

Comprehensive School Safety Plan SB 187 Compliance Document

**2025-26
School Year**

School: Leona Cox Community School
CDS Code: 19-65045
District: Sulphur Springs Union School District
Address: 18643 Oakmoor Street
Canyon Country, CA 91351
Date of Adoption: February 5th, 2024

Approved by:

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive 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.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

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

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Leona Cox Community School office.

Safety Plan Vision

We, the Professional Learning Community at Leona Cox Community School:

BELIEVE that we will meet the learning needs of all students who will

ACHIEVE academic success in a caring, safe, supportive, learning environment, and

SUCCEED in reaching specific, measurable, and articulated goals while becoming citizens of good character.

Components of the Comprehensive School Safety Plan (EC 32281)

Leona Cox Community School Safety Committee

Heather Drew, Aaron Klein, Melanie Elder, Bristol Murray, Tiffany Desgroseillers, Breanna Moffett, Benny Simonzad, Steven Rodriguez

Assessment of School Safety

- * Principal, Custodian, and Director of Maintenance and Operations conduct monthly safety inspections and submit reports to the District Office
- * Monthly Drills are performed for staff and students to practice fire, earthquake and lock down drills: reports filed at District Office
- * Monthly Property Damage reports collected by District Office
- * Any safety issues are reported by staff to administration as they are noticed
- * Increase in the Attendance Rates and fewer students referred to SARB
- * Review of Suspension/Expulsion data reveals there is a decline in suspensions.
- * Review of the CA Healthy Kid Survey data
 - Life Vac device added in MPR, Preschool, and other areas

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

- * Disaster procedures, routine and emergency, including adaptations for pupils with disabilities and the following: (i.e. crisis plan)
 - * Child Abuse Report Procedures
 - * Suspension/Expulsion procedures
 - * Teacher notification of at-risk students
 - * Discrimination and Harassment policy
 - * Dress code, including in student handbook
 - * School Conduct code
 - * Procedures for safe ingress and egress of pupils, parents, and employees to and from school site
 - * A safe and orderly environment conducive to learning at the school
 - * School rules and procedures for discipline (reference student handbook and/or board policy)
 - * Evaluate and amend the school safety plan as needed and at least once each year, to ensure the plan is properly implemented.
- Also, keep an updated file of all safety-related plans and materials readily available for inspection by the public.

Campus Security

Per Board Policy and Administrative Regulation 3515, the following shall be included in the each of the schools Comprehensive School Safety Plans. These procedures shall include strategies and methods to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity. These strategies shall include an analysis of the building security system, lighting system, and campus fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

The ingress and egress plan addressed in this safety plan addresses the security of the school campus perimeter. All schools are regularly assessed on a yearly basis regarding security system, lighting system, and campus fencing.

2. Secure buildings from outsiders and discourage trespassing. These procedures may include requiring visitor registration, requiring staff and student identification tags, and patrolling places used for congregating and loitering.

All visitors are required to register in the front office. The office is the only point of entry for the school site. The District utilizes the Raptor system to scan visitor identification and provide an identification sticker for each visitor.

3. Discourage vandalism and graffiti. These methods may include plans to immediately cover graffiti as well as campus beautification projects and shall also include students and the community in these projects.

In order to mitigate vandalism and graffiti, the District has staff walk the campus each morning in order to be able to quickly address any graffiti issues. The District also has security patrol each school site each night to mitigate the threat of vandalism.

4. Control access to keys and other school inventory.

Each school site checks keys out to employees who sign a form acknowledging responsibility for them.

5. Detect and intervene with school crime. These procedures may include the creation of a school watch program, an anonymous crime reporting system, analysis of school crime incidents, and collaboration and communication with local law enforcement agencies.

The District has security that patrols the campuses at night. Finally, staff and students are encouraged to report any concerns to the front office.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

As stated in Board Policy 5141.4 "The Board recognizes that child abuse has severe consequences and that the District has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse."

AR 5141.4 Child Abuse Prevention Reporting Procedures:

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Child and Family Services: 1-800-540-4000

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

CHILD ABUSE REPORTING PROCEDURES ADVISORY:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Original Adopted Date: 06/08/2011 | Last Reviewed Date: 06/08/2011

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

GENERAL: The dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. School Administration and staff will utilize Crisis Go to communicate a disaster event to all personnel and ParentSquare for families. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student. Leona Cox will follow its internal disaster procedures after adhering to the following District's protocols:

1. Site administration will utilize the CrisisGo app as the signal for classes to go out to their designated locations for fire drills. (CrisisGo will not be used for rostering/check in).
2. Once outside, teachers will take roll and will report to the command center regarding students in their class, any volunteers, and if any student or volunteers are not accounted for. Sample form for reporting purposes.
3. Please radio the district office to confirm you have communication established on Channel 1 for CS, GO, FOR, Channel 2 for LC, MC, MT and Channel 3 for PT, SS, VV on the radio. Please make sure your site radios stay on your SITE CHANNEL throughout the drill. Always start radio conversation with identification, "District Office, This is XXXXXX Community School, do you copy." Response: "This is District Office, go ahead XXXXXX." Always end communication with: "Over and out."

Radio Channels:

1- Emergency/Districtwide

- 2- Maintenance & Operations
- 3- Transportation
- 4- Open
- 5- Open
- 6- Open
- 7- Canyon Springs
- 8- Fair Oaks
- 9- Golden Oak
- 10- Leona Cox
- 11- Mint Canyon
- 12- Mitchell
- 13- Pinetree
- 14- Sulphur Springs
- 15- Valley View
- 16- Open

4. The search and rescue teams will retrieve the equipment they need from the command center and begin their search. (Refer to site Disaster Plan: Search teams of three should have one person wait at the door while the other two search the room, sticking to the wall perimeter and staying within arms reach.) Search and Rescue teams will only deploy to buildings with a missing person reported. (Principals will plant at least one injured adult somewhere on campus.)

5. While searching, the search and rescue teams will place an / on doors as they enter, and an x on doors after they have cleared them. Schools with two stories need to practice the sled. (Refer to site Disaster Plan: Teams will write on the door tape the military time that they searched the room. They will also mark how many total living (L) and how many total dead (D) are left in the room.) Example:

6. Once search and rescue teams return and the entire site has been searched, you are ready to report your site's status. Sites, when ready to report, will check in using their designated channel.

Channel 1: CS, GO, FOR

Channel 2: LC, MC, MT

Channel 3: PT, SS, and VV.

Sites should not use channels 1, 2, or 3 for on site communication.

7. When the District responds to your site, please provide your site's status report per the Disaster Drill Check-Off Sheet. Please report in broad categories if no issues:

Students (all clear)

Staff/Volunteers (all clear)

Report any District employees on site by name

Facilities (all clear)

Busses- please report bus number for any busses at your site.

Mass panic can be one of the greatest dangers to students. Staff members should remember that in times of stress, students will look for leadership to those who are normally in an authoritative position. REMAIN CALM, size up the situation and take action based on known facts and plans.

Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise. Office staff will be responsible for all sign-in sheets accounting for visitors and other District personnel not assigned to the school site.

Schools will follow the attached Reunification Procedures and adhere to all directions from local law enforcement and first responders.

A well-prepared and tested plan for prompt and positive protection minimizes injuries and loss of life in a major disaster. In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.

During an emergency period or condition created by a disaster occurrence, students may only be released to a parent, guardian, or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations: KHTS AM 1220

Adaptations for Students with Disabilities

Students with disabilities who are in general education classes will be supervised by the general education teacher during all safety drills and/or emergencies. Any aides in these classes will also help provide direct supervision and all necessary accommodations. Students with disabilities who are in special education classrooms will be supervised by the special education teacher during all safety drills and/or emergencies. Any aides in these classes will also help provide direct supervision and all necessary accommodations. Students with disabilities who are with Designated Instructional Services (DIS) providers (ex. Speech and Language Pathologist, Occupational Therapist, Adapted Physical Education Teacher) during any safety drills and/or emergencies will remain with the service provider while they walk to the evacuation location of the student's class. Upon finding the student's teacher and class, the teacher and aides will then resume the supervision of the student with the rest of the class. During safety drills and/or emergencies, staff who work directly with students with disabilities may provide them with necessary items to help them stay seated in the proper location and stay calm. If an evacuation of the school property were required in an emergency, the teachers and staff who work directly with students with disabilities would supervise these students during the evacuation. Accommodations/prompts would be given as necessary, such as holding the students' hands, in order to maintain the students' attention and safety. During safety drills and/or emergencies, staff who work with students with disabilities may ask other school staff for assistance, if necessary.

Public Agency Use of School Buildings for Emergency Shelters

Procedures are in place to allow a public agency, including the American Red Cross, 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 district or county office shall cooperate with the public agency in furnishing and maintaining the services as the district or county office may deem necessary to meet the needs of the community.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Sulphur Springs Union School District Governing Board has established policies and standards of behavior to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student.

Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation. Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS: The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS: All schools within the District may establish a suspension program which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District resources.

REQUIRED PARENTAL ATTENDANCE: The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS: Suspension from school means removal of a student from ongoing instruction for adjustment purposes. Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS: At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980) Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUND FORS SUSPENSION AND EXPULSION:

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority (grades 7 and up)
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code. s) Aided or abetted the infliction or attempted infliction of physical injury. E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process. E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils.

Expulsion Recommendations – Education Code

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915)

- (a)(1) Causing serious physical injury to another person, except in self-defense.
- (a)(2) Possession of a knife, or other dangerous object of no reasonable use to the pupil.
- (a)(3) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).
- (a)(4) Robbery or extortion.
- (a)(5) Assault or battery upon any school employee.
- (c)(1) Possessing, selling, or otherwise furnishing a firearm.
- (c)(2) Brandishing a knife at another person.
- (c)(3) Unlawfully selling a controlled substance.
- (c)(4) Committing or attempting to commit a sexual assault.
- (c)(5) Possession of an explosive.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION:

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915[c])

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES:

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind (Education Code 48902).

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION:

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the District Office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

Original Adopted Date: 10/08/2014 | Last Reviewed Date: 10/08/2014

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Whenever a student is identified as violent or dangerous per E.C. 49079 the teacher will be informed by the principal.

The teacher shall keep this information in confidence and must not further disseminate it. However, if the teacher believes that the student is improperly placed (or is an immediate danger) these opinions (and related observations) should be shared with the principal immediately.

The district office also has a responsibility to ensure that all appropriate actions are taken to identify, notify and support necessary interventions with regard to violent or dangerous pupils.

The Pupil Services Department notifies Principals at the beginning of each school year of students who were suspended in the prior year. Principals, in turn, notify the current teacher.

Nondiscrimination/Harassment Policy

The District designates the individual identified below as the employee responsible for coordinating the district's efforts to comply with state and federal civil rights laws, and to answer inquiries regarding the district's nondiscrimination policies.

The individual shall also serve as the Compliance Officer specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The Coordinator/Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent of Personnel/Pupil Services
27000 Weyerhaeuser Way, Santa Clarita, CA. 91351
661-252-5131
compliance@sssd.k12.ca.us
(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.7 – Sexual Harassment)
(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the Coordinator/Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications, as available. (Education Code 234.1)
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)
(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 1113 – District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 5131.2 – Bullying)
(cf. 5145.7 - Sexual Harassment)
3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)
4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
 - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address;
 - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR);
 - c. A description of how to file a complaint of noncompliance under Title IX which shall include:
 - (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations;
 - (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site; and
 - (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office.
 - d. A link to the Title IX information included on the California Department of Education's (CDE) website.
5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.

7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

(cf. 5145.6 - Parental Notifications)

8. Ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131/4331 - Professional Development)

(cf. 4231 - Staff Development)

10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

(cf. 4112.9/4212.9/4312.9 – Employee Notifications)

11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti; (cf. 5131.5 – Vandalism, Theft and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond;

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination;

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment; and/or

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall promptly report the incident to the Compliance Officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or Compliance Officer, the principal or Compliance Officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures, or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 – Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity;
2. Disciplining or disparaging a student or excluding the student from participating in activities for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable;
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity;
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex;
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent;
6. Using gender-specific slurs; and/or
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression.

The district's uniform complaint procedures (AR 1312.3), or Title IX Sexual Harassment Complaint Procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is the student's private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the Compliance Officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as a transgender or gender-nonconforming student. If the student permits the employee to notify the Compliance Officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the Compliance Officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The Compliance Officer shall accept the student's assertion of the student's gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

3. Addressing a Student's Transition Needs: The Compliance Officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sexsegregated facilities, the district shall offer available options, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sexsegregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)
(cf. 7110 - Facilities Master Plan)

Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the district shall update the student's records. (Education Code 49062.5, 49070) (cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.3 – Challenging Student Records)

5. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.

6. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress and Grooming)

Original Adopted Date: 09/26/2018 | Last Revised Date: 12/11/2024 | Last Reviewed Date: 2/26/2025

(E) Sexual Harassment Policies (EC 212.6 [b])

Reports and Complaints

The District does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations. Sex discrimination, including sex-based harassment, is prohibited in district education programs and activities.

Definitions

Sex discrimination includes treating a student differently with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services based on the student's sex, sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; or the student's association with a person or group with one or more of these actual or perceived characteristics.

Sex discrimination, including sex-based harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct and occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, or other bases specified above. Conduct will constitute sex-based harassment when it takes the form of: (34 CFR 106.2, 106.11)

1. Quid pro quo harassment: A district employee, agent, or other individual authorized by the district to provide an aid, benefit, or service in the district's education program or activity conditioning the provision of district aid, benefit, or service on a student's participation in unwelcome sexual conduct

2. Hostile environment harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the district's education program or activity

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sex-based harassment in violation of district policy if it has a continuing effect on a student's ability to participate in or benefit from district educational programs or activities.

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 CFR 106.2

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or other activities available at or through any district program or activity.

Examples of Sex Discrimination and Sex-Based Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sex-based harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sex-based slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body or overly personal conversation.
4. Sex-based jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature.
5. Spreading sexual sex-based rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Massaging, grabbing, fondling, stroking, or brushing the body.
8. Touching an individual's body or clothes in a sexual way.
9. Impeding or blocking movements, or any physical interference with school activities when directed at an individual on the basis of sex.
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion.
12. Electronic communications containing comments, words, or images described above.

Title IX Coordinator Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator(s) may be contacted at:

Assistant Superintendent of Personnel/Pupil Services
27000 Weyerhaeuser Way, Santa Clarita, CA. 91351
661-252-5131
compliance@sssd.k12.ca.us

Notifications

To prevent unlawful sex discrimination and sex-based harassment in district programs and activities, the Superintendent or designee shall provide notifications and implement measures to prevent discrimination and harassment as specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment.

In addition to the measures to prevent discrimination specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment, the Superintendent or designee shall ensure that a copy of the district's sex discrimination and sex-based harassment policy and regulation:

1. Is displayed in a prominent location in the main administrative building, or other area where notices of district rules, regulations, procedures, and standards of conduct are posted. (Education Code 231.5)
2. Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session. (Education Code 231.5)
3. Appears in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures, and standards of conduct. (Education Code 231.5)

A student, or a student's parent(s)/guardian(s) who believes that the student has been subjected to sex discrimination, including sex-based harassment, in a district program or activity or who has witnessed sex discrimination, including sex-based harassment, is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes sex discrimination or sex-based harassment shall, within one workday, report the district's observation to the Title IX Coordinator as specified in the accompanying board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sex discrimination or sex-based harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in same manner as if the prohibited conduct occurred at school.

Complaint Procedures

All complaints and allegations of sex discrimination and sex-based harassment shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, sex stereotypes, sex characteristics, sexual orientation, gender identity, or gender expression or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct that are prohibited in the district and which may constitute sex-based hostile environment harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Assaulting a student because of the student's gender, sex characteristic, sexual orientation, gender identity, or gender expression

To ensure that intersex, nonbinary, transgender, and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information

The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

The district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

The district shall only allow disclosure of a student's personally identifiable information to employees in accordance with law. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the Compliance Officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming student. If the student permits the employee to notify the Compliance Officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the Compliance Officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and request assistance in doing so.

2. Determining a Student's Gender Identity: The Compliance Officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

3. Addressing a Student's Transition Needs: The Compliance Officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

The meeting shall discuss the intersex, nonbinary, transgender, or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

5. Student Records: Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name

A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record

However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying board policy.

7. Uniforms/Dress-Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site

Original Adopted Date: 11/27/2012 | Last Revised Date: 12/11/2024 | Last Reviewed Date: 12/11/2024

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

School dress codes are regularly reviewed by the School Site Council and/or School Safety Committee following these Board of Education policies:

BP 5132: Dress And Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

AR 5132 Dress And Grooming

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
 2. Appropriate shoes must be worn at all times. Sandals must have heel straps. Flip-flops or backless shoes or sandals are not acceptable.
 3. Hats, caps, and other head coverings shall not be worn indoors.
 4. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.
- The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Original Adopted Date: 07/19/2006 | Last Revised Date: 10/12/2022 | Last Reviewed Date: 10/12/2022

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

- *Routines and procedures are established for the arrival and dismissal of students.
- *The student day is from 7:40 am to 2:15 p.m. for all students in grades TK-6. (Wednesday are early release days with a 1:15 dismissal)
- *For morning arrival, the parking lot is closed to parents with the exception of disabled students, and TK-1.
- *Parents dropping students off at school should be aware that supervision IS NOT available before 7:25am.
- *School office hours are 7:15 a.m. to 3:30 p.m.
- *Once arriving at school, students go to the yard prior to 7:40am.
- *Visitors must present their ID to office staff to be run through Raptor and receive a badge to be on campus. If volunteering, visitors must attend the online volunteer training and have scheduled a time to volunteer.
- *Teachers must be aware of all students that take school transportation and follow the schedule.
- *Teachers supervise classes for safe and orderly dismissal.
- *All students will be dismissed by teachers at designated dismissal time and with teacher supervision.
- *Students not participating in after school activities are to leave campus immediately by walking, bus, or being picked up by an authorized person.
- *Students waiting for rides home via automobile need to wait in the designated pickup area located in front of the school by grade.
- *Upon dismissal, the parking lot is closed to parents for pick up with the exception of disabled students and those in valet.
- *Supervision of students not participating in after school activities ends at 2:30 p.m.
- *Students who fail to adhere to this rule will be subject to disciplinary action.
- *Under no circumstances are students to leave to pick up friends, go to locations other than the school campus, or loiter outside campus gates.
- *All students and staff will enter and exit the campus from designated areas.
- *All parents and volunteers will enter and exit the campus through the front office.
- *Signage has been placed around the campus to provide designated entrances and exits.
- *Arrows have been painted on entrances, exits, and across the site to ensure flow of traffic.

CLOSED CAMPUS: All gates which provide access to classrooms and other rooms, except the main office, remain locked at all times. All visitors to the campus must come through the office to sign in and obtain a visitor's badge (RAPTOR) which they must wear for the duration of the time they are on campus.

LEAVING EARLY: Students must stay on campus from the time of arrival in the morning, during lunch, and after school while waiting for the bus or to be picked up. Students may leave campus during school hours if parents or guardians or persons designated by parents or guardians come to pick them up from school. A written request from a parent or guardian must be submitted if someone other than the parent or someone on the emergency card is going to pick up a child. Persons picking up students during the school day must sign the student out in the front office. They must be at least 18 years of age and provide a valid ID. Under no circumstances should a student leave campus without permission.

COMING LATE: If a student is late to class without an approved reason, it is a tardy. If a student arrives tardy, he/she must report to the office, then quickly go to class. BP 5113.1 and AR 5113.1 describe the policy for Chronic Absence And Truancy.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**Component:**

Positive School Climate

Element:

A school-wide positive behavior and discipline plans have been implemented: CHAMPS and Capturing Kids Hearts (CKH)

Opportunity for Improvement:

The expectations for students and staff are reinforced on a daily basis

Objectives	Action Steps	Resources	Lead Person	Evaluation
Proactive behavior management program that promotes positive choices and sets expectations for daily activities.	Use of common terminology and procedures by all staff in daily activities.	Conduct trainings, book study, and expectation assemblies.	Principal	Tracking of Discipline Data
Continue with CHAMPS and Capturing Kids Hearts activities to reinforce expectations.	Teacher will complete activities in the classroom	Teacher and student materials	Principal	Review of office referrals
Create a bully free school environment	Anti-Bullying Assemblies Provide staff with anti-bullying lessons to be taught in the classroom. Social groups led by site social worker to promote positive student:student interactions	PTA support for assemblies Curriculum provided Ed Services Site Social Worker	Principal	Decrease of suspensions and office referrals through monthly attendance reports and review of office referrals.
Keep parents/families informed of positive behavior support plan	Share positive behavior plan and operations procedures at Back to School Night, ELAC, SSC meetings, and other parent nights throughout the year.	Principal presentations	Principal	Meeting agendas; Meeting minutes
Coaches will revisit CHAMPS and Capturing Kids Hearts positive behavior management system.	Hold monthly meetings/training for campus supervisors.	Training materials	Principal	Observations Meeting Agendas Office Referrals
Continue to celebrate student success and effort for positive attendance and behavior	Communicate with staff and students requirements for awards Coordinate monthly assemblies	PTA funding for awards	Principal	Attendance reports Behavior referrals
Signs are posted throughout the campus promoting Capturing Kids Hearts.	Signs posted in commonly used areas: yard, halls, classrooms, office, etc.	Staff created CKH signs	Principal	Behavior referrals
Encourage all students to play in organized games during recess times, promoting sportsmanship.	Coaches and Junior Coaches trained in Playworks. Teachers accessing Playworks to teach PE games supporting grade level standards.	Playworks training and online resources	Principal	Behavioral referrals and 5th Gr. PE scores

Objectives	Action Steps	Resources	Lead Person	Evaluation
Social worker providing social emotional support to students: individually and in small groups.	Identify students in need of social emotional support in addition to the classroom. Students identified for targeted support groups. Communication between parents and social worker.	Full time social worker on campus	Site Social Worker	Reduction in behaviors, conflicts between students, and threat assessments.

Component:

Safe Physical Environment

Element:

Safe school environment

Opportunity for Improvement:

Ensure the facility is in safe working order

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure the facility is in safe working order	Conduct monthly walk-throughs for facility conditions. Submit and monitor facility work orders	District forms Maintenance Direct	Principal	Walk through reports Work Orders
To eliminate unauthorized visitors on campus.	All visitors must sign-in at the office and obtain a visitor's badge through RAPTOR. Gates must remain locked. Open gates are monitored by school staff.	Staff, sign-in log, and RAPTOR badges	Office Manager	Constant monitoring
Ensure a closed campus safe from intruders.	Threat assessment with Sheriff's Department Schedule monthly drills Ensure gate locks are working and used	District Office training	Principal	Feedback from District Office and Sheriff's Department
Communicate Safety Plans to the community	Disseminate safe school plan to all stakeholders via parent meetings	Safe School Plan	Principal	Meeting Agendas; Minutes
Sanitization of site.	All classrooms, frequently used areas, bathrooms, office, and playground are sanitized at multiple times throughout the day	Cleaning Products	Principal	Cleanliness reports
Promoting frequent use of hand sanitizer	Hand sanitizers are visible in every room and outside all main entrances for use.	Hand Sanitizer and signs	Principal	Usage reports

Component:

Disaster Preparedness

Element:

School Safety

Opportunity for Improvement:

Ensure all staff and students are prepared in case of emergency

Objectives	Action Steps	Resources	Lead Person	Evaluation
Practice detailed drills (ie Fire, Earthquake, Lockdown) monthly at all times of day and on different schedules	Monthly drills. Debriefing staff after drills to improve practice. Communicating importance of drills to students.	staff, students	Principal	Drills with debriefing
Ensure supplies are updated every year	Inventory supplies Implement a process for ordering	Disaster preparedness catalogs; District Office	Principal	Inventory list
Teachers and staff are knowledgeable about their roles in case of emergency.	Discuss safety plan at staff meetings. Have staff trained in emergency procedures.	District Office	Principal	Staff Meeting agenda; sign-in sheets from trainings
School Resource Officer (SRO) will provide feedback regarding systems in place	SRO meets with Principal and staff for training	Sheriff's Department District Office	Principal	Feedback from drills
Ensure communication on site and with district personnel during a disaster.	Purchase site radios Provide training on proper usage	Radios	Principal	Feedback from drills, improved communication

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Leona Cox Community School Student Conduct Code

PURPOSE: The School Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety.

GOALS: We want our students to develop a sense of values and to become: Caring, Honest, Responsible, Well-mannered, Courteous, Respectful, Knowledgeable of right and wrong, Fair, and Positive.

BELIEFS:

We believe our rules and procedures will:

- Provide a starting point for behavior and conduct expected.
- Provide a framework of expectations, rewards and consequences so we can be consistent and fair in disciplining students.
- Promote overall school safety and security for each student.
- Demonstrate our agreement and commitment to developing self-disciplined and responsible youth.
- Provide opportunities for students and parents to participate with school faculty, staff and administration in ensuring the highest possible instructional climate.
- Promote knowledge and teach behavior which will help each student become self-respecting, successful and contributing adults.

PHILOSOPHY: A student's education is dependent upon a "team" effort involving the student, parents and school personnel. Each member of the team has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, parents and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct in relation to life at school. We want to be an extraordinary place of safety and positive opportunity for everyone.

EXPECTATIONS FOR STUDENTS:

- Attend school daily and be on time for each class.
- Know and follow school rules and regulations.
- Be courteous and respectful to school personnel, fellow students and the public in general.
- Behave in such a way that it does not disrupt the learning of others.
- Respect public and private property.

Conduct Code Procedures

EXPECTATIONS FOR PARENTS

- Assure that your child is in school and on time each day.
- Assure that your child is appropriately prepared for school (dress, nutrition and sleep.)
- Be responsible for the child's behavior.
- Teach the child respect for the law and the rights of others.
- Visit your school periodically and participate in conferences as called.
- Know the district, school and classroom rules and regulations and be supportive of your school.
- Help your child to learn self-discipline.

EXPECTATIONS FOR TEACHERS

- Provide learning experiences appropriate for each student.
- Consistently enforce classroom rules and district rules and policies.
- Communicate on a regular basis with parents concerning their child's progress.
- Be available to parents for conference.
- Continually improve professional competencies in matters of student control and discipline.
- Develop enthusiasm for learning through experiences that are interesting and relevant to children.

EXPECTATIONS FOR ADMINISTRATORS

- Inform students and parents about school district discipline standards.
- Consistently monitor classroom, school and district rules and policies.
- Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences which will assist staff in increasing competencies for student control and discipline.
- Provide leadership that will establish, encourage and promote teaching and effective learning.

BASIC SCHOOL RULES

- Attend school regularly.
- Be on time.
- Be prepared for class.
- Treat others with respect, care and consideration.
- Promptly obey school authorities without argument.
- Conserve and protect school and private property.
- Engage in activities without "body contact."
- Obey all school, playground, etc. rules.
- Use appropriate language.
- Follow district dress/uniform standards.
- Use class time wisely.
- Work quietly without disturbing others.
- Respect the rights of others.

- Complete all assignments on time.
- Follow other rules which may be adopted in individual classrooms.

STUDENT CONDUCT, CONCERNS, AND CONSEQUENCES

- Student conduct which prevents students from learning or teachers from teaching, will not be tolerated.
- We have established clear consequences for behavior that interferes with learning and rewards for positive behavior, to help all students maintain acceptable personal conduct.
- We provide classroom instruction in personal and social skills, incorporating the teaching of school rules and making wise choices in prevention of discipline incidents.
- Students learn that when they violate a school or classroom standard, a consequence will result.
- Disruptive, disrespectful behavior or harassment will not be tolerated.
- Students are not to endanger others, continually disregard rules or repeatedly interfere with others' right to learn.

STUDENTS MAY BE DISCIPLINED FOR THE FOLLOWING REASONS: See Suspension and Expulsion section

OTHER CAUSES OF DISCIPLINARY ACTIONS

- Refer to School Handbook

CONSEQUENCES

- After rules are taught, student may be counseled by their teacher, aide or administrator for a first and second infraction.
- Parents may be notified in writing and/or telephone call for repeated infractions, by the student's teacher and/or administrator.
- After counseling, students will lose privileges and may receive detention for repeated infractions.
- Continued infractions may require a parent conference with the student's teacher and/or administrator.
- Serious infractions may result in immediate suspension and/or recommendation for expulsion for the student.

POSITIVE REINFORCEMENTS: Incentives are used to promote exemplary student conduct.

SCHOOL RULES AND PROCEDURES IMPLEMENTATION RESPONSIBILITIES:

- Basic rules are reviewed with students by classroom teachers at the beginning of each year.
- Basic school rules are sent home each year, in written form, for parental review.
- Students will be held responsible for their conduct.
- Parents will be responsible for providing and supporting an environment that is conducive to their child's/children's success.
- Teachers will cooperate with other staff in enforcing school rules and helping students understand the benefits of choosing behavior that shows respect for other people and property.
- The principal will establish and enforce rules that conform to district procedures and foster safety and good citizenship.

EVALUATION AND FEEDBACK METHODS:

- The staff, School Site Council, and the principal will review the school rules and discipline program.
- These groups will consider the impact of the school-wide recognition programs and their effectiveness.
- The number of discipline referrals and suspensions will be reviewed.
- All community members are encouraged to maintain an ongoing dialogue about standards for personal conduct and school safety.

(J) Hate Crime Reporting Procedures and Policies

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee may collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources. developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/ or educating students who have perpetrated hate-motivated acts.

The District shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes an understanding of and respect for human rights, diversity, and acceptance in a multicultural society and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate- motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate- motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Original Adopted Date: 10/21/2009 | Last Revised Date: 11/06/2019 | Last Reviewed Date: 11/06/2019

Opioid Prevention and Life-Saving Response Procedures

Opioid Overdose

What are the signs of an opioid overdose?

During an overdose, a person's breathing can be dangerously slowed or stopped, causing brain damage or death. It's important to recognize the signs and act fast, even before emergency workers arrive. Signs of an overdose may include:

- Small, constricted "pinpoint pupils"
- Falling asleep or loss of consciousness
- Limp body
- Slow, shallow breathing
- Choking or gurgling sounds

What to do if you think someone has overdosed on opioids:

1. Call 911 immediately.
2. Give naloxone as quickly as possible, if available. Do not wait for emergency workers to arrive before giving naloxone.
3. Try to keep the person awake and breathing.
4. Lay the person on their side to prevent choking.
5. Stay with the person until emergency workers arrive.
6. Naloxone is a temporary treatment. More than one dose might be needed under some circumstances, especially if an overdose event involves illicitly manufactured fentanyl and fentanyl-related substances.

How to use NARCAN Nasal Spray:

- Step 1. Lay the person on their back to receive a dose of NARCAN Nasal Spray.
- Step 2. Remove NARCAN Nasal Spray from the box. Peel back the tab with the circle to open the NARCAN Nasal Spray.
- Step 3. Hold the NARCAN Nasal Spray with your thumb on the bottom of the red plunger and your first and middle fingers on either side of the nozzle.
- Step 4. Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into one nostril until your fingers on either side of the nozzle are against the bottom of the person's nose.
- Step 5. Press the red plunger firmly to give the dose of NARCAN Nasal Spray.
- Step 6. Remove the NARCAN Nasal Spray from the nostril after giving the dose.
- Step 7. Get emergency medical help right away:
- Move the person on their side (recovery position) after giving NARCAN Nasal Spray.
 - Watch the person closely.
 - If the person does not respond by waking up, to voice or touch, or breathing normally, another dose may be given. If available, NARCAN Nasal Spray may be dosed every 2 to 3 minutes.
 - Repeat Steps 2 through 6 using a new NARCAN Nasal Spray to give another dose in the other nostril. If additional NARCAN Nasal Sprays are available, Steps 2 through 6 may be repeated every 2 to 3 minutes
- until the person responds or emergency medical help is received.
- Step 8. Put the used NARCAN Nasal Spray back into its box.
- Step 9. Throw away (dispose of) the used NARCAN Nasal Spray in a place that is away from children.

Response Procedures for Dangerous, Violent, or Unlawful Activity

California SB 553 requires California employers to establish, implement, and maintain at all times in all work areas an effective Workplace Violence Protection Plan (WVPP). The WVPP, as a component of SSUSD's Injury and Illness Prevention Program, is intended to establish a framework for protecting SSUSD employees from workplace violence. The WVPP contains effective procedures for the District to accept and respond to reports of workplace violence, and to prohibit retaliation against an employee who makes such a report. The WVPP also contains effective procedures to communicate with employees regarding workplace violence matters, and effective procedures to respond to actual or potential workplace violence emergencies. The WVPP is available at all school and District offices, as well as the District website.

District and/or site administrator will adhere to the following established procedures outlined in Emergency Procedures.

Instructional Continuity Plan

Purpose:

To ensure the continuity of instruction in the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances.

In the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances, the Instructional Continuity Plan will be developed by SSUSD leadership and will address the following key components:

Emergency Contact Information:

- * Aeries SIS serves as a centralized location for contact information for all staff, students, and parents.
- * Maintain emergency contact numbers for key personnel and local authorities.

Communication Plan:

- * Parent Square will serve as the platform for communicating with staff, students, and parents during a crisis.
- * Use of multiple communication channels (phone, email, text, social media).
- * SSUSD will establish a designated spokesperson to provide accurate and timely information.

Remote Learning Plan:

- * A detailed plan for transitioning to remote learning, including:
 - Online learning platforms and tools.
 - Student and teacher access to technology.
 - Curriculum and instructional materials.
 - Technical support for students and staff.
 - Assessment and grading procedures.

- Special Education and English Language Learner (ELL) accommodations.

Crisis Management Plan:

- * The Comprehensive School Safety Plan outlines procedures for responding to various crises such as active shooter events, natural disasters, or health emergencies.
- * Crisis response team roles and responsibilities.
- * Communication protocols for emergency situations.
- * Evacuation procedures and alternate site plans.

Curriculum and Instruction Continuity:

- * Identification of essential standards and learning objectives.
- * Flexible instructional strategies to accommodate different learning environments.
- * Access to digital curriculum resources and textbooks.
- * Professional development for teachers on remote and blended learning.

Student Support Services:

- * Mental health support services for students and staff.
- * Special education services and accommodations.
- * Food and nutrition services for students in need.
- * Transportation and childcare support.

Technology and Infrastructure:

- * Reliable internet access for students and staff.
- * Adequate technology devices and software.
- * Technical support services.
- * Data security and privacy protocols.

Regular Review and Updates:

- * Periodic review and update of the plan to ensure its effectiveness.
- * Conduct regular drills and simulations to test the plan.

Safety Plan Review, Evaluation and Amendment Procedures

A Safety Committee is created each school year.

The purpose of the committee is to review the Safety Plan on a continual basis and make any amendments which are deemed necessary in order to ensure the site is adhering to the highest standards.

The committee meets on a monthly basis and is made up of school staff. All changes are brought to the attention of the entire staff at staff meetings and through emails.

Safety Plan Appendices

Emergency Contact Numbers

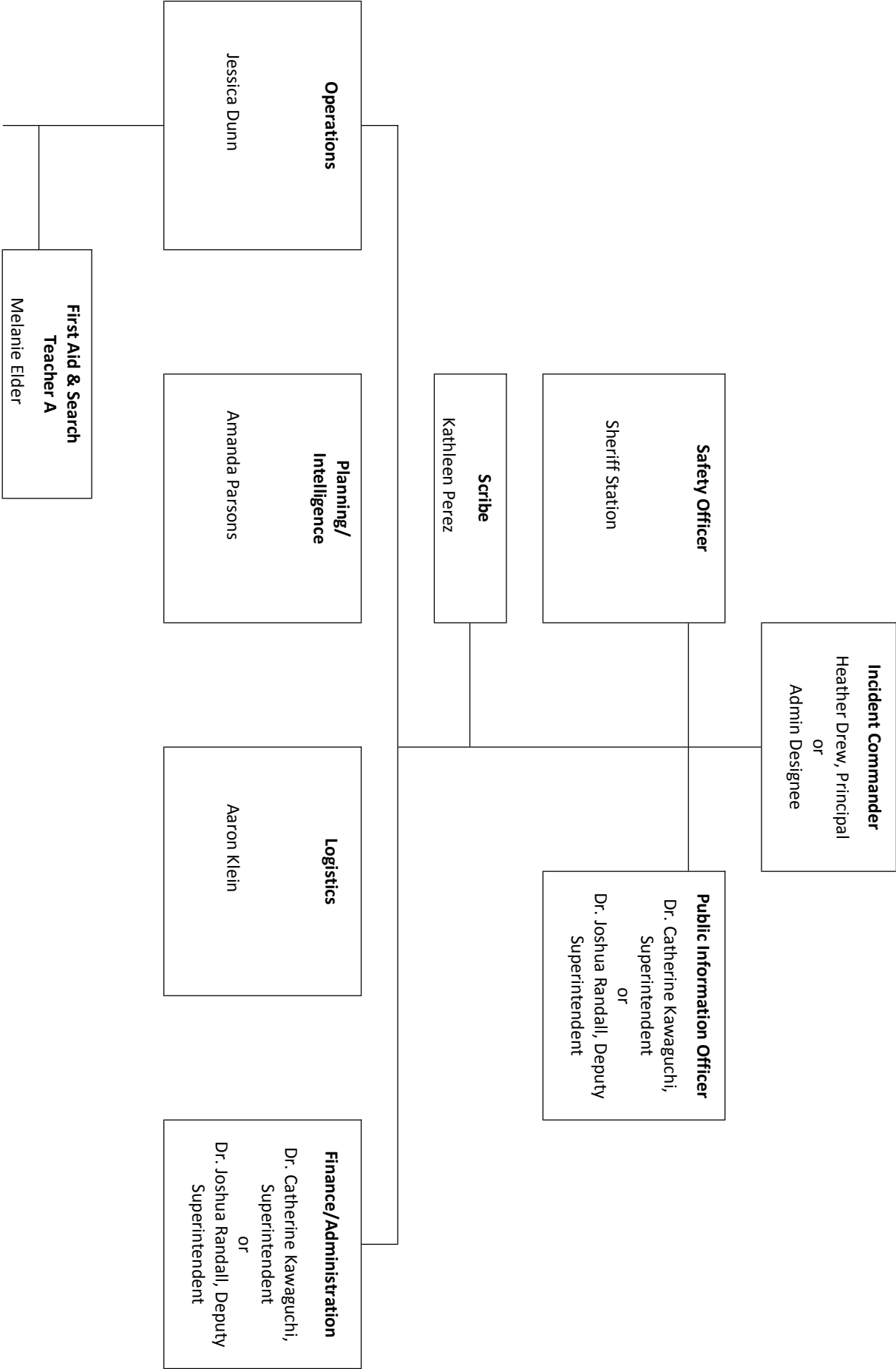
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Los Angeles County Sheriff's Office	661-260-4000	
Law Enforcement/Fire/Paramedic	Los Angeles County Fire Department	661-250-2710	
Public Utilities	Southern CA Gas	800-427-2200	
Public Utilities	Southern CA Edison	800-655-4555	
Public Utilities	Santa Clarita Water	661-259-2737	
Local Hospitals	Henry Mayo Newhall Hospital	661-253-8000	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Review components of plan at Safety Committee Meeting	January 28, 2025	Agenda and minutes
Initial review of plan by staff and Leadership Team	January 29, 2025	Agenda and minutes
Public Comment Meeting	February 13, 2025	Sign-in Sheet
Final revision of plan and adopted.	February 18, 2025	Agenda and Signature Page
Board approval	March 12, 2025	

Leona Cox Community School Incident Command System



	<p>Student Release & Accountability TeacherB</p> <p>Lee Gomez</p>
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Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions: listed below.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency.

These might include: Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, Truck), School Disturbance, School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

The Sulphur Springs Union School District emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

*Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

*Level 2 is a more significant emergency that impacts district buildings and or school sites. For level 2 the Emergency Operations Plan (EOP) is activated. The Emergency Operations Center (EOC) will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

*Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include: Drop cover and hold, Shelter in place, Lock down, Campus Evacuation, Off Campus Evacuation, and/or All Clear.

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents via the ParentSquare system. Significant Emergencies are then reported by the District.

Types of Emergencies & Specific Procedures

Aircraft Crash

1. Call 911 to report the crash. Designate whether private or commercial.
2. Notify the District Office.
3. Establish a Command Post and activate the Incident Command System.
4. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
5. Render first aid as necessary.
6. Take roll and report results to the principal.
7. Assist emergency responders and coordinate activities accordingly.
8. Once civil/military responders have taken charge of the accident area, coordinate the release of students (if necessary) with the District Office.

Animal Disturbance

The children, staff, and Leona Cox community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harming itself or others. The animal may be confined to a secured area until it is removed from the campus by animal control.

A soft lockdown may be necessary to secure the campus. District and/or site administration will notify staff using CrisisGo and follow the Lockdown procedures attachment.

Armed Assault on Campus

1. Call 911
2. Institute Lockdown - Hard lockdown procedures and shelter in place
3. Remain on Lockdown until "All Clear" is instituted by the Sheriff's Department.

Biological or Chemical Release

1. If you are notified of potentially hazardous release or accident, notify the Superintendent immediately.
2. Render first aid as necessary.
3. Establish a Command Post and implement the Incident Command System.
4. The decision to evacuate the site will be made by the Superintendent based on the recommendations of the principal and/or by competent civil authority.
5. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
6. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
 - A) Direct all students and staff to remain indoors.
 - B) Direct all heating and ventilation systems to be shut down.
 - C) Direct that all windows be closed.

Bomb Threat/ Threat Of violence

1. The receiving person should attempt to keep the caller on the line and complete the form entitled "Bomb Threat Report."
2. Contact the Sheriff's Department and the District Office.
3. Establish a command post.
4. If appropriate, send staff a written message to search their own classroom.
5. If deemed necessary, evacuate. Determine if you will evacuate prior to conducting a search.
6. DO NOT use radios or cellular telephones.

7. An organized search of the campus should be conducted under the direction of the principal or law enforcement agencies.
8. Activate the Incident Command System; Hazard Control Unit.
9. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
10. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.

Bus Disaster

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster:

- (1) an earthquake and
- (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Manager to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide

appropriate first aid.

5. The bus driver should call the School Administrator and the District Transportation Director (refer to the Essential Contacts in the Appendices of this Plan) to report the location and condition of students.

6. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.

7. The bus driver is responsible for accounting for all students throughout the emergency.

Disorderly Conduct

1. Consult with the Sheriff Department and the District to coordinate appropriate protection.

2. Establish a Command Post and an Incident Command System. Notify the Superintendent.

3. Inform teachers and staff of the emergency situation. Initiate a "Hard Lockdown" if required.

4. Do not release staff or students without authorization.

5. Screen all persons entering campus. A government issued picture ID (IE: drivers license) will be required.

6. All students and staff are to remain in their respective classrooms and work areas.

7. Lock all doors and windows and close all window blinds or curtains.

8. Avoid window areas.

9. When the emergency is over, signal all clear.

Earthquake

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK – COVER AND HOLD." Stay inside building until the shaking stops.

2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.

3. Do not use telephones.

4. Implement action, "LEAVE BUILDING", when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.

5. Avoid touching electrical wires and metal objects such as chain link fences.

6. Render first aid if necessary.

7. Take roll and report missing students to principal.

8. The principal/designee is to establish a command post, assess damage, activate search team and activate the incident command system.

9. Activate a buddy system; determine needs of neighboring schools.

10. Principal to request assistance through school district channels.

11. Notify the District Emergency Operations Center of any breaks in utility lines.

12. The superintendent/designee will determine the advisability of closing the school, based on the report of the principal.

B. IF OUTSIDE:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.

2. The safest place is in the open. Stay there until the earthquake is over.

3. Follow procedures 5 through 12 under "Inside School Building."

C. WALKING TO AND FROM SCHOOL:

1. The safest place is in the open. Stay there.
2. Move away from buildings, utility poles, signs, trees, metal fences and exposed wires.
3. DO NOT RUN! Do "DROP – TAKE COVER."
4. After an earthquake, if on your way TO school, continue to school.
5. After an earthquake, if on your way FROM school, continue home.

D. ON SCHOOL BUS:

1. If possible, the bus driver will pull to the side of the road away from any buildings, poles, and large trees issue command "DROP – TAKE COVER."
2. Turn off ignition and set brakes.
3. Wait until the earthquake is over.
4. If possible, contact dispatch office by radio for instructions.

E. HANDICAPPED STUDENTS:

1. Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered.
2. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

Explosion or Risk Of Explosion

1. DUCK, COVER, AND HOLD command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When clear to evaluate/evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Notify authorities (911) and the Superintendent.
7. Activate the Incident Command System.
8. Teachers are to take roll and report missing students to the office.
9. If possible to fight small fires without endangering life, do so.
10. If necessary, notify utility companies of any breaks in their lines.

Fire in Surrounding Area

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled persons during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.

11. Notify the Superintendent.
12. The principal will recommend to the Superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

Fire on School Grounds

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

Flooding

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.weather.gov/alerts>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe.
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place

Loss or Failure Of Utilities

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.

5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

Motor Vehicle Crash

1. Call 911 to report the crash.
2. Evaluate situation and start first aid where possible.
3. Notify the District Office.
4. Establish a command post as needed.
5. Determine if any staff or students are in immediate danger. If necessary evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activities as needed.

Psychological Trauma

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies may result in the following conditions:

- Temporary disruption of regular school functions and routines
- Significant interference with the ability of students and staff to focus on learning
- Physical and/or psychological injury to students and staff
- Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff.

Procedure:

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District Emergency Operation Center activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent, and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

Student Disturbance

In the event of a student disturbance (a riot, fight, protest, or unauthorized assembly intended to disrupt the orderly operation of the school), site administration will follow secure the campus by following the lockdown procedures and contact the District Office for further direction.

Suspected Contamination of Food or Water

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure:

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent

consumption of food/water.

2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Los Angeles County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Los Angeles County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

Unlawful Demonstration or Walkout

The administrator will contact the District Superintendent for direction.