Yes, all of the time"

This indicates that the cohort of 2017 4th graders decreased in their self-perception of zest from 2017 to 2018. 5th graders tend to report feeling more zest in their learning than 4th graders.

Optimism: The tendency to believe that good things are to come and to have a positive outlook.

Do you feel positive that good things will happen to you at school?

In 2017: 75% of 4th graders and 74% of 5th graders responded "Yes, most of the time" or "Yes, all of the time"

In 2018: 72% of 4th graders and 72% of 5th graders responded "Yes, most of the time" or "Yes, all of the time"

This indicates that the cohort of 2017 4th graders decreased slightly in their self-perception of optimism from 2017 to 2018.

Prosocial Behavior: Average of 4th and 5th: Total: "Yes, often, very often, always"

2017 2018

Following rules: 89% 94%

Listening: 87% 91%

Nice to others: 97% 99%

Help others: 61% 64%

Bullying Related Items: Average of 4th and 5th Total: "Sometimes, often, very often"

2017 2018

Been hit or pushed: 13% 7%

Called Names: 16% 8%

School Belonging and Membership: Do you feel like you are a real part of your school?

In 2017: 68% of 4th graders and 84% of 5th graders responded "Yes, most of the time" or "Yes, all of the time"

In 2018: 75% of 4th graders and 72% of 5th graders responded "Yes, most of the time" or "Yes, all of the time"

This indicates that the cohort of 2017 4th graders increased slightly in their self-perception of belonging from 2017 to 2018.

An analysis of CHKS, and SEHS data indicates strength in school connectedness, caring adult relationships, high

expectations, feeling of safety, and being treated with respect. Areas of growth include level of student optimism, meaningful

participation, academic motivation, and student behavior. Referral data indicates areas for growth in respect, disruption and

physical contact. These are the three areas of highest referral by staff for the 2017-18 school year. Referral data indicates that 26%

of referrals come from the playground and 58% from the classroom. A large percentage of referrals occurred around the morning

recess time.

The Social Emotional Health Survey indicates that the following are areas of relative strength based on the majority of students, 70% or more, responding positively: persistence, gratitude, optimism, prosocial behavior and school belonging. Another positive indicators from this data are the decreasing levels of bullying related items. The area of zest indicates only half of students feel excited about school and learning. This is an area for focus and consideration. Helping others is also an area for focus.

Westlake uses the Positive Behavior Interventions and Support (PBIS) approach to promote a positive school climate. The Wildcat Ways--Be Respectful, Be Responsible, Be Safe, and Do Your Personal Best--are taught to all students at the beginning of the school year. Positive behavior is reinforced through daily Cool Cat tickets, weekly student acknowledgements, and quarterly assemblies. Behavior transgressions are monitored using referral forms. Students needing behavior support move through tiers of intervention including small group instruction, individualized instruction, classroom support from a behavior aide, and school counseling. The PBIS Team meets monthly to review and monitor programs. They research solutions to problem behaviors and make recommendations to the teaching staff for additional interventions. A Coordination of Services Team (COST) including the Counselor, Intervention Coordinator, and School Psychologist meet weekly to monitor interventions and student progress. The Second Step social emotional learning program is taught in all classrooms. The curriculum builds from kindergarten to 5th grade and includes lessons on: skills for learning, empathy, emotion management, and problem solving. The Second Step program provides a common language for all students and staff. Classroom meetings are used on at least a weekly basis to build classroom community, sense of belonging, and to provide opportunities for problem solving. The staff reviews the results of the Social Emotional Health Survey and researches strategies to support students. The strategies developed in the 2018-19 school year focused on developing optimism, gratitude, persistence and school belonging. In the area of optimism the strategies staff planned to include were to highlight successful problem solving and how students have made things better at school. In the area of gratitude the strategies of reflecting on the learning experiences they have had, learning about others that are less fortunate, and class meetings focused on appreciating the opportunities they do have. In the area of persistence the strategies of having a growth mind set, drawing attention to obstacles that have been overcome, and supporting students with goal setting plans. In the area of school belonging the strategies identified were to have a private method of getting support from a teacher, remind students that the adults at school are there to help, and utilize the school counselor for students needing support. Additional programs at Westlake that promote a positive school climate are the community events and partnership with the PTA. Events such as the Back to School BBQ, Family Math Night, Spooky Story Night, Movie Nights, International Day, Day of Dance, and other assemblies are opportunities for students and families to connect with the school.

Concerning counseling services and mental health for the general school population, the school counselor not only acts as a liaison between students, their parents and the school but provides services to all students through different levels of our tier process. This includes mental health services and referrals, on both a one to one and or group basis. Referrals are made by students themselves, teachers, parents, administration staff, the Student Support Team (SST) and COST meetings, and/or IEP's. The school counselor is available to all students for general check ins, advocacy needs, classroom interventions, curriculum assistance, academic improvement, truancy related issues, classroom

groups, conflict resolution, parent teacher meetings, referral for outside services, and any mental health emergency interventions that might arise. When meeting with a student on a one to one basis, the school counselor meets with students for mental health needs and determines if an outside referral is appropriate for long term therapeutic intervention.

Strategies and programs unique to Westlake Elementary School that create a positive school climate for all students, including specifically for LGBTQ students.

At Westlake Elementary 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. Our school counselor also runs the "Lunch Bunch" group to encourage positive peer relationships and partakes in classroom activities that focus on mental health education and well being. The counselor also focuses on high needs groups such as our LGBTQ population by creating a safe environment for all students. This is achieved by posting and distributing "Safe Place" signs in classrooms, partaking in teacher trainings, creating and implementing gender plans, providing one on one support for LGBTQ students, advocating for their needs, providing access to a gender neutral bathroom in the nurse's office, and assisting in hosting a guest speaker from the Diversity Center to train and educate staff. The counselor also creates a strong working relationship with parents, when appropriate, to further support the needs of our LGBTQ students.

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 Westlake Elementary School that encourage early resolution of complaints for all students, including specifically for LGBTQ students.

Complaints are taken seriously and every effort is made to resolve them in a timely fashion. Complaint forms are available in the school office. Teachers are expected to hold regular class meetings that allow student opportunities to voice concerns, complaints, and have opportunities for meaningful participation in how classrooms are run. A thorough investigation of complaints is conducted when received including interviews of parties involved. Once a thorough understanding of the situation is reached, the complainant is notified of the findings and outcomes.

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).

Mental health professionals are available to any student that may have experienced a traumatic event. Our school psychologist, district social workers, School Resource Officer, and school counselor are available to support students. There are also outside service agencies such as Youth Services of Santa Cruz and Family Service Agency, Hospice of Santa Cruz, and or the Santa Cruz County Department of Mental Health that support students with suicidal ideation.

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 Westlake Elementary School, 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:

Getting to School:

In keeping with Westlake's goal of fostering environmental awareness in our student body, we strongly urge parents and guardians to use alternative ways to driving to get children to and from school, such as walking or bicycling. If you must drive children to school, please carpool. Emphasize safety in every transportation mode you use.

Crossing Guards:

The Santa Cruz City Schools District, in conjunction with the Police Department, fund the position of a crossing guard, upon availability, every school day during arrival and departure times at the west crosswalk, across High Street from Moore Street to the Westlake entrance.

Walking:

We recommend parents and guardians accompany kindergarten and primary-grade (1st – 3rd) students if they walk to and from school. Consult the walking routes map for Westlake for the best walking route to school from your neighborhood and back home from school. Teach children how to cross streets:

- At intersections
- In crosswalks when available
- With pedestrian crossing signal at light-signal controlled intersections.
- With crossing guard assistance when available.

Using the Passenger Drop-Off and Pick-Up Zone:

During drop-off and pick-up times, drop children off and pick them up at the white curb of the passenger drop-off and pick-up zone, which is along the sidewalk behind the Library Media Center. Keep traffic flowing in this zone. DO NOT leave your vehicle parked in the passenger drop-off/pick-up zone. If children are not present for pick-up at time of arrival, continue out of the parking lot, park on the street, walk up to find them, or circle the parking lot until they arrive.

Curb Assistant Program:

Westlake partners with its parents to provide curbside assistance, upon availability, in the passenger drop-off/pick-up zone. Volunteers open vehicle doors at the white zone curb and assist students in and out of their vehicles. If no curb assistants are present during drop-off/pick-up times, please observe the white zone curb regulations. If you are interested in volunteering to be a curb assistant, please contact Principal Clyde Curley at 429-3878 or by email at ccurley@sccs.net

Passenger Drop-Off/Pick-Up Zone Protocol and Safety:

Please take these safety precautions when dropping off or picking up children at the white zone curb.

Follow the directives of Westlake staff and volunteer curb assistants in the Westlake parking lot. Stop before the crosswalk at the entrance to the parking lot to wait for any pedestrians using the crosswalk. Wait in a single file line of

cars for available space at the white zone curb. It is best to wait for all vehicles currently at the curb to depart. Drive as far as possible along the white zone before dropping off or picking up children. Yield to vehicles attempting to leave the white zone curb.

For everyone's safety, do not double or triple park in the drop-off/pick-up zone.

Visitors:

All visitors are required to sign in at the office, present identification if requested, and wear a visitors badge while on campus. Classroom observations by prospective families are available by appointment only.

Additional information about Safe Routes to School can be found at the City of Santa Cruz website:

<http://www.cityofsantacruz.com/government/city-departments/public-works/traffic-engineering/bicycle-pedestrian-facilities-and-programs/safe-routes-to-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

