



COMPREHENSIVE SCHOOL SAFETY PLAN

Part I – Public Components

2022-2023

District: Santa Cruz City Schools
Superintendent Kris Munro
Phone Number: 429-3419Ext 220
E-mail Address: krismunro@sccs.net

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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://gault.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
Amariah Hernandez	Principal from Santa Cruz City Schools
Christopher Garcia	Parent whose child attends the School
Lucy Faminia	Classified Employee
Trevor Kendall	Law Enforcement Agency Representative
Lacie Wall	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	2/1/23
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:

Elementary	Gault						
	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Suspensions (Total #)					2	0	4
Expulsions (Total #)					0	0	0
No Suspension or Expulsion (Total #)							1
Students Who Committed an Offense (Total Undup #)							3
Offenses Committed (Total #)							6
Chronic Absentee Rate (%)					16%	13%	37%
Discipline for Bullying and Harassment (Total #)					0	0	0
Discipline for Fighting/Physical Harm (Total #)					1	0	4
Discipline for Substance Abuse (Total #)					0	0	0
Incidents involvement Law Enforcement (Total #)	N/A	N/A			0	1	1

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:

Since 2019, suspensions have increased. While it is the intent of staff to use alternative means of correction whenever possible, suspensions do become necessary at times to preserve the safety of our students.
The data representing the low numbers (1) of Bullying/Harassment indicates high levels of success. Through Gault Elementary School's continued work with Positive Behavior Interventions and Supports (PBIS) and restorative justice practices, we have found that other avenues besides suspension are more effective when addressing bullying and harassment at the elementary level.
Regarding Chronic Absenteeism, the data indicates an decrease of 3% over the past three years. Efforts to address this issue include school based support teams that meet regularly to brainstorm various support measures to assist students and families in improving attendance. Gault's School Counselor, Teachers, and Community Coordinator are actively involved with the monitoring of attendance, and coordinate with district staff when referrals to the Student Attendance Review Board are necessary. We will continue to work with our families to improve attendance for our students.

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

Gault Elementary School is a caring community that fosters respect, values diverse cultures and languages, and promotes positive school climate through the use of Positive Behavior Interventions and Support (PBIS). Through a meaningful and appropriate curriculum, we work to ensure that all students experience continuous growth in academic and social skills in order to become complex thinkers, collaborative learners, and clear communicators. We do this through excellence in teaching, parent and community partnership, and support from our school district.

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.

Gault Elementary School consistently provides opportunities for sustainability and enrichment to our families. We are a community school that works with and for our community starting at 7:45 am to 6:00 pm every school day. We are a Gold Ribbon school that is proud of our PBIS (Positive Behavior Interventions and Support) program. We have clear expectations and guidelines for behavior. At Gault school we live by the motto of "Show Respect, Make a Good Decision and Solve a Problem." We have a strong play works programs that promotes safe, respectful and fun play during recess times. Our ASES after school program follows the same consistent expectations and procedures as our daytime school.

Our Community Coordinator and staff organize our very active GPTO and ELAC parent community. We provide social emotional support systems with a full time school counselor, and a part-time school psychologist. Our elementary school social-worker works with families to connect them to various resources for food, shelter, medical and other resources. Our site also has a food pantry that supplies food, personal hygiene supplies and other necessitates such as diapers, feminine products and cleaning supplies to families.

The Gault School PBIS team meets monthly to look at school behavior data and plan school wide events that promote school connectedness. This includes an annual FIT FAIR that celebrates a healthy body and mind, as well as various assemblies and events that center on student wellness and self esteem.

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	8/26/22,9/23/22,10/28/22, 11/18/22,12/16/22, 2/24/23,3/24/23,4/28/23
Lock Down Procedures	12/14/22
Code Red Procedures	12/14/22
Shelter in Place Procedures	9/23/22
Earthquake Emergency Procedures	10/18/22

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.

Gault student support team meets weekly to discuss student behavior intervention and supports. The PBIS (Positive Behavior Intervention Support) Techs meet monthly with the the district team on system wide practices driven by disaggregated data from SWIS (School wide Information Systems) on how to approach individual student challenges and system wide challenges. "Re-Entry" meetings are conducted with the student, parent and administrator for all suspensions. The purpose of these meetings are to help the student move forward in a positive fashion . The principal conducts an assembly in the beginning of the year and visits each classroom to reinforce positive behavior on campus.

Procedures to Notify Teachers of Dangerous Pupils – BP 4158

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

A 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.

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.

At Gault Elementary, we use data from our annual Social Emotional Health Survey given to students in grades 3-5 to inform our work. Additionally, we examine chronic absenteeism data to support all students in feeling safe and welcomed at school. Using various data points, we have implemented a variety of TIER 1 strategies for students that include Conflict Resolution, reporting vs. tattling, Lifeskills, and "lunch bunch" and other social groups-where everyone can feel included. Gault certificated staff has participated in professional development with Trauma Informed services and mindfulness.

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.

See Gault Discipline flow chart, Good to Great Matrix Attachments

At Gault school we view all discipline as a learning experience. On a daily basis, we work with students to be safe at school so they will have the greatest opportunity to learn. We approach the majority of school discipline by following our conflict resolution guidelines, making "I statements", and implementing the use of task tickets that allow students with broken school trust to gain it back by contributing their time and positive efforts to their school. This can be accomplished by students helping in other classes, supporting a community service project or participating in conflict resolution. Additionally, the Gault principal and staff have an "open door" policy to support positive behaviors at school.

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

Administrators representing each school in the Santa Cruz City Schools District collaborated with the Safety and Wellness Coordinator to complete the Comprehension School Safety Plan on either 10/26/22. Trainings were also offered by Santa Cruz County Office of Education,

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.

Gault school is proud to be a Positive Behavior Interventions and Support (PBIS) school. Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. At Gault, we have full implementation of PBIS; our systems and interventions follow the three tiers of PBIS.

(Tier 1, Universal)

Preventing the development of new incidents/occurrences of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non-classroom).

(Tier 2, Targeted)

Reducing the frequency and intensity of incidents of problem behaviors for students who are not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.

(Tier 3, Intensive)

Reducing the intensity, frequency, and/or complexity of existing problem behaviors that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

Additionally, Gault provides a warm and caring environment that greets all students and families each day with a smile. Through the use of our school life skills program, we support students in understanding Gratitude, Optimism, Compassion, Participation, Grit and Integrity. These life skills help all students feel powerful and support anti-bullying of all students.

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.

At Gault school, our Positive Behavior Interventions and Supports (PBIS) team spent time examining and analyzing our Gault Social Emotional Health Survey (SEHS) from the last two years. From our initial SEHS survey we developed our Gault Lifeskills targeting specific emotional health areas such as Gratitude, Optimism, Participation, Grit, Compassion and Integrity. Our initial data showed us that students surveyed scored low in gratitude, optimism and in social emotional feelings around sense of belonging. Our team developed a series of Tier 1 activities, assemblies and supports for students in these specific areas highlighting the skills and practices that are needed to have a healthy emotional state.

This year we have partnered with Soup Shoppe piloting social emotional curriculum and continue to host events for PBIS such as assemblies, weekly Gault Good to Great raffles, winter holiday events with families around positive school climate.

Additionally we have hired a part time social worker who has targeted attendance issues and is working with families in transition to support with needs.

See Gault Good to Great Matrix Flow chart- attachment

Gault school is proud to be a PBIS school. Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. At Gault, we have full implementation of PBIS. Our systems and interventions follow the three tiers of PBIS.

(Tier 1, Universal)

Preventing the development of new incidents/ occurrences of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non-classroom).

(Tier 2, Targeted)

Reducing the frequency and intensity of incidents of problem behaviors for students who are not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.

(Tier 3, Intensive)

Reducing the intensity, frequency, and/or complexity of existing problem behaviors that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

Additionally, Gault provides a warm and caring environment that greets all students and families each day with a smile.

We have a full-time elementary counselor that offers a variety of services that include, one to one, small group, social skills support, and manages many behavior check in check out cases. Additionally, our school counselor is integral in the success of our PBIS program supporting school wide and Tier 1,2,3 services. Some students receive Tier 3 mental health services through their Individual Education Plans.

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

Gault provides a warm and caring environment that greets all students and families with a smile. Through our tiered systems we have a school wide focus of 6 identified life skills on which all classrooms focus with a school wide theme. We plan school assemblies, events, activities and clubs around these life skills. This year, we added a lunchtime running club, yoga class and continue our playworks games and activities promoting GRIT and Participation. At Gault Elementary School, there is ongoing and dedicated learning about LGBTQ student inclusivity and support by and for the whole school. This support is evidenced via staff knowledge of laws and policy, as well as expected school wide behavior and interactions between students and staff.

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.

When students or adults have a concern or complaint, we at Gault Elementary hold an open door policy. Gault teachers, counselor, and the principal meet with parents and students to discuss concerns and work together to problem solve. If there are specific concerns in academic or social-emotional, referrals can be made to the Tier 1 and Student Study Team. We work to seek both immediate and long term results so that students can feel safe at school.

Additionally, our site administrator will conduct a thorough investigation of all complaints. Parents of both victims and perpetrators will be notified about the incident and informed about available supports (if appropriate). Our 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 Schools' 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).

When students or staff have a concern regarding mental health issues, a referral can be made to the school counselor, principal, site TIER 1 team or Student Study Team. If there is an immediate or emergency concern, on site staff are trained in threat assessment. The Social Emotional Health Survey (SEHS), administered in the Fall of 2019, provided our support team with specific data to identify students needing immediate support and/or counseling.

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.

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.

No transportation services are used at Gault school.

Gault School has participated in the Santa Cruz City SafeSchools program. 2nd and 5th grade students participate in safety walking and biking assemblies. Additionally, Ecology Action and Santa Cruz City Schools partnered to create a safe route to school map.

The following are results from the 5th grade presentation January 2022.

Your students demonstrated an average improvement of 17% from the pre-presentation quiz to the post-presentation quiz.

98% of students reported that they would ride more safely.

73% of students reported that they would ride more often.

98% of students reported that they thought the rodeo was great or good.

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