COMPREHENSIVE SCHOOL SAFETY PLAN
Part I – Public Components
2022-2023

District: Santa Cruz City Schools

Superintendent Kris Munro

Phone Number: 831-429-3410

E-mail Address: superintendent@sccs.net

Table of Contents

Purpose of the Comprehensive School Safety Plan (CSSP)

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

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

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

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

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

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

    X   School Site Council

    X   School Safety Planning Committee

Which includes the following members:

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

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	12/13/22
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	1/25/23
School Site Council approval of the Plan	1/25/23
School District Board approval of the Plan	2/22/23
Submission to Santa Cruz County Office of Education for audit review	3/1/23

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:

Secondary	*Branciforte Middle*						
	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Suspensions (Total #)	7	33	32	22	17	0	11
Expulsions (Total #)	1	3	0	0	0	0	1
No Suspension or Expulsion (Total #)	4	8	0	16	23		7
Students Who Committed an Offense (Total Undup #))	10	29	25	22	17		14
Offenses Committed (Total #)	13	46	32	40	29		18
Chronic Absentee Rate (%)	N/A	13%	13%	9%	10%	6%	22%
Discipline for Bullying and Harassment (Total #)	3	4	0	1	3	0	4
Discipline for Fighting/Physical Harm (Total #)	2	20	10	11	15	0	5
Discipline for Substance Abuse (Total #)	2	6	6	11	3	0	1
Incidents involvement Law Enforcement (Total #)	N/A	N/A	0	0	0	0	3

Findings from the analysis of the data presented above include:

21-22 Suspension and Expulsion: We saw a continued decline in our suspensions this year, continuing with the trend prior to distance learning. Our PBIS and student support teams continued to meet to address student behaviors and provide interventions to help mitigate and address concerns. We saw that our students were by and large struggling to regulate due to their time away from school, so we took a therapeutic/restorative approach where we were able and provided constant messaging with students and parents.

21-22 Chronic Absenteeism: Our Chronic Absenteeism grew in 21-22, primarily due to Covid protocols and mental health needs of students. Our Student Support Team and attendance/health clerk continued to monitor student absences to provide support and intervention as necessary. Any chronically truant students who are not responding to interventions are referred to the Student Attendance Review Board to discuss the concerns and provide next steps.

2020-2021 Behavior - Our site continued to use our behavior expectations - Honorable, Sensible, Safe - as our guiding tenets. We provided messaging to the students around this and incentivized/rewarded the behaviors through weekly drawings. We also continued to implement alternative consequences to suspension per updated administrative regulation regarding Drugs and Alcohol and it remains our belief that the purpose of discipline is to change behavior, not punish, and that there are better means of changing behavior than suspension. We want our students to grow and learn from their poor decisions so that such decisions are not repeated. As a result, students often receive consequences that are more closely aligned with their offense (other than suspension) and that reflect a more restorative justice approach. Prior to distance learning, we were below the previous year's suspension total and only students in our SAIL therapeutic program had multiple suspensions, primarily related to Bullying/Harassment and Fighting/Physical Harm.

2020-2021 Chronic Absenteeism: Our student support team continued to make this our primary focus. We used all hands on deck, twice weekly, to do real-time outreach to students who were chronically absent and created plans and incentives to help the students get to school. Prior to distance learning, we were on par with the previous year's data. Students who did not respond to our interventions were referred to our Student Attendance Review Board for additional support and accountability. Even during shelter-in-place, our team continued to reach out to students to ensure that they had tech access, knew how to navigate the online platforms and that they were physically and emotionally safe at home.

School Safety Strategies and Programs

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

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

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

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

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

Strategies and programs unique to Santa Cruz City Schools that provide a safe learning environment for all students, including LGBTQ students.
At Branciforte Middle School we have a multitude of committees, systems, curriculum, and clubs to help support a safe learning environments. Examples include but are not limited to: Positive Behavior Intervention and Supports (PBIS), School Clubs, The Muskaqueers (GSA), Flying of the LGBTQ Rainbow Pride Flag in the month of May, celebrate LGBTQ history in the month of October, Climate Index Survey, Purple Dots on Library books to indicate LGBTQIA-friendly content, Counseling Services, Afterschool Academic Achievement, Response to Intervention/Multi-Tiered Systems of Support, Orientation, BTV, Assemblies, SCIL, Family Life Curriculum and Nightmare on Puberty Street schoolwide assembly, Regular meeting of School Support Team, Admin. attendance at LGBTQ Task Force and Superintendent's Student Advisory on Race and Equity. Addition of fulltime Social Emotional Health Counselor, Second Step SEH curriculum used schoolwide in all departments, Social Emotional Health Survey schoolwide, yearly, and California Healthy Kids Survey Survey in 7th grade every other year

Santa Cruz City Schools is implementing CatapultEMS, an emergency management and communication platform. CatapultEMS is a centralized tool for SCCS district, site, and law enforcement to use to communicate with each other in real-time during an emergency. Additionally, CatapultEMS updates all SCCS staff and student daily, so in the event of an actual emergency, staff can utilize CatapultEMS during drills, evaluations, and reunification. CatapultEMS also includes an anonymous bully and threat reporting option for students, teachers, and families to report any situations through SCCS website. Once submitted, our SCCS district safety team and site safety team are notified via text and email so we can address and respond to all anonymous reports in a timely & responsive manner.

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	8/23/22, 11/15/22, 1/23/23, 3/24/23
Lock Down Procedures	9/8/22, 2/2/23
Code Red Procedures	9/8/22, 2/2/23
Shelter in Place Procedures	9/8/22, 2/2/23
Earthquake Emergency Procedures	10/20/22, 2/27/23

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

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

Our site is committed to supporting students through schoolwide expectations and systems to help prevent behaviors that would lead to suspension or expulsion. Our student support team meets regularly to discuss student behavior supports. "Re-entry" meetings are conducted for all suspensions with the intent of moving forward in a positive fashion. The administration conducts an assembly at the start of each year to inform students of what are considered suspendable/expellable events. This is also shared with parents and reiterated throughout the year. A tile, "Three Year Suspension Data," was added to our Student Information System to inform teachers of students on their rosters who have been suspended in the past 3 years.

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

The administration contacts teachers, as needed, to inform regarding any students who may pose a danger in the classroom due to crimes or offenses.   Additionally, a red flag with the number 49079 will be visible near students name in Infinite Campus. This is the CA Education code that requires schools to inform teachers of students who has engaged in, or is reasonably suspected to have engaged in any dangerous acts within the last three years. In addition, our staff

receives training on "Dangerous Objects" to inform on how to address situations where students may pose a threat or possess weapons.

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

Strategies and programs unique to Santa Cruz City Schools that provide a safe school environment for all students, including LGBTQ students.
Examples of committees, programs, and systems that are meant to promote non-discrimination/harassment include, but are not limited to: Positive Behavior Intervention and Supports (PBIS), School Clubs, The Muskaqueers (GSA), Counseling Services, AAA, Response to Intervention/Multi-Tiered Systems of Support, Orientation, BTV, Behavior Expectation Assemblies, SCIL, Family Life Curriculum, Planner, Regular meetings of the Student Support Team, LGBTQIA Task Force, Superintendent's Student Advisory on Race and Equity, Multilingual and Cultural Student Celebration Committee

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

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

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

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

An administrator from Branciforte Middle School worked with other district secondary administrators and the Safety and Wellness Coordinator on Safety Plan Collaboration and Training offered by Santa Cruz County Office of Education. Also, safety plan consultation and coordination was offered by SCCS District Director of Student Services: 10/26/22

Bullying Prevention – BP 5131.2

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

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

Strategies and programs unique to Santa Cruz City Schools that prevent bullying for all students, including LGBTQ students.
Examples of committees, programs, and systems that are meant to prevent bullying include, but aren't limited to: Positive Behavior Intervention and Supports (PBIS), School Clubs, Counseling Services, Response to Intervention/Multi-Tiered Systems of Support, Family Life Curriculum, AAA, Orientation (Beekeepers), BTV, Assemblies, SCIL, FTE for Connectedness, after school sports, Trauma Informed Classrooms, School-wide participation, messaging during Anti-Bullying month, and Second Step Curriculum taught schoolwide in all departments. Superintendents Advisory Task Force on Race and Equity.
Specific programs and supports for our LGBTQ students include a robust and visible Gay-Straight Alliance (GSA), All-gender bathrooms, counseling services, Whole student-body recognition of day-of-silence, assemblies that promote anti-bullying and acceptance. Safe Space stickers for all of our classrooms and spaces. Digital Citizenship and online behavior expectations were added to our messaging and behavior matrix.

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

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of

adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools. Board Policy 5137 is included in the Appendix.

California Healthy Kids Survey Summary of Key Indicators of School Climate and Well Being
The following data are the key safety and school connectedness indicators from the 2021-22 California Healthy Kids Survey. The percentages represent the district responses for 7th grade.
School Environment Scales (Numbers represent % of High/Moderate/Low responses)
Caring adults in school - 39/55/6
High expectations-adults in school - 51/46/3
Academic Motivation - 36/46/18
School Connectedness - 51/43/6
Perceived Safety at School - Very safe 25%, Safe 43%, Neither safe nor unsafe 27%, Unsafe 4%, Very unsafe 1%
The areas of greatest need under perceived safety were "Been made fun of, insulted, or called names" with 41% of students
experiencing one or more instances in the past 12 months, "Had mean rumors or lies spread about you" with 35% of students
experiencing one or more instances in the past 12 months, and "Been afraid of being beaten up" with 20% of students

The Social Emotional Health Survey (SEHS), given in Fall of 2022, provided students the opportunity to weigh-in on their relationship to school, as well as their social-emotional well being. Our student support team used that data to identify students at different levels of need and created a triage list of priority students to follow up with. The highest priority group included students who indicated low satisfaction/high distress in their lives. These 46 were referred to our counselor, school social worker, and intern for outreach using questions that were developed by the district counseling team.

Additionally, representatives of our GSA and our ASB came together to take the Climate Index Survey to determine their progress towards inclusive policies and practices regarding LGBTQ student support systems that are sustainable. Celebrations from this include high scores with regard to our student support systems and our professional learning. Areas of growth are around inclusive curriculum.
This year we also are participating in the Safe Schools Model LGBTQ.

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

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

Strategies and programs unique to Santa Cruz City Schools that create a positive school climate for all students, including LGBTQ students.
At Branciforte Middle School, there is ongoing and dedicated learning about LGBTQ student inclusivity and support by and for the whole school . This support is evidenced via staff knowledge of laws and policy, as well as expected

behavior and interactions between students and staff. Other supports in place to enhance school climate include the implementation of Positive Behavior Intervention and Support (PBIS), School Clubs, Counseling Services, AAA, Response to Intervention/Multi-Tiered Systems of Support, Orientation (Beekeepers), BTV, Assemblies, SCIL, FTE for Connectedness, after school sports, and Trauma Informed Classrooms.

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

Uniform Complaint Procedure – BP 1312.3
As documented in Board Policy 5137, the Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation. Board Policy 1312.3 is included in the Appendix.

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

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

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

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

Our Support Support Team, including our Counselors, Social Emotional Counselor and School Social Worker meet weekly to discuss students of concern. In these meetings we address student trauma and ensure that students who have witnessed violent acts are seen regularly and that we provide wrap-around services with outside agencies as needed.
Additionally, the Branciforte teaching staff are trained in Trauma Informed/Brain-based learning to bring strategies to our classrooms to support students who have experienced trauma. Additionally, our staff provides SEL instruction to all students, in all classrooms.

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:

There are several students who arrive and depart by bus at our site. There is a clearly marked area designated for this.

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

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

Appendix
Board Policy 5141.4 Child Abuse Prevention and Reporting

Board Policy 3516 Emergencies and Disaster Preparedness

Board Policy 5144.1 Suspension and Expulsion/Due Process

Board Policy 4158 Employee Security/Teacher Notification

Board Policy 5145.3 Nondiscrimination/Harassment

Board Policy 5132 Dress and Grooming

Board Policy 5144 Discipline

Board Policy 5131.2 Bullying Prevention

Board Policy 5137 Positive School Climate

Board Policy 1312.3 Uniform Complaint Procedure