



**Comprehensive School
Safety Plan
2024-2025**

**Comprehensive School Safety Plan Annual Review
2024- 2025
School Year**




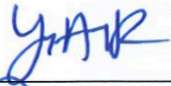

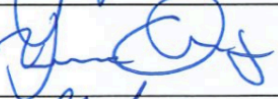
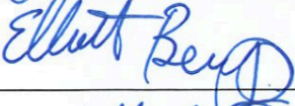

School: Growth Public Schools
CDS Code: 34-67439-0135343
District: Sacramento Unified School District
Address: 9320 Tech Center Drive Sacramento, CA 95826

Growth Public Schools Board
 Stacey Scarborough, Board President
 Laurie Menchaca, Board Secretary
 Sharon Johnson, Board Treasurer
 Herinder Pegany, Board Member

Growth Public Schools Leadership Team
 Audria Johnson, Executive Director
 Devonna Abbott, Principal
 Somer Lowery, Director of Strategy
 Realyn McDaniel, Director of Student Support
 Jeanette Rowe, Dean of Students

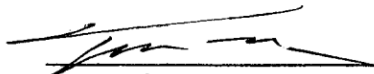
Date of Adoption: March 13, 2025

Growth Public Schools Safety Planning Committee Members:

Name	Title	Signature	Date
Audria Johnson	Executive Director		2/28/25
Devonna Abbott	Principal		02/28/25
Somer Lowery	Director of Strategy		2/28/25
Yosselin Ramirez	Office Manager		02/28/25
Jeanette Rowe	Dean		2/28/25
Yesenia Ortiz	Teacher		2/28/25
Elliott Beverley	Classified		2/28/25
Elizabeth Sandoval-Lopez	Parent		02/28/25

The Growth Public School Comprehensive School Safety Plan was reviewed by local first responders (Ed. Code 39294,1)

Fire Department

 (SERGEANT Tom MCCUE #19 - SACSO

Law Enforcement

The Growth Public School Comprehensive School Safety Plan was approved by the GPS Board of Directors on March 13, 2025.



Board President

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Important Emergency Numbers
FOR ANY EMERGENCY CALL 911

GROWTH PUBLIC SCHOOL LEADERS			
Executive Director Audria Johnson	(404) 933-5197	Principal Devonna Abbott	(916) 589-7896
Director of Strategy Somer Lowery	(916) 802-3772	Director of Student Support & SpEd Realyn McDaniel	(602) 489-6998
Dean of Students Jeanette Rowe	(209) 342-7977	Office Manager Yosselin Ramirez	(916) 690-9599
COMMUNITY NUMBERS			
Sacramento County Sheriff Dispatch	(916) 874-5115	Animal Control	(916) 368-7387
Sacramento Police	(916) 808-5471	Poison Control	1- 800- 222- 1222
Sacramento Fire	(916) 808-1300	Child Protective Services-Sacramento	(916) 875-5437
SCUSD School Sites			
Sacramento Unified School District Office	(916) 643-7400	James Marshall Elementary School	(916) 395-4605
Abraham Lincoln Elementary School	(916) 395-4500	Isador Cohen Elementary School	(916) 395-4600
Albert Einstein Middle School	(916) 395-5310	Rosemont High School	(916) 395-5130

Languages Spoken Other Than English	Staff Contact Information
Spanish	<ul style="list-style-type: none"> ● Yosselin Ramirez Velazquez (916) 690- 9599 ● Elizabeth Lopez-Sandoval (916) 308- 0414 ● Yesenia Ortiz (408) 427- 4241 ● Moriah Haworth (502) 498- 6155 ● Somer Lowery (916) 802-3772
Tagalog	<ul style="list-style-type: none"> ● Realyn McDaniel (602) 489-6998 ● Mildred Enriquez ● Irish Alvarez

Specialized Training	Staff Contact Information
Crisis Prevention & Intervention (CPI)	<ul style="list-style-type: none"> ● TBD
Cardiopulmonary Resuscitation (CPR) & Automated External Defibrillator (AED)	<ul style="list-style-type: none"> ● All staff

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 and AB 115 and contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous students
- 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 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 Growth Public School's office.

Growth Public School Safety Plan Vision

We believe that our students have the right to learn in an orderly and secure environment, where they are safe from both physical and social-psychological harm. Maintaining a safe environment is critical to success and is everyone's responsibility- the entire school community works to ensure that the school grounds and the building is safe. GPS will solicit the participation and cooperation of our educational partners to promote this safe and healthy environment for learning.

Our school safety plan is designed to help school officials protect the lives and well being of students and staff through emergency preparedness planning to ensure the prompt and appropriate response when a school crisis occurs. Rational and effective thinking on the part of every staff member is key to this goal. Our safety plan is intended to help our school maximize safety by reducing panic and facilitating effective action during the **critical first ten minutes** of a crisis.

GPS leaders recognize that emergencies are fluid events and the emergency procedures outlined in this plan may not fit every situation. Administrators and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

The most critical element in any crisis is to **stay calm**, as students will mirror the attitude and actions of the adults around them. The ability to manage fear and remain calm in the midst of chaos is the most effective tool for minimizing the impact of any crisis. GPS will provide training opportunities to staff and students which will positively impact preparedness in the event of an emergency.

Assessment of School Safety

The Safety Planning Committee will make regular assessments of the current status of school safety by conducting reviews of safety needs throughout the calendar year. The committee will conduct a needs assessment based on the data on an annual basis. Some data the committee reviews include:

- Climate surveys
- School disciplinary data
- Community police/ crime data
- Mental health data
- Accountability data

As much as possible, data will be disaggregated by gender, age, zip code, ethnicity, etc., as well as reviewed for trends.

Based on the data analysis, the Safety Planning Committee will identify one or two safety-related goals for the next school year focused on improving school climate. In addition, the committee will identify the strategies and/or programs that will be used to meet those goals. The goals are reported, along with the safety plan, to the Board of Directors and are shared with the school staff and community.

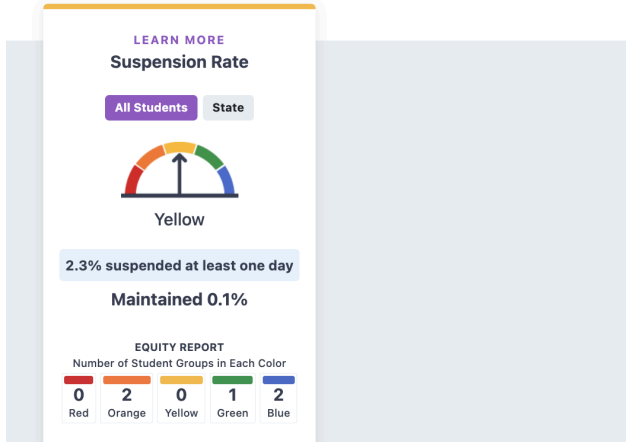
The Safety Planning Committee will meet quarterly to review school safety data and progress, and a year-end assessment is conducted and reported by the end of the fiscal year.

School Data:

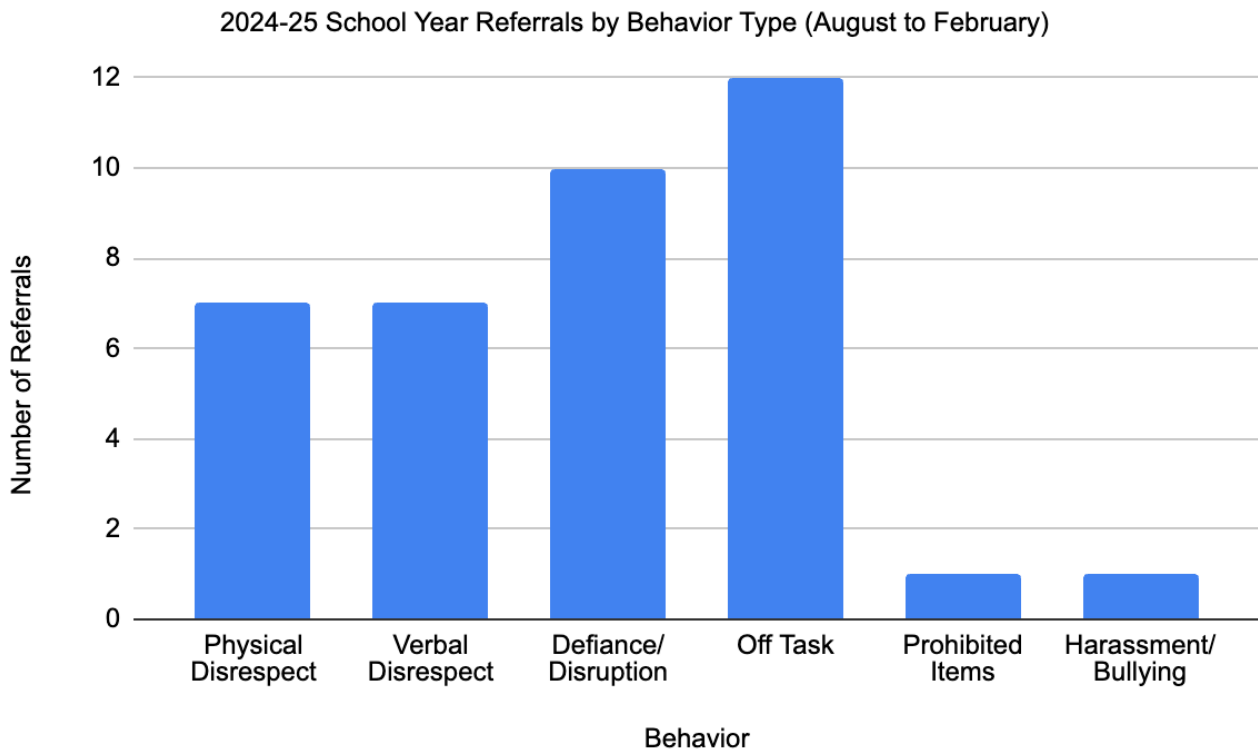
GROWTH PUBLIC

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

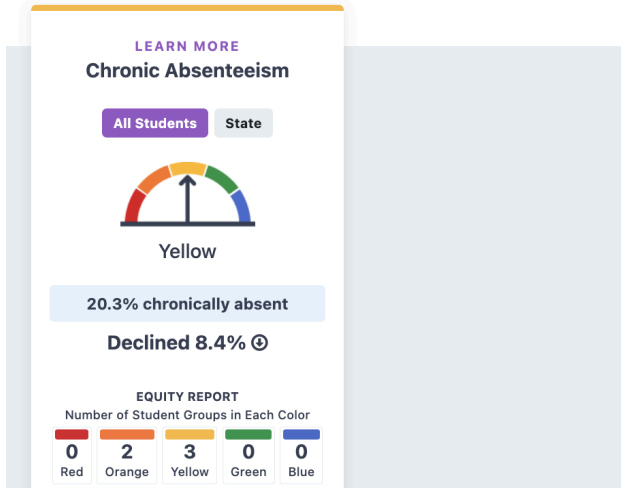


Behavior Incidents

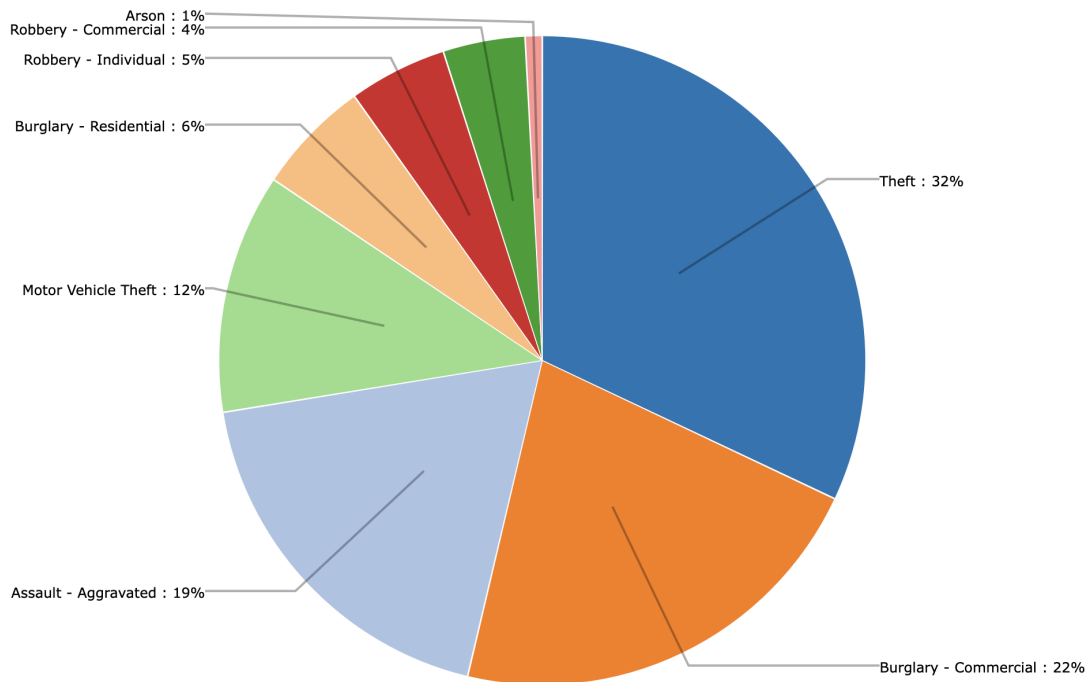


Academic Engagement

See information that shows how well schools are engaging students in their learning.



Local Crime Summary (within 1 mile radius from school building)



Annual Safety Goals

Focus Area 1- Safe School Culture

Goal: To create a school culture that promotes positive school-wide behaviors and safety for all

Objectives:

- Promote desired student behavior by implementing positive behavior interventions for all students school-wide.
- Create student leadership opportunities
- Monthly, public celebrations and recognition of positive attendance, student behavior and academic achievement at school
- Create a positive work culture and climate among staff

Focus Area 2- Safe Physical Environment

Goal: To create a physical school environment that ensures school-wide safety for all

Objectives:

- Maintain a current Comprehensive School Safety Plan to ensure school-wide safety
- The Emergency Response Team and all staff members will receive professional development and training on emergency response procedures, including individual roles and responsibilities.
- Ensure practice of emergency drills with students and staff on a regular, consistent basis. Each team member has a “Go Bag”/ emergency backpack with necessary emergency response materials
- Regularly update and maintain building safety and security systems: surveillance, PA system, fire alarm system, emergency contacts and rosters.

Components of the Comprehensive School Safety Plan

(A) Child Abuse Reporting Procedures

School district employees are mandated reporters and shall make a report whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.

Immediately or as soon as practical after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to Sacramento Child Protective Services at **(916) 875-5437**. Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall submit a written follow-up report, which includes a completed Suspected Child Abuse Report form (SS 8572)

Child abuse reporting procedures are reviewed with all staff at the beginning of the school year.

(B) Disaster Procedures

Members of the School Safety Committee have an Emergency Response Binder which contains the comprehensive safety plan as well as our emergency policies and procedures. Each working space that has students or staff has an Emergency “Go Bag” which contains lockdown, shelter in place, and evacuation procedures, emergency contact numbers, basic first aid information, class roster, and site evacuation maps. Drills are done with staff and students at least twice a year to practice the emergency procedures.

Public Agency Use of School Building for Emergency Shelters

The school site is available to governmental agencies such as law enforcement and fire departments as directed and needed.

C) School Suspension, Expulsion, and Mandatory Expulsion Guidelines

A student may be suspended or expelled for any of the causes listed in state Education Code 48900 through 48915 and Board Policies.

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including, but not limited to:

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period, whether on or off the school campus; or
4. During, going to, or coming from a school-sponsored activity.

Suspension shall be preceded, if possible, by a conference with the student and his or her parent or family member. The conference must take place within two (2) school days of the suspension, unless the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her, and shall be given the opportunity to present his or her written and/or verbal statement and evidence in his or her defense.

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Parents/ Families are provided with Growth Public Schools Graduated Discipline Plan and Procedures at the beginning of each school year. Upon request, the school can supply the parent/ family with another copy of the document as well as any applicable policies or regulations.

The complete Suspension and Expulsion policy is available on the school website or by contacting the front office.

(D) Procedures to Notify Teachers of Student Safety Concerns

The Principal or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency (Education Code 49079)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the Police Department may provide written notification to the Superintendent or designee. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institution Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

(E) Sexual Harassment Prevention Policies

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment or sexual violence of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant or respondent in alleging sexual harassment.

The school strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or the Executive Director.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures. Complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

The Executive Director or designee shall take appropriate actions to reinforce the school's sexual harassment policy and to ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Executive Director or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

The Executive Director or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will

be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Any student who engages in sexual harassment at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Any student who engages in sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action, up to and including suspension and/or expulsion.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies and/or laws.

The Executive Director or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in Growth Public Schools.

(F) School-Wide Dress Code Relating to Gang-Related Apparel

Growth Public School is committed to creating and maintaining an appropriate, academic, and respectful school culture. Our dress philosophy reinforces and supports a professional school environment. Most importantly, clothes should never get in the way of learning, or be dangerous. Students should come to School prepared for the activities in their schedule for the day. This means wearing comfortable clothing appropriate for the School environment and culture.

Specifically, students' clothing, school supplies, or accessories cannot signify any distraction from learning. Clothing or dress, school supplies, or accessories may not in any way depict any of the following:

- Violence in any form
- Guns or knives
- Nudity
- Drugs, or drug use or paraphernalia, including marijuana leaves
- Cigarettes, vaporizers, or tobacco
- Alcohol
- Any reference to gangs
- Lewd/vulgar content, lewd gestures, or services illegal to minors

Clothing shall sufficiently conceal undergarments at all times. The following items are prohibited:

- See-through or fishnet fabrics
- Halter tops
- Off the shoulder or low cut tops
- Spaghetti straps

- Short/crop tops
- Muscle shirts
- Bare midriff
- Skirts or shorts shorter than mid-thigh
- Pants with rips or holes

GPS reserves the right to determine whether a student's attire meets our dress philosophy, and if the School deems attire to be inappropriate, the following actions may be taken:

- Accessories or school supplies which violate these norms may be confiscated by staff.
- The student's teacher, Mentor, or another staff member will have students with clothing outside of the school norms turn the clothing inside out or cover the logo/depiction with a jacket or other item of clothing.
- If students do not have a secondary article of clothing, one may be provided from GPS's collection or parents/guardians will be contacted to bring a change of clothes.
- If additional interventions are needed, GPS will follow the "Graduated Discipline Plan."

As with any GPS student concern, we will reach out to and work with families to resolve the situation.

(G) Procedure for Safe Ingress and Egress of Pupils

School Staff will ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To assist school staff in conducting evaluations, the school may utilize consultants to conduct periodic inspections of the school.

Any problems associated with safe ingress and egress will be addressed immediately.

(H) A Safe and Orderly School Environment Conducive to Learning

Component 1: People and Programs (The Social Climate)

Safe School Culture

Goal:

To create a school culture that promotes positive school-wide behaviors and safety for all

Opportunity for Improvement:

Continue to refine the use of tiered interventions in support of all students

Objective	Action Step	Resources	Lead Person	Evaluation
Promote desired student behavior by implementing positive behavior interventions for all students school-wide.	All staff will implement use of positive behavior system (Class Dojo, prize/ treasure boxes, etc) to assist with monitoring positive behaviors on campus	Treasure/ Prize box prizes, stickers, HEROIC cards, student survey of items they would like to earn	Dean Principal All Teachers	Monthly “step back” evaluation, reflection/ review Student survey
Create student leadership opportunities	Select and train students to become Leaders on campus through Buddy Classes and training on campus while creating and fostering a positive climate (Self-Managers, recycling, student council, mentoring, etc.)	Weekly check-ins Meeting agendas	Dean Principal All Teachers	Monthly “step back” evaluation, reflection/ review Mid/ End of Year surveys Buddy class reflections
Monthly, public celebrations and recognition of positive attendance, student behavior and academic achievement at school	Awards Assemblies TK-8th Grade with parent/ family participation ParentSquare and social media messages/ newsletters Teachers make weekly positive phone calls home to families Attendance campaigns Clear process for attendance policy and SARB	Certificates Student recognition and incentives	Classroom Teachers Administration	Monthly “step back” evaluation, reflection/ review Mid/ End of Year surveys ADA Students receiving HEROIC recognition CA Dashboard improvements

<p>Create a positive work culture and climate among staff</p>	<p>Create ways to celebrate and recognize staff monthly (classified and certificated), newsletter shout-outs,</p>	<p>Weekly recognition of staff in “Principal’s Corner” newsletter for fostering a positive work environment Shout outs to staff in team meetings Staff can recognize a fellow colleague</p>	<p>All staff Administration</p>	<p>Monthly “step back” evaluation, reflection/ review Mid/ End of Year surveys Group discussion</p>
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Component 2: Place (The Physical Environment)

Safe Physical Environment

Goal:

To create a physical school environment that ensures school-wide safety for all

Opportunity for Improvement:

Update the procedures and address physical environmental needs to ensure a safe school environment

Objective	Action Step	Resources	Lead Person(s)	Evaluation
Maintain a current Comprehensive School Safety Plan to ensure school-wide safety	Develop and update safety plans	Timeline with clear expectations of partner input (Principal, leaders, safety committee, family advisory group, students)	Executive Director Principal	Governing Board review and approve safety plan by March 1st
The Emergency Response Team and all staff members will receive professional development and training on emergency response procedures, including individual roles and responsibilities.	Develop roles and responsibilities, tasks Provide calendar of training dates	Time during PD and/or staff meetings	Principal School Safety Team	CSSP Incident Command Structure Emergency Plans and Procedures
Ensure practice of emergency drills with students and staff on a regular, consistent basis. Each team member has a “Go Bag”/ emergency backpack with necessary emergency response materials	Conduct emergency drills: Fire- Monthly Lockdown- Quarterly Earthquake- Quarterly	Scheduled days throughout the year	Principal	Emergency Drill notes and documentation
Regularly update and maintain building safety and security systems: surveillance, PA system, fire alarm system, emergency contacts and rosters.	Test and maintain all systems (fire alarm, PA/ intercom, cameras, etc.) at regular intervals	Scheduled visits from emergency departments (fire, etc.)	Director of Strategy	Quarterly review

(I) School Discipline Rules and Consequences

Growth Public Schools Graduated Discipline Plan

When we purposefully build peace in the community and maintain that peace through active community engagement, we limit the amount of time stakeholders spend making peace when norms have been violated. There is a shared responsibility among all members of the GPS community to build and keep peace in classrooms, during unstructured times and in all conversations. Each team member works together to support each other in this community development. Our School works every day to help students develop healthy relationships, identify common values and guidelines, develop social emotional understanding and skills, and develop a sense of ownership and belonging.

GPS' graduated discipline plan is in place for when the culture we have built is harmed and peace needs to be made. The policy is derived from our core beliefs about secure attachments and human development. We believe that:

- Physical and emotional safety are a prerequisite for building secure attachment.
- Feedback is essential to growth and high school readiness.
- When principles guide actions instead of rules, students can generalize for the future.
- All students are capable of being college and career ready.
- In a high-trust organization, students prepare for the independence of adulthood.

When students take action that violates expectations articulated above, the faculty responds using the graduated discipline plan to restore an environment of trust, safety, and productivity. We primarily manage difficulties by preventing harm, resolving differences and helping students build the skill of learning from their mistakes. If students continue to struggle to meet our norms, we use logical consequences with a focus on accountability, repairing harm, and reintegrating students into the community.

GPS uses restorative practices to guide teacher responses to student behavior. Restorative practices are a way of approaching behavior support from a framework of relationship maintenance and reconciliation. Restorative practices seek to use language and approaches to behavior that reverse the oppressive nature of top-down classrooms and schools. These systems work to build empathy in the individual or individuals who violate expectations and cause harm to the community. Our restorative practices also provide a way to assign logical consequences to inappropriate behavior. GPS has specific policies in place for actions such as Title IX, Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying) Policy.

School discipline policies are presented every year during summer professional development and are reviewed on an as needed basis.

(J) Hate Crime Reporting Procedures and Policies

No individual student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related

to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and/or appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of bullying, harassing, and intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, prevention and crisis counselor, social worker, child welfare attendance personnel, school nurse, or other support services personnel for case management, counseling, and/or participation in a restorative practice program as appropriate. (Education Code 48900.9)

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the school's uniform complaint procedures.

Corrective actions for a student who commits an act of bullying of any type on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption to the campus, may include counseling, restorative practice, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion, in accordance with district policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Safety Plan Review and Amendment Procedures

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

The Superintendent/Principal or designee oversees the development of a comprehensive district-wide safety plan that identifies major safety concerns as well as the district's goals and priorities for safe schools. The plan includes violence prevention strategies and actions to be taken in the event of a crisis.

School safety plan is reviewed, updated, and approved by the governing board by March 1st of each year.

The Board reviews the Comprehensive School Safety Plan in order to ensure compliance with state law, Board policy, and Administrative Regulation and approves the plan at a regularly scheduled meeting of the Board.

Safety Plan Appendices

(These procedures are available for review by contacting the school office)

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