



# *COMPREHENSIVE SCHOOL SAFETY PLAN*

## *Part I – Public Components*

### *2022-2023*

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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).

<http://www.sccs.net>

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 .

### 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
Tracey Runeare	Principal from Santa Cruz City Schools
Jolene Kemos	Parent whose child attends the School
Rosario Weckler	Classified Employee
Trevor Kendall	Law Enforcement Agency Representative
Katrina Wedding	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	12/14/22
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	12/14/22
School Site Council approval of the Plan	12/14/22
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:

<b>Secondary</b>	<b>Harbor</b>						
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
<b>Suspensions (Total #)</b>	34	46	56	45	41	2	59
<b>Expulsions (Total #)</b>	1	3	3	4	0	0	4
<b>No Suspension or Expulsion (Total #)</b>	24	11	1	35	12		12
<b>Students Who Committed an Offense (Total Undup #)</b>	33	49	45	63	31		45
<b>Offenses Committed (Total #)</b>	59	60	61	85	26		72
<b>Chronic Absentee Rate (%)</b>	N/A	13%	16%	14%	15%	8%	26%
<b>Discipline for Bullying and Harassment (Total #)</b>	3	3	3	3	0		7
<b>Discipline for Fighting/Physical Harm (Total #)</b>	15	11	13	15	9		23
<b>Discipline for Substance Abuse (Total #)</b>	6	14	26	38	24	2	16
<b>Incidents involvement Law Enforcement (Total #)</b>	N/A	N/A	0	2	0		7

19-20 data from 7.13 Incident by	Offense report, includes non-suspension/expulsion incident outcomes; S/E data from 7.11 Incident Results Count
18-19 data from 7.1 Count by Most Severe Offense report,	includes suspension/expulsion and non S/E incidents; S/E data from 7.3 Disciplinary Actions report
17-18 and prior years' data from	7.1 Count by Most Severe Offense report, only includes suspension/expulsion incidents; S/E data from 7.3 Disciplinary Actions report
Absenteeism data from 14.1 Student Absenteeism reports	
Law enforcement data extracted	from Student Information System; sites documented law enforcement involvement in the details of the incident, rather than using consequence code, thus preventing correct reporting to CALPADS
Law enforcement data not available in CALPADS until 19-20	

Findings from the analysis of the data presented above include:

Harbor High has fully trained all staff and implemented Restorative Practices school-wide in the 2019-2020 school year. We continued our Restorative Practices training this year with two staff trainings in January 2022 and January of 2022.

Suspensions and expulsions, including fighting and physical harm incidents, are continuing to decline since the 2018-19 school year. In addition, after implementing a one-day in-school suspension program for students with a first offense for marijuana use or possession during the 2017-2018 school year, our number of incidents for possession and/or use of a controlled substance has declined over the last three years. The in-school suspension program includes protocols for social-emotional supports and academic interventions.

For 2018-19, Harbor had 45 suspensions and 4 expulsions. There were 41 suspensions in 2019-2020. This shows a downward trend in behavior management systems that lead to removal of students from instruction.

The COVID-19 pandemic of 2020-2021 lead to fewer behavior incidents "at school."

To date for the 21-22 SY we have 40 behavior incidents recorded in Infinite Campus. Of those incidents 20 have resulted in Suspensions (14 In-school; 6 out of school).

Consistent monitoring of student attendance is a priority for Harbor High School. Harbor High School staff continues to support students with poor attendance through parent outreach, counselor/social worker interventions, and appropriate referrals to the district Student Attendance Review Board.

Attendance is actually higher this year than in previous school years, perhaps because some of the barriers to getting to school are removed, and the requirements for receiving a "present" mark are quite broad and accommodating. Only about 6% of students are currently considered "chronically absent" as of February 1, 2021.

In the 2021-22 SY we have seen an attendance drop with our rates falling between 92 and 94% respectively. We attribute this drop to continued effects of the Covid 19 pandemic.

## **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**

Mission statement:

Educating all students to become critical thinkers and globally-minded community members.

Vision Statement:

Where adults and students are respectful and own their learning. Harbor High graduates are college and career ready and equipped with the skills needed to become the best version of themselves.

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.

Harbor High has two Campus Supervisors that monitor safety conditions on the school campus, school parking lots, and areas surrounding the campus before and after school and throughout the school day. Our school resource officer comes to Harbor High on average 2-3 times per week during Break and Lunch, and/or at the request of site or district administrators. Security cameras are installed campus-wide and alert a security company and/or police during after-school hours and weekends.

In 2018, after county-wide implementation of a Threat Assessment protocol, Harbor instituted a Threat Assessment Team, which includes site counselors, the school psychologist, site administration, district social worker, and school resource officer. Site administration and counselors were also trained on the county Threat Assessment protocol.

Harbor High Health classes, which all Freshman students take, cover anti-bullying, non-discrimination, sexual harassment, sexual orientation and gender expression. The school also has an active LGBTQ Club and October is LGBTQ history month in the district. Staff are trained annually during staff meetings in protocols and laws surrounding non-discrimination and harassment. Harbor's campus has three all-gender bathrooms available to all students.

In the 2020-21 school year, additional health safety measures were implemented on campus to support social distancing and sanitation during the COVID-19 crisis. These measures included extensive signage, COVID-19 symptoms screening, and a relocation of the health office to a new health center.

Our district has relationships with local agencies Encompass Community Services and Pajaro Valley Prevention and Student Assistance to refer students for support for substance use and mental health concerns.

In 2021-22, our district schools have hired social emotional counselors to support students in crisis or with ongoing mental health needs. We have increased our twice a week on-campus Covid testing hours from 4 per week to 16.

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	September 2021; October 2021
Lock Down Procedures	September 2021; November 2021
Code Red Procedures	Safety presentation went out August 2021
Shelter in Place Procedures	November 2021
Earthquake Emergency Procedures	March 2022; May 2022

### 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.

Harbor High has served as honored hosts for both a county-run fire evacuation center and a COVID-19 vaccination clinic through Dignity Health during the 2020-2021 school year.

### Suspension/Expulsion Policies – BP 5144.1

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

All teachers have been given access to the student behavior incidents as per California Education Code 49079 by including a virtual flag next to the student's name in Infinite Campus, our student information database. In addition at Harbor High, when a student returns from a suspension, a re-entry meeting is held which includes the student, a family member, a counselor (if needed) and a school administrator. During the meeting, we review the behavior expectations for the student and an actionable plan in support of the student to ensure his/her success at school.

### 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.

Teachers and relevant staff are notified of current behavior events via email, after the suspension or expulsion has been enacted. Teachers and staff may inquire with administrators at any time if they have safety concerns about their students. A red flag with Ed. Code number 49079 appears next to the name of the student who has been suspended within the past three years for a major offense, per section 48900 of Ed. Code.

### **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.

Harbor High Health classes, which all Freshman students take, cover anti-bullying, non-discrimination, sexual harassment, sexual orientation and gender expression. The school also has an active Queer Straight Alliance Club. Staff are trained annually in staff meetings in protocols and laws surrounding non-discrimination and harassment.

School admin, students, and classified staff reps serve on the the Superintendent's Student Advisory Committee on Race and Equity.

### **Dress Code – BP 5132**

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

### **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.

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

On October 26, 2022, administrators representing each school in the Santa Cruz City Schools District collaborated with the Safety and Wellness Coordinador to complete the Comprehensive School Safety Plan. Harbor High School's School Site Council was briefed with the safety plan again on February 22, 2022. Additionally, parents are invited to review the plan during the "Principal and Friends" meeting on March 2, 2023.

## **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.

All freshman students take Health, and bullying prevention as part of the curriculum. In health class, members of the LGBTQ community present on anti-bullying and anti-discrimination.

Teachers use user authentication to prevent "Zoom-bombing" and to verify the identity of participants in online classrooms, for students' and staff members' protection.

## **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.

Additional data for positive school climate includes the results from our California Healthy Kids Survey, last administered in 2021 to all freshman and junior students.

"School perceived as safe or very safe"

69% of 9th grade students

65% of 11th grade students

"Experienced harassment or bullying"

29% of 9th grade students

23% of 11th grade students

"School connectedness"

70% of 9th grade students

62% of 11th grade students

"Caring adult relationships"  
66% of 9th grade students  
73% of 11th grade students

Part time Activities Director position  
Full time Athletic Director position  
Full time School Community Coordinator  
District Social Worker and Social Work intern  
"Harbor Pride" apparel and stickers for students and staff  
College-going culture support, including a strong AVID program and use of the Organized Binder system  
College Counselor  
Link Crew  
Classroom and after-school learning center, tutors Tuesday through Friday  
Student Leadership class and Pirate Pride student leadership club  
Student athletic programs and clubs  
Pirate Pride positive recognition for behavior, academic achievement, improvement, and school citizenship  
SEEDS Restorative Practice Trainings (x2)

Harbor High's Counseling and Guidance Department provides a proactive, comprehensive, and developmentally appropriate program of planning and support for students' academic and career goals and social-emotional well being. Harbor High's Counseling program partners with parents/guardians, all school staff, community members and other stakeholders to teach and reinforce academic and social-emotional goal setting, planning, persistence, self-awareness and reflection, and helping self and others. The Harbor High Guidance and Counseling department provides a welcoming and safe environment for Harbor students to receive a full range of academic and emotional supports. Our Counseling staff is available throughout the day and often during evenings and weekend events to provide academic, personal, social and career counseling to students. Harbor High Counseling and Guidance staff includes three full-time Counselors, a part-time Career Technical Education Counselor, a School Community Coordinator, a Counseling Secretary, a Registrar and an Assistant Principal of Counseling and Guidance.

Harbor takes a proactive approach to establishing the behavioral supports and school culture needed for all students to achieve social, emotional, and academic success. In terms of behavior management, Harbor uses a community accountability model where students reflect on their actions and the benefit or harm those actions have caused to the community. Behavior management is focused on ensuring a safe environment where students can learn and thrive academically and socially. Educators work with students to create an environment of mutual trust and respect and encourage students to work to repair harm and restore relationships with each other and adults on campus. Examples of community accountability practices include student-teacher conferences, student reflection forms, and conflict resolutions. The impact of this approach has been an overall decline in total behavior events over the last five years. Starting in the 2017-2018 school year, Harbor administration moved toward in-house suspension for many behavior incidents that would have otherwise resulted in out of school suspension. This transition has allowed more students to remain on campus, where they have access to academic and social-emotional supports. Also, during the 2018-2019 school year, a team comprised of teachers, a Campus Supervisor, and the Assistant Principal of Student Services attended a series of training on Restorative Practices. This training was offered and implemented school-wide 2019-20. In the second semester of the 2018-2019 school year, Harbor High leadership created positive behavior

referral forms for teachers and staff to recognize students by highlighting exemplary behavior or recognizing growth; in 2019-2020 the use of the 5 Star Students platform further expands this engagement tool.

Harbor's practices around student attendance are focused on interventions that aim to address the root of the attendance issue. These practices include student and parent meetings and consultations with guidance counselors, the school psychologist, district nurse, Special Education case managers, and social workers, as appropriate. The Student Services department includes two Campus Supervisors, an Assistant Principal secretary, and an Assistant Principal of Student Services.

Also in 2021-22, all secondary schools hired a full time mental health specialist (social emotional counselor) to support the social emotional health and wellness of all students.

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

In addition to programs stated above, Harbor High has an active Queer Straight Alliance student club. The campus also has three all-gender bathrooms. At Harbor High School there is ongoing and dedicated learning about LGBTQ+ student inclusivity and support by and for the whole school. This support is evidenced via staff knowledge of laws and policy, as well as expected behavior and interactions between students and staff. Additionally, members of the administration team participate in professional groups offering presentations about and discussions around LGBTQ+ and other marginalized groups in schools, to better understand their needs and support all 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 Santa Cruz City Schools that encourage early resolution of complaints for all students, including LGBTQ students.

Student and family complaints can be communicated in a variety of ways: in-person contact with administration and office staff or via email, phone, or mail to site administrators or the district office. At the site level, the principal is the designated person to review complaints. 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).

Teachers and staff submit counseling referrals for students in need of social-emotional support. We have a School Community Coordinator and district social worker, who work closely with students and their families to address mental health needs and make referrals to outside agencies as appropriate. Student Study Team (SST) meetings, attendance meetings, and counseling intervention meetings are held to address social emotional concerns for students. Counselors also make appropriate referrals to outside community-based counseling programs.

In 2018, after county-wide implementation of a Threat Assessment protocol, Harbor instituted a Threat Assessment Team, which includes site counselors, the school psychologist, site administration, district social worker, and school resource officer. Site administration and counselors were also trained on the Santa Cruz County Office of Education Threat Assessment protocol.

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

Also in 2021-22, all secondary schools hired a full time mental health specialist (social emotional counselor) to support the social emotional health and wellness of all students.

### **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.

Daily Bus Drop-Off & Pick-up at School: Students arrive/leave by motor vehicle via La Fonda Ave. Students are dropped off in the school parking lot. Students that walk to school enter through the La Fonda entrance to school. At least one Harbor High Staff member supervises the drop-off/pick-up area in the school parking lot during the first ten minutes before and after school.

ID Badges: Visitors must check in with the office to receive a visitor's pass which must be visible at all times.

Security Cameras: Security cameras are in place campus-wide and alert a security company of any persons on campus during evening and weekend hours. Local law enforcement is contacted if necessary.

Safe School Requirements: Safe School Requirements are posted in every classroom, the staff room, and locker rooms.

Bilingual staff are available on site to serve as interpreters.

## **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**