



COMPREHENSIVE SCHOOL SAFETY PLAN

Part I – Public Components

2020-2021

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)	4
Plan Development and Approval	5
Current Status of School Crime	6
School Safety Strategies and Programs	8
Child Abuse Reporting Procedures	10
Emergency/Disaster Preparedness Training Schedule	11
Procedures for Emergency Use by Public Agency – BP 3516	11
Suspension/Expulsion Policies – BP 5144.1	11
Procedures to Notify Teachers of Dangerous Pupils – BP 4158	11
Nondiscrimination/Harassment Policy – BP 5145.3	11
Dress Code – BP 5132	12
Rules and Procedures for School Discipline – BP 5144	12
Consultation, Cooperation and Coordination with other School Site Councils or School Safety Plan Committees	13
Bullying Prevention – BP 5131.2	13
Positive School Climate – BP 5137	14
Uniform Complaint Procedure – BP 1312.3	16
Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act	16
Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school	17
Appendix	17
Board Policy 5141.4 Child Abuse Prevention and Reporting	17
Board Policy 3516 Emergencies and Disaster Preparedness	17
Board Policy 5144.1 Suspension and Expulsion/Due Process	17
Board Policy 4158 Employee Security/Teacher Notification	18
Board Policy 5145.3 Nondiscrimination/Harassment	18
Board Policy 5132 Dress and Grooming	18
Board Policy 5144 Discipline	18
Board Policy 5131.2 Bullying Prevention	18
Board Policy 5137 Positive School Climate	18
Board Policy 1312.3 Uniform Complaint Procedure	18

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
Greg O'Meara	Principal from Santa Cruz City Schools
Anne Marie Weiss	Parent whose child attends the School
Kelly Moker	Classified Employee
Chad Ira, Sheriff Deputy	Law Enforcement Agency Representative
José A. Quevedo	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	January 26, 2021
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	January 20, 27 & 28, 2021
School Site Council approval of the Plan	January 20, 2021
School District Board approval of the Plan	February 24, 2021
Submission to Santa Cruz County Office of Education for audit review	March 1, 2021

Current Status of School Crime

This section presents data that will be analyzed to assess the current status of school crime committed on the Santa Cruz City Schools campuses and at school-related functions. Data presented include:

Soquel High School					
Incident Type	2015-16	2016-17	2017-18	2018-19	2019-20
Suspensions (Total #)	55	62	56	101	43
Expulsion (Total #)	8	2	4	2	1
Chronic Absentee Rate (%)	N/A	12%	13%	12%	12%
Discipline for Bullying and Harassment (Total #)	2	5	5	10	5
Discipline for Fighting/Physical Harm (Total #)	9	16	19	15	15
Discipline for Substance Abuse (Total #)	20	21	19	59	23
Incidents involvement Law Enforcement (Total #)	N/A	N/A	8	4	5

Findings from the analysis of the data presented above include:

The data also shows our rate for discipline for fighting and physical harm have remained stable over the past three years with no dramatic increases. While substance use declined last year after the significant increase in substance use and suspensions in the 2018-19 due to vaping THC and nicotine.

For 2019-21, Soquel High had 43 suspensions, which was more than 50% decrease from the prior year. For 2018-19, Soquel High had 101 suspensions and 2 expulsions. The suspensions for this school year more than doubled due to the vaping epidemic. For 2017-18, Soquel High had 42 suspensions and 3 expulsions. Incidents involving law enforcement dropped from 4 in 2017-2018 to 2 in 2018-2019.

For the 2019-20 and 2018-19 school year the chronic absentee rate was 12%. For 2017-18, the chronic absentee rate was 13%. Soquel High continues to work on improving our attendance supports and interventions.

Soquel High School is in the second year of Restorative Justice practices implementation, which will address site behavioral issues while promoting a positive school climate.

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

Soquel High is a diverse, creative, and professional learning community that encourages and supports all Knights to achieve intellectual and personal excellence, and to be prepared for college, career, and society.

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.

In an effort to support all students, Soquel High has launched student and faculty-led campaigns that promote inclusivity of all students regardless of their cultural, ethnic, language, disability, and gender identity. In addition, faculty formed a Diversity Task Force that meets weekly to evaluate the data and feedback received from students from both the California Healthy Kids Survey (CHKS) and faculty created surveys to determine how kids feel about discrimination/bullying at Soquel High School. Since July 2020, a core group of Soquel High students have participated in an Advisory Committee on Race and Equity and have been meeting monthly with other student representatives and administrators from the secondary schools in our district, and with our school district's cabinet leaders, including Superintendent Munro.

Climate and Culture/Equity Committee continues to support Soquel High by creating activities for our school. Students and selected staff members have participated in the National Coalition Building Institute (NCBI) training sessions to promote diversity and inclusion. These training took place in October of 2019. The Diversity Task force has been meeting with student leaders twice a month to practice leading training and activities.

Soquel High School also provides a safe learning environment for our LGBTQ students by allocating gender neutral restrooms, providing a Gay Straight Alliance (GSA) Club, hosting a National Coming Out Day and the Queer Youth Awards. Moreover, the social studies department includes Queer Civil Rights in their curriculum and the English Department has access to a selection of novels that cover queer topics.

Soquel High School hosts the central office for the area's school resource officer, a sheriff deputy who is usually at school during the week. We have two Campus Supervisors that monitor our school campus, school parking lots, and areas surrounding the campus consistently. All three administrators, school resource officer, head custodian, both

campus supervisors, and two classified staff members meet weekly to address current school needs, especially any safety concerns. In addition, an administrator participates in a monthly district Safety Meeting and a monthly Facilities meeting to address resources and supports needed to ensure safety at the site level. Soquel High School also offers Health classes, which is a graduation requirement for Santa Cruz City Schools. Students enroll in Health as Freshman and the course covers topics such as anti-bullying, non-discrimination, sexual harassment, sexual orientation, and gender expression. In addition, faculty and staff are trained annually during staff meetings in protocols and laws surrounding non-discrimination and harassment.

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	March 3, Sept. 1, Nov. 11, 2021, Jan. 20, 2022
Lock Down Procedures	February 09 & Aug. 24, 2021
Code Red Procedures	Aug. 31, 2021
Shelter in Place Procedures	April 23, 2021
Earthquake Emergency Procedures	Feb. 22 and Oct. 18, 2021

Procedures for Emergency Use by Public Agency – BP 3516

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

Suspension/Expulsion Policies – BP 5144.1

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

All teachers have been given access to the student behavior incidents. They access our digital student tracking platform, Illuminate, using the 3-Year Suspension link, also called a tile.

Procedures to Notify Teachers of Dangerous Pupils – BP 4158

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

At Soquel High School, teachers and selected staff are notified through a tile in Illuminate, our student information platform. Teachers and staff are notified of current behavior events in person or via email, after a student is suspended or expelled. Teachers and staff are invited to request information from administrators at any time if they have safety concerns about their students. A tile, "Three Year Suspension Data," was added to our Student Information System to inform teachers of students on their rosters who have been suspended in the past 3 years.

Nondiscrimination/Harassment Policy – BP 5145.3

As documented in Board Policy 5145.3, the Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including

discriminatory harassment, intimidation, and/or bullying of any student, based on actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics. Board Policy 5145.3 is included in the Appendix.

Strategies and programs unique to Santa Cruz City Schools that provide a safe school environment for all students, including LGBTQ students.

Students and selected staff members participated in the National Coalition Building Institute (NCBI) training sessions. The Diversity Task force has been meeting with student leaders twice a month to practice leading training and activities. The activities derive from the NCBI curriculum presented to our student leaders in August of 2019. In addition, all freshmen have received and will continue to receive the NCBI training in the Fall of every year. Since July 2020, a core group of Soquel High students have participated in an Advisory Committee on Race and Equity and have been meeting monthly with other student representatives and administrators from the secondary schools in our district, and with our school district's cabinet leaders, including Superintendent Munro.

Soquel High School also provides a safe learning environment for our LGBTQ students by allocating gender neutral restrooms, providing a Gay Straight Alliance (GSA) Club, hosting a National Coming Out Day and the Queer Youth Awards. Moreover, the social studies department includes Queer Civil Rights in their curriculum and the English Department has access to a selection of novels that cover queer topics. Soquel High staff members receive professional development opportunities on maintaining safe and inclusive classroom environments. Additionally, all teachers are supplied with posters and banners to display in both the physical and virtual environments indicating a safe place for our students.

Soquel High School also offers Health classes, which is a graduation requirement for all Santa Cruz City Schools students. As freshmen students enroll in Health courses, which require curriculum such as: anti-bullying, non-discrimination, sexual harassment, sexual orientation and gender expression. In addition, faculty and staff are trained annually during staff meetings in protocols and laws surrounding non-discrimination and harassment.

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.

Soquel High Administration has continuously used the district adopted Behavior Matrix based on progressive discipline. In addition, the faculty received professional development in the practice of Restorative Justice in December of 2019. We notify families each time a student needs to be seen by an administrator, and clearly explain to parents the nature and reason for any given consequence and offer and provide additional resources, including counseling and mental health support for students who need it.

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

On January 28th, 2021, administrators representing each school in the Santa Cruz School District collaborated with the Director of Student Services to complete the Comprehension School Safety Plan. The Soquel High School Safety Committee continuously reviewed and provided input during the weekly safety meetings. Soquel High School's School Site Council was briefed with the safety plan on January 20, 2021. Additionally, parents were invited to review the plan during the "Coffee with the Principal" meeting on January 27th, 2021 and Spanish-Speaking families on January 28th, 2021.

Bullying Prevention – BP 5131.2

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

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

Strategies and programs unique to Santa Cruz City Schools that prevent bullying for all students, including LGBTQ students.

Students and selected staff members participated in the National Coalition Building Institute (NCBI) training sessions. The Equity Team (formerly know as The Diversity Task Force) has been meeting with other staff members and administration twice per month to practice the facilitation of trainings and related activities, and to discuss possible initiatives to support all students. In addition, Soquel High School has created a Culture and Climate committee that develops activities for our staff to use in their classrooms. Since July 2020, a core group of Soquel High students were invited to participate in the district's Superintendent's Student Advisory on Race and Equity. These students meet monthly with student representatives and administrators from the secondary schools in our district, as well as the district office administrative staff including Superintendent Munro.

We have also collaborated with United We Dream, an organization that supports undocumented students. This organization along with site staff create opportunities for students to participate in school activities that bring information and awareness of this topic to all students and staff.

Soquel High School also provides a safe learning environment for our LGBTQ students by allocating gender neutral restrooms, providing a Gay Straight Alliance (GSA) Club, hosting a National Coming Out Day and the Queer Youth Awards. Moreover, the social studies department includes Queer Civil Rights in their curriculum and the English Department has access to a selection of novels that cover queer topics.

Soquel High School also offers Health classes, which is a graduation requirement for all Santa Cruz City Schools students. Freshmen enroll in Health and the required curriculum offers pertinent lessons centered on anti-bullying, non-discrimination, sexual harassment, sexual orientation and gender expression. In addition, faculty and staff are trained annually during staff meetings in protocols and laws surrounding non-discrimination and harassment.

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.

The last California Healthy Kids Survey (CHKS) we administered was during the 2018-19 school year. This survey is administered to all freshman and junior students. Some of the data from the 2018-19 survey included below indicates a very positive trend at our school. Data points show that, combining the high and moderate scale scores:

88% of 9th graders and 90% of 11th graders feel that there are caring adults at school

93% of 9th graders and 93% of 11th graders feel that adults have high expectations at school

In terms of safety:

3% of 9th graders and 3% of 11th graders feel unsafe (28% of 9th graders and 32% of 11th graders feel neither safe nor unsafe)

The Overall School Connectedness index for Soquel High School was:

92% for 9th graders and 92% for 11th graders

In addition to the CHKS, at Soquel High School we also administered the Social Emotional Health Survey (SEHS) to our 9th - 11th graders. This comprehensive screening tool allows for effective Universal Screening in multiple areas of student well being.

Specific indicators relating to School Connectedness are noted below:

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

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

Faculty members at Soquel High decided to form a Diversity Task Force to explore ideas to support all students in an ever-growing diverse student body. These teachers meet twice a month to explore and share activities that promote inclusion, equity, and acknowledgement of our students' identity. Despite being in a pandemic where our school activities are done virtually, our Link Crew, led by two of our teachers, held a virtual Freshman orientation for our incoming students. Both of these teachers also have continuously developed student leaders who in turn run activities with our freshmen and check in with them as they transition to our school. We have also added the Climate and Culture Committee that supports staff in the development of their positive classroom and, as a result, a positive school culture.

In addition, Soquel High School has a Part time Activities Director position. Additionally we have a Full time Athletic Director position, a part time (.8 FTE) School Community Coordinator, a District Social Worker, and two Social Work interns. Soquel High School also has a strong College-going culture support, including a strong AVID program, Math Plus and English Plus classes before school, Math and English support classes three times a week after school, after-school library supports in the library Tuesday through Friday, Student Leadership class, and student athletic programs and clubs.

Soquel 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. Soquel 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 Soquel High Guidance and Counseling department provides a welcoming and safe environment for our 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. Soquel High Counseling and Guidance staff includes three full-time (two of them bilingual) and one part time counselors, a part-time Career Technical Education Counselor, a Bilingual School Community Coordinator, a Bilingual Counseling Secretary, a Registrar and an Assistant Principal of Counseling and Guidance. Soquel High takes a proactive approach to establishing the behavioral supports and school culture needed for all students to achieve social, emotional, and academic success. Behavior management is focused on ensuring a safe environment where students can learn and thrive academically and socially, and where consequences are progressive, providing opportunities for students to practice making better choices.

Educators work with students to create an environment of mutual trust and respect and the emphasis is one where students 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 resolution. The impact of this approach has been an overall decline in total behavior events over the last five years. Since the 2017-2018 school year, Soquel High 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, and continue access to academic and social-emotional supports. The Student Services department includes two Campus Supervisors, an Assistant Principal's administrative assistant, and an Assistant Principal of Student Services. Soquel High has also allocated a classroom space to place students with direct access to a counselor if they need support while in-school suspended.

Our school counselors, school resource officer, and social worker work closely with our students, especially our at-risk students, by providing counseling, doing welfare checks, and meeting with their families as needed.

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

Students and selected staff members participated in the National Coalition Building Institute (NCBI) training sessions. The Diversity Task force has been meeting with student leaders twice a month to practice leading training and activities. The activities derive from the NCBI curriculum presented to our student leaders in August of 2019.

At Soquel 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.

Soquel High School also provides a safe learning environment for our LGBTQ students by allocating gender neutral restrooms, providing a Gay Straight Alliance (GSA) Club, hosting a National Coming Out Day and the Queer Youth Awards. Moreover, the social studies department includes Queer Civil Rights in their curriculum and the English Department has access to a selection of novels that cover queer topics.

Soquel High School also offers Health classes, which all Freshmen students take, cover anti-bullying, non-discrimination, sexual harassment, sexual orientation and gender expression. In addition, faculty and staff are trained annually during staff meetings in protocols and laws surrounding non-discrimination and harassment.

Additionally, we have created opportunities to experience cultural events. Students and staff participate in the yearly Día de los Muertos (Day of the Dead) event at school where we expose our students to a rich tradition where culture, music, and food are part of it. Soquel High also welcomes all our students to join the Floklórico dance group where our students learn and practice traditional dances from México.

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. At the district level, the Director of Student Services reviews complaints involving students, and the Assistant Superintendent of Human Resources is the designated person to review complaints involving staff.

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).

There is a coordinated process for referring students for mental health care and support. Teachers and staff submit counseling referrals for students needing social-emotional support. At Soquel High, we have a Bilingual School Community Coordinator, a district social worker, and a social work intern who work closely with students and their families to address mental-health needs. Referrals to outside agencies are facilitated 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. Soquel High School has also created 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.

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

Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school

In an effort to assure the safety and welfare of students, parents, and visitors to Santa Cruz City Schools, the following procedures should be followed when traveling to and from the school site:

- Daily Bus Drop-off & Pick-up at School:
- Students Walking to School:
- Students and Adults visiting the school site after hours or on weekends:

Students who are dropped off/picked up by the school bus daily do this by entering via Old San Jose Rd and then by entering the access to the Santa Cruz County classrooms, on the west side of the school. Students arrive/leave by motor vehicle via Old San Jose Rd. Students are dropped off in front of the school in the drop off area. Students that walk to school enter through the trail close to Soquel Ave. and through the trail by the football stadium. Campus supervisors monitor student ingress and egress in the morning and after school.

Visitors must check in with the office to receive a visitors pass which must be visible at all time. Bilingual staff members at Soquel High School are available to provide interpretation.

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