2025-2026
Comprehensive School Safety Plan

Torrance Unified School District

Philip Magruder Middle School

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Reviewed by Torrance Police and Fire Department

Reviewed by PTSA on _____

Adopted by SSC on _____

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Approved by Governing Board on _____

Philip Magruder Middle School's Vision/Mission Statement

"Providing a strong academic, social and emotional foundation to support lifetime educational success". Teachers have a right to teach, students have a right to learn, and no one has a right to interfere with this process because failure is not an option.

Torrance Unified School District Core Values

Core Value # 1 - We believe that all students can learn at high levels.

Core Value # 2 - We, as educators, accept responsibility to ensure high levels of learning for every child.

Revised _____

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Assessment of School Status of School Crime

Comparison of 2025-2026 (Semester 1) Behavioral Interventions (Tier 1-3)
and previous school site data

An analysis of the infractions for the current 2025-26 school year indicates the significant decrease in suspension reports. In comparison to our last 3 years, our highest incident counts are in the area of Disruption/Defiance, which may include disrupting school activities or otherwise willfully defying the valid authority of teachers, administrators, or other school personnel engaged in the performance of their duties. The consequence of this offense includes parent/guardian contact, student counseling, restorative practices, period detention, or lunch detention. This last school year we have implemented an in-house Saturday School curriculum to provide alternative means of support for behavior and attendance concerns.

Our second highest incident was Causes/Attempted/Threatened Injury, which may include attempting to cause injury, or threatening to cause injury and mutual combat. The consequence includes parent conference, counseling, and may include a safety plan, other means of correction, suspension from school, and/or referral to our School Resource Officer.

2025-26 - school year data (first semester) ***Decreased State Reported Incidents and Suspension rates by mid-year through Tier 1 & 2 Behavioral Interventions, use of Safety Plans, Counseling, and Other Means of Correction (local reporting)***	
7	**(100) Out of School Suspension**

2024-25 - 2.2%suspended at least once	
14	(100) Out of School Suspension

2023-2024 - 2.5% suspended at least once	
19	(100) Out of School Suspension

2022-23 - 8% suspended at least once *Increased 2.3% over 2021-22*	
64	(100) Out of School Suspension

Each consequence is administered in alignment with Torrance Unified School District Board Policy. Administrative Rule 5144 Discipline Policy for Grades K-12 and the California Department of Education Educational Code.

Data sources the committee reviews in the annual update of Magruder Middle School's Safety plan include:

a) California School Dashboard
b) 2024-25 California Healthy Kids Survey Secondary
c) 2025-26 7th Grade School Climate Survey

	21-22	22-23	23-24	24-25	25-26
# students who participated	120	173	142	127	144
Total 7th grade enrollment	160	206	211	214	210
1. I like school	79.00%	65.00%	77.00%	76.00%	77.00%
2. I feel successful at school	84.00%	79.00%	75.00%	86.00%	76.00%
3. I feel my school has high standards for achievement	79.00%	77.00%	85.00%	78.00%	81.00%
4. My school sets clear rules for behavior	85.00%	82.00%	77.00%	85.00%	85.00%
5. Teachers treat me with respect	89.00%	87.00%	84.00%	85.00%	90.00%
6. The behaviors in my class allow teachers to teach	83.00%	74.00%	75.00%	71.00%	71.00%
7. Students are frequently recognized for good behavior	70.00%	58.00%	65.00%	62.00%	68.00%
8. School is a place at which I feel safe	81.00%	70.00%	63.00%	67.00%	74.00%
9. I know an adult at school that I can talk with if I need help	62.00%	68.00%	60.00%	71.00%	77.00%
10. I see students and adults who are different than me when I am at school	94.00%	91.00%	94.00%	92.00%	91.00%
11. I feel all students are treated faily by adults at my school	73.00%	69.00%	60.00%	59.00%	72.00%
12. We learn about different cultures at my school	83.00%	90.00%	89.00%	83.00%	81.00%
13. I see adults at my school making an effort to include all students in activities at my school	84.00%	85.00%	83.00%	86.00%	86.00%
14. My teachers have taught me how to have thoughtful discussions about race in a school setting	68.00%	75.00%	76.00%	73.00%	75.00%
15. I feel welcome by adults at my school	81.00%	76.00%	75.00%	78.00%	87.00%

Child Abuse Reporting Procedures

For specific details, refer to Torrance Unified School District Board Policy and Administrative Regulations 5141.4 Child Abuse Prevention and Reporting

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below 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. (Penal Code 11166)

Responsibility for Reporting
The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

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)
Torrance Police
Department 3300 Civic
Center Drive Torrance, CA
90503-5056
(310) 328-3456

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)

Victim Interviews by Social Services/Law Enforcement
Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

1. The selected person shall not participate in the interview.
2. The selected person shall not discuss the facts or circumstances of the case with the child.
3. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer
When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS — Street / City / Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME) ( )	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS — Street / City / Zip — DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE — TELEPHONE ( )

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE) — BIRTHDATE OR APPROX. AGE — SEX — ETHNICITY

ADDRESS — Street / City / Zip — TELEPHONE ( )

PRESENT LOCATION OF VICTIM — SCHOOL — CLASS — GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO — DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO — OTHER DISABILITY (SPECIFY) — PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO — IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME — TYPE OF ABUSE *(CHECK ONE OR MORE)* ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)

RELATIONSHIP TO SUSPECT — PHOTOS TAKEN? ☐ YES ☐ NO — DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME — BIRTHDATE — SEX — ETHNICITY

1. _____ 3. _____
2. _____ 4. _____

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE) — BIRTHDATE OR APPROX. AGE — SEX — ETHNICITY

ADDRESS — Street / City / Zip — HOME PHONE ( ) — BUSINESS PHONE ( )

NAME (LAST, FIRST, MIDDLE) — BIRTHDATE OR APPROX. AGE — SEX — ETHNICITY

ADDRESS — Street / City / Zip — HOME PHONE ( ) — BUSINESS PHONE ( )

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE) — BIRTHDATE OR APPROX. AGE — SEX — ETHNICITY

ADDRESS — Street / City / Zip — TELEPHONE ( )

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ — *IF MULTIPLE VICTIMS, INDICATE NUMBER:* _____

DATE / TIME OF INCIDENT — PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are localed in Alıicle 2.5 of the PC. This article is known as tlıe Child Abuse and Neglect Repmıing Act, also known as CANRA. The Internet site is: http://www.leginfo.ca.gov/calaw.html (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the fonn SS 8572 even if some information is not known. (PC Section l l67(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriffs department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare depaıtment. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall repo11 such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written repo1t thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11I 66(a).)

No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person repo11ing a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section l I172(a).)

IV. INSTRUCTIONS

SECTION A- REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (tlıe mandated repo1ier) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

SECTION B - REPORT NOTIFICATION: Complete the name and address of the designated agency notified, date of the writ.ten report, date/time of the phone call and the name, title and telephone number ofilie official contacted.

SECTION C - VICTIM (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter tlıe school, class (indicate the teacher's name or room number), and grade. List the primmy language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate tY}Je of care if the victim was in out-of-home care, indicate the tY}Je of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.

SECTION D-INVOLVED PARTIES: Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.

SECTION E - INCIDENT INFORMATION: If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

V. DISTRIBUTION

ReIJorting Party: After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.

Designated Agency: *Within 36 hours* of receipt of Form SS 8572, send white copy to police or sheriff, blue copy to county welfare or probation, and g1·een copy to district attorney.

ETlli'<ICITY CODES

Alaskan Native	6 Caribbean	11 Guamı'ıan	16 Korean	22 Polynesian	27 White-Anneman
2 American Indian	Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 ıexican	24 South American	29 \White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 \White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Ishıdr		31 \Ybite-Romanian

Disaster Response Procedures

I. FIRE DRILL

The fire alarm and strobe lights will activate and signal a fire drill or an actual emergency event. Teachers are to observe the following guidelines:

1. All windows are to be closed.
2. All lights are to be turned off.
3. All doors are to be closed and unlocked.
4. All power equipment is to be turned off.
5. All teachers will take their emergency binder with them during the drill.
6. All teachers will accompany their class to the designated safety area on the field, take roll, turn in Emergency Report Form to the administration and remain with the class through the drill and accompany the class back to the classroom at the end of the drill.
7. If you think that someone is unable to exit the building, please tell an administrator; do NOT attempt to return to the building to find someone.

Teachers are to inform students of these additional guidelines:

1. If a student is in the halls when a fire drill begins, he/she is to exit the building with the nearest class.
2. If an assembly is taking place during a fire drill, students and teachers are to exit to their normal safety areas by the nearest exit.
3. A fire drill will be terminated by the ringing of a single long bell.

II. EARTHQUAKE/EMERGENCY DROP: DUCK, COVER AND HOLD

There is no warning signal given to indicate the occurrence of an earthquake. Procedures within the classroom shall be as follows:

1. Get under some equipment, desk, table, etc. where available. This should be away, if possible, from windows or objects that may fall.
2. Drop to the knees with back to windows and knees together.
3. Hold onto the legs of the table or desk so that the shaking will not tip over the desk or move it so that you are uncovered.
4. Face is to be buried in arms, protecting the head. Eyes are to be closed tightly.
5. Students are to remain in the drop position until the quake is over or until instructed to leave. The instructions will depend upon the circumstances and the extent of damage to the buildings. Get clear of all buildings and remain there until further instructions are given.

III. SHELTER IN PLACE

The school signal for a shelter-in-place is the announcement over the loudspeaker. In the event of an actual shelter-in-place scenario, teachers are to observe the following guidelines:

1. All windows are to be closed.
2. All doors are to be closed and locked..
3. Windows and doors may need to be sealed with duct tape and air-conditioners and/or fans turned off if the shelter-in-place is as a result of a chemical emergency from the local refineries.
4. Lights are to be turned off at teacher discretion.
5. All teachers will keep their roll books with them during the drill.
6. If you think that someone is in need of medical attention, please call the office and ask to speak to an administrator; do NOT attempt to step out of the room or the building to find someone.

Teachers are to inform students of these additional guidelines:

1. If a student is in the hall when a shelter-in-place begins, he/she is to seek shelter in the closest building with the nearest class.
2. If an assembly is taking place during a shelter-in-place, students and teachers are to shelter in the Café until the all-clear bell has been sounded.
3. If the shelter-in-place should occur during snack or lunch, students should proceed to the class and teacher they attended prior to the break. This will make accounting for students easier.

IV. LOCKDOWN

The school signal for an announcement over the loudspeaker system.. In the event of an actual lockdown scenario, teachers are to observe the following guidelines:

1. All windows are to be closed.
2. All doors are to be closed and locked.
3. Lights are to be turned off and curtains closed if possible.
4. Await further instructions.

Teachers are to inform students of these additional guidelines:

1. If a student is in the hall when a lockdown begins, he/she is to seek shelter in the closest building with the nearest class.
2. If an assembly is taking place during a lockdown, students and teachers are to shelter in the Café until the all-clear bell has been sounded.
3. If a lockdown should occur during snack or lunch, students should proceed to the class and teacher they attended prior to the break. This will make accounting for students easier.

V ACTIVE THREAT

An active shooter on campus involved one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm and at least one of the following applies:

1. Continues to shoot others
2. Actively seeks or attacks others
3. Has access to additional victims

Upon first indication of an active shooter, personnel should immediately notify the school administrator.

The school administrator will initiate the recommended appropriate "Active Shooter" protocol and if possible, call "911" and SRO to provide the exact location and nature of the incident.

Announcement on the PA system – "Attention Staff: This is a school emergency. There is an Active Shooter on school grounds."

Based on the circumstances, teachers/staff will respond with

<u>Options</u>

- "Evade/Hide" – Find a place to hide where the active shooter is less likely to find you.
  - Your hiding place should:
    - Be out of the active shooter's view
    - Provide protection if shots are fired in your direction (i.e. an office with a closed and locked door)
    - Not trap you or restrict your options for movement
  - Be sure to have a hiding spot in mind
  - Leave your belongings behind
  - Help others, if possible
  - Prevent individuals from entering an area where the active shooter may be
  - Follow the instructions of the police officers
  - Keep your hands visible
  - Do not attempt to move wounded people
  - Call 911 when you are safe and if possible, alert the police of the shooter's location.

- "Barricade" - To prevent an active shooter from entering your hiding place:
    - Lock the door
    - Blockade with heavy furniture
  - If the active shooter is nearby:
    - Lock the door
    - Silence your cell phones
    - Turn off any source of noise (i.e. radios, televisions)

- Hide behind large items (i.e. cabinets, desks)
- Remain quiet

➢ If evacuation and hiding are not possible:

- Remain calm
- Dial 911, if possible, to alert the police of the shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

❖ "Distract" – As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

➢ Acting as aggressively as possible with him/her

➢ Throwing items and improvising weapon

➢ Yelling

➢ Committing to your action

How to Respond When Law Enforcement Arrives

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

i. How to react when law enforcement arrives
ii. Information to provide to law enforcement or 911 operator

The first officers to arrive at the scene will not stop to help injured persons. Expect rescue teams composed of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

VI BOMB THREAT

In the unlikely event that you receive a bomb threat:

1. Listen carefully and write down as much information as possible, especially information about where the bomb is located and when it is set to go off.
2. Immediately notify the Administration of the information.

In the even more unlikely event that you discover or suspect a device to be a bomb:

1. DO NOT TOUCH OR DISTURB IT IN ANY WAY.
2. Clear yourself and others from the area.
3. Notify the Principal, Assistant Principal or Counselor

VII . PLANE CRASH

If an aircraft should fall on or near a school, the following should be done:

1. The principal will determine what action, if any, is necessary. When necessary, teachers are to take immediate action for the safety of students without waiting for directions.
2. At the sound of a crash, teachers shall command students to DROP. All persons indoors are to remain indoors unless notice is given to clear the buildings. Persons outdoors are to assume the crouch position.
3. All students and staff are to remain at a safe distance, allowing for the possibility of explosion.
4. The principal is to direct any further action needed.

VIII CHEMICAL ACCIDENT/HAZMAT

Warning of a chemical accident usually will come from the police or fire department or from civil defense officials. An overturned tanker truck or train, a broken fuel line, or an accident in a commercial establishment or oil refinery are the most likely chemical or gas hazards. The procedure to follow is:

1. Follow all Shelter-in-Place procedures.

2. Tape doors and windows to make airtight (bottom of doors can be plugged with wet towels), turn off pilot lights, air conditioning, and exhaust fans in kitchens and bathrooms.
3. Vents will be covered with trash bags and duct tape to prevent hazardous materials from entering the classroom.

IX MEDICAL EMERGENCIES, QUARANTINES, PANDEMIC

1. Exposure Management Prior to Identifying 1 case at school
    a. Create a Compliance Task Force that is responsible for enforcing all safety protocols and ensure that all staff and students receive information regarding the outbreak.
    b. Designate a compliance officer who will serve as a liaison to the Department of Public Health (DPH).
    c. Follow the DPH guidelines for persons who have symptoms prior to school entry or while at school and their contacts at school.

2. Exposure Management for 1 case at school
    a. The School Compliance Task Force instructs the case to follow Home Isolation Instructions per DPH.
    b. Inform DPH.
    c. Perform Contact Tracing.
    d. If exposed, a person is notified and given instructions per DPH guidelines.

3. Exposure Management for 2 cases at school
    a. Follow the same steps for 1 confirmed case.
    b. Determine whether the 2 cases are epidemiologically linked.
        i. If links do not exist, continue with routine exposure management.If links exist, reinforce messages to students and employees on precautions to take to prevent spread at school.

<u>Stop The Bleeding Kits</u>

Stop the bleeding kits have been installed in all rooms containing a fire extinguisher. These kits are designed to provide its user with immediate access to products intended to stop traumatic hemorrhaging. It contains basic products for emergency responders or civilians to address a traumatic bleeding situation in vacuum packed and tamper proof packages. Contents include tourniquet, compression bandage, hemostatic gauze, nitrile gloves, roller gauze, trauma shears, instruction card and a permanent marker.

Adaptations for Students with Disabilities

Annual evaluation of those plans to ensure appropriate adaptations
Parents and others can bring a concern about a student's safety to the principal

1. Maintain a confidential roster of students with special needs:
    a. The SPED department creates a confidential roster that identifies students who have disabilities and also lists their teachers, classrooms and daily schedules, as well as their potential needs during an emergency.
        i. The roster may also include any relevant strategies that have enabled particular students to participate successfully with their peers in general school activities.
        ii. To ensure that this information is available in the event of an emergency, the school will store the list with the front office emergency student rosters.

2. Student who require and have already set accommodations during an emergency may include things such as:
    a. Supervision during transitions; adult one-to-one assigned to student
    b. Simple instructions in multiple modalities that are practiced in nonemergency situations
    c. A pre-identified quiet place for a student to self- regulate
    d. Fidget items
    e. Access to sanitation/handwashing stations and hand sanitizer
    f. Self-calming strategies taught in advance
    g. A peer buddy system
    h. Access to emergency medications (e.g., an asthma inhaler)
    i. Access to their personal noise-canceling headphones if needed

3. Before, During and After an Emergency:
    a. *Before*:
        i. Schedule meetings with core members of the emergency response team to discuss how to support students with disabilities during an emergency.
        ii. Review student accommodations with the case manager and health office.
        iii. Ensure students with short term accommodations on file (i.e. broken limb).
        iv. Create a buddy system for staff to support the students if one is not available to do so.
        v. Accounting for all medication is done by the health office.
    b. *During*:
        i. Ensure that the emergency/first-aid station has all a copy of the students accommodations (if any) in case of an emergency.
        ii. Respect and ensure confidentiality about the students and their disabilities.
    c. *After*:
        i. Prepare with counseling or any other support after an event has occurred to best support students transition back to regular school instruction.
        ii. Continue best practices.

Adaptations for students with disabilities will be reviewed annually to ensure appropriate adaptations. Parents and others can bring a concern about a student's safety to the principal.

References:

a. Reading and Emergency Management for School. Guide for developing high-quality school emergency operations plans. https://rems.ed.gov/docs/DisabilitiesFactSheet_508C.pdf

b. US Department of Education, Office of Elementary and Secondary Education and Office of Safe and Healthy Students (2013). Reading and Emergency Management for Schools. Integrating k-12 Students with Disabilities into school emergency Management Planning. https://rems.ed.gov/docs/School_Guide_508C.pdf

Protocol for Responding to a Student Opioid Overdose
Narcan (Naloxone) Administration Protocol

The Fentanyl Crisis and Purpose of Narcan (Naloxone)

Per California Department of Public Health, emergency department visits related to non-fatal opioid overdoses in California's youth ages 10-19 years more than tripled from 2018 (379 total) to 2020 (1,222 total). Opioid-related overdose deaths in California's youth ages 10-19 years increased from 2018 (54 total) to 2020 (274 total), marking a 407 percent increase over two years, largely driven by fentanyl. During the same time period, fentanyl-related overdose deaths increased from 36 to 261, a 625 percent increase. Fentanyl is an extremely potent and dangerous synthetic opioid.

Year	ER visit for non-fatal Opioid-related opioid overdoses for overdose deaths for age 10-19 in California age 10-19 in California	Fentanyl-related overdose deaths for age 10-19 in California
2018	37,954	36
2020	1,222 274	261
	407 percent increase	625 percent increase

In addition, rainbow fentanyl, brightly-colored fentanyl, has been identified as a new trend by the Drug Enforcement Agency (DEA). It can be found in many forms, including pills, powder, and blocks that can resemble sidewalk chalk or candy. Any pill (regardless of its color, shape or size) that does not come from a health care provider or pharmacist can contain fentanyl and can be deadly.

What can school districts do to help with the fentanyl crisis?
In addition to parent and community education, school districts can create naloxone policies and opt to stock naloxone at their schools in response to increases in opioid overdoses among youth. One study found that bystanders were present in more than one in three overdoses involving opioids. With the right tools, bystanders can act to prevent overdose deaths. School staff can be trained to give naloxone to someone experiencing an overdose, and potentially save a life.

What is naloxone?
Naloxone is a life-saving medication that can reverse an overdose from opioids—including heroin, fentanyl, and prescription opioid medications—when given in time. Naloxone is easy to use even for nonmedical individuals.

How does naloxone work and how do you use it?
Naloxone quickly reverses an overdose by blocking the effects of opioids. It can restore normal breathing within 2 to 3 minutes in a person whose breath has slowed, or even stopped, as a result of opioid overdose. More than one dose of naloxone may be required when stronger opioids like fentanyl are involved.

Naloxone won't harm someone if they're overdosing on drugs other than opioids, so it's always best to use it if you think someone is overdosing. https://www.cdc.gov/stopoverdose/naloxone/index.html

Narcan (Naloxone) Administration Protocol

Step 1: Evaluate for Signs of Overdose

Look for signs of an overdose which may include:

- Discolored skin (especially in lips and/or nails)
- Small, constricted pupils
- Falling asleep or losing consciousness
- Slow, weak, or no breathing
- Choking or gurgling sounds
- Cold and/or clammy skin

If overdose is suspected, stimulate the person by:

- Provide a sternal rub by vigorously rubbing the knuckles up and down on the victim's breastbone. This introduces a painful stimulus that will not cause damage to the person and helps assess whether the person is conscious or not.

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

Step 2: Call 911

Immediately call for help

- Call 911 and inform emergency personnel that someone is not breathing or is unresponsive

Step 3: Administer Naloxone

It's important to know that naloxone has no effects if opioids are not present. If unsure, err on the side of safety and administer naloxone.

Intranasal Administration:

- Tilt head back
- Spray into one nostril until all the medication has been dispensed.

Step 4: Provide Rescue Breathing

Rescue breathing can sustain someone until emergency personnel arrive:

- Place the person on their back.
- Tilt their chin up to open the airway by lifting the neck or chin.
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
- If present, remove it.

- If using a mask, place and hold the mask over their mouth and nose.
- If not using mask, pinch their nose with one hand and place your mouth over their mouth creating a seal
- Give 2 rescue breaths and continue one breath every 5 seconds
- Blow enough air into their lungs to make their chest rise.
    - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure. ○ If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose.

Step 5: Monitor the Person's Response

Most individuals respond by returning to spontaneous breathing. This generally occurs within 2-3 minutes of administering naloxone. If the person is not responding, give a second dose of naloxone in the opposite nostril and continue rescue breathing.

After an overdose reversal:
Once naloxone begins working, an individual may show signs of opioid withdrawal with symptoms such as restlessness or irritability, body aches, diarrhea, increased heart rate (tachycardia), fever, runny nose, sneezing, goosebumps (piloerection), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. Risk of adverse reaction should not be a deterrent to administration of naloxone.

- Don't leave the person alone, as sedation may return
- Wait for emergency personnel to arrive
- If possible, encourage the person to refrain from using additional opioids as the naloxone can wear off and they can experience another overdose.
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols. Wear gloves when handling any potentially contaminated items.
- Contact parent/guardians per school protocol
- Complete TUSD Report of Naloxone Administration
- Complete TUSD Accident/Incident Report Form
- Follow up with treatment referral recommendation

References

ADAPT Pharma. (2016). Helpful Resources. Available at: http://www.narcannasalspray.com/helpful-resources/

Centers for Disease Control and Prevention. (2012). Community-Based Opioid Overdose Prevention Programs Providing Naloxone — United States, 2010 MMWR February 17, 2012/ 61(06), 101-105. Available at: http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6106a1.htm

Davis, C., Webb, D., Burris, S. (2013). Changing Law from Barrier to Facilitator of Opioid Overdose Prevention. Journal of Law, Medicine & Ethics, 41(Suppl. 1), 33–36.

Harm Reduction Coalition. (n.d.). Perform Rescue Breathing. Available at: http://harmreduction.org/issues/overdose-prevention/overview/overdose-basics/responding-to-opioid-overdose/perform-rescue-breathing/

Loimer, N., Hofmann, P., Chaudhry, H.R. (1992). Nasal administration of naloxone for detection of opiate dependence. Journal of Psychiatric Research, 26, 39–43.

Suspension and Expulsion Policies

BP 5144.1 (a) SUSPENSION AND EXPULSION/DUE PROCESS

The Board of Education desires to provide District students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of District students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law and administrative regulation. Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any District school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s).

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
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, and in accordance with the District's nondiscrimination policies.

Except for single acts of a grave nature or offenses for which suspension or expulsion is required by law, suspension or expulsion shall be used only when the student involved has a history of misconduct and other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to himself/herself or others.

To correct the behavior of students who are subject to discipline, the Superintendent or designee, to the extent allowed by law, shall use alternative disciplinary measures that keep students in school during the school day.

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion. A student’s parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to classroom or school removal.

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900) BP 5144.1)

Removal from Class by a Teacher and Parental Attendance
When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1).

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and his/her parents/guardians and to improve classroom behavior. Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is required pursuant to law. (Education Code 48900.1) A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other means that maintains the confidentiality of the student's records.

Supervised Suspension Classroom
To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law. The use of such alternatives does not preclude off-campus suspensions.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel
A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915).

1. Possessing, selling, or otherwise furnishing a firearm, which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife at another person

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
5. Possessing an explosive as defined in 18 USC 921
6. For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student.

If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others. A vote to expel a student shall be taken in a public session.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process
The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data
The Superintendent or designee shall annually present to the Board a report of the outcome data which the District is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the District is meeting its goals for improving school climate as specified in its local control and accountability plan.

Procedures to Assess and Respond to Reports of Any Dangerous, Violent, or Unlawful Activity

STEPS TO TAKE WHEN A THREAT IS MADE

Initiate the Threat Screening when a student makes a threat or if there is a concern that a student may be about to act out violently.

- Information should be shared among the Administration, Counselors, and School Psychologist. Law enforcement should also be contacted if the screening determines that the student is a risk to others or potentially has a weapon.

This Threat Screening will guide your inquiry, document concerns and help you develop a plan of action for the student. Be sure to include the following:

- Current and previous discipline records (check the cumulative folder)
- Interviews and written statements from the student of concern, school staff, any witness, targets of the threat
- Search of student belongings, locker, car, etc. Call TPD for assistance with searching the student for potential weapons, call SRO then Dispatch if necessary to ensure a response. (Site Administration - possible Bomb threat protocol)
- Parent information: clarify access to/interest in weapons, offer support, seek help in their understanding, internet activity, notebooks, etc.

This is a screening instrument that includes risk factors that have been shown through research and clinical experience to be related to future aggression and violent behaviors. It is not a reliable and valid psychological test, but is a first step in the evaluation of violence potential in youth. The Threat Inquiry screening is not a substitute for a comprehensive threat assessment; instead, the Threat Inquiry screening is designed to determine if a threat assessment should be conducted. It is important to remember that no single assessment or variable is predictive of violence or the absences of violence.

1. Take proper safety precautions- These steps should be followed and revisited throughout the threat assessment process.
2. Immediately Report the threat to the Principal or Administrator
3. Assess the level of threat-transient or substantive
    a. Admin and counselor/psych conduct the threat assessment screening
        i. Consider age, disability, credibility of the student
        ii. The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether a student poses a threat to the safety of others. Does the student appear to have the resources, intent, and motivation to carry out the threat? Is there evidence of attack-related behaviors that suggest movement from thought to violent action? Document and discuss all warning signs that apply
4. If substantive
    - Detain the appropriate student(s)
    - Ensure safety of target(s)
    - Do not allow student to access to locker, jackets, cars, etc.
    - Contact Torrance PD Dispatch especially if a search for potential weapons is necessary
    - If there is imminent danger, call 911 or police

      Then notify District office
5. Action Plan
    - Complete supervision and action plan and take appropriate steps
6. Notify The Parent(s) or Guardian(s) of Students Involved
    - Parents/guardians have been notified of the situation and this screening.

🖃 Parents/guardians have NOT been notified because_____
🖃 Notify parents of the targets/victim

Please consult with Kara or Ben on if and when to notify the community of an event

ROLES AND RESPONSIBILITIES for Screening a Threat to Others

Site Administration
Administration MUST be intimately involved in a threat assessment and act as lead. This is a non-negotiable.

- Ensure the proper student(s) are detained
- Ensure safety of the targets
- Make sure the student(s) are supervised at all times. Do not leave the student(s) unattended.
- Initiate a lockdown if necessary or if the situation is unknown
- Consultation with Kara Heinrich, Jon Pearson or Ben Egan immediately, and as appropriate:
    - Contact law enforcement and ensure a police response
    - Contact Parents
    - Determine appropriate communication steps (internal & external)
- Immediately contact the school psychologist, the student's counselor, and/or the student support specialist to complete the Initial Threat Screening
- Create a file to be stored in the Principal's office
    - Document in PowerSchool—objective only—i.e reported that student made a threat, or student interviewed after other student's reported that student said, "----"
- Following the assessment, discuss next steps with the team
    - Level of threat will determine the next steps
    - Discipline as appropriate
    - Support and resources for the family and students impacted
    - Be sure that the family of the target/victim is notified (Terrasoft)

School Counselor/ School Psychologist Best practice is that two adults (could be an administrator and counselor, or counselor and psychologist) should conduct the threat assessment interview together.

- Fill out the questions on the Threat Assessment Screening
- Conduct the Threat Screening Inquiry
- Tally to determine the level of threat
- For low risk situations, contact parents and provide them with information and counseling resources
- Following the assessment, discuss next steps with the team
    - Level of threat will determine the next steps
    - Discipline as appropriate

    - Support and resources for the family and students impacted
    - Be sure that the family of the target/victim is notified (Terrasoft)
- For higher level situations, conduct an Emergency Conference with parents to review the results of the assessment
- Follow up with student and parent postvention to ensure that school and/or community-based resources are being offered
- Provide copies of the following to parents:
    - Notification of Emergency Conference
    - Authorization to Release of Information Form
    - Community Resource List
    - Warning Signs of Youth Suicide
    - Re-Entry Meeting (if appropriate)
- Always offer a re-entry meeting if the student is returning back from a suspension or if they were out for a mental health hold
- Voluntary and to be held for the re-entry of a student who has been out of school for any length of time due to mental health reasons, including inpatient treatment (e.g. psychiatric hospitalizations) or day treatment program.

Refer to the Student Re-Entry Checklist

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. TUSD has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show an "S" next to the student's name. The teacher can access the suspension by looking at the student's discipline history. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Torrance Unified School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential.

To: ALL CERTIFICATED STAFF
From: PRINCIPAL
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. The Torrance Unified School District has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the student's name. The teacher can access the suspension by looking at the student's discipline history. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900 (a1) Mutual fight (a2) Battery
(b) Possessed dangerous object
(c) Controlled substance/alcohol
(d) Imitation controlled substance
(e) Robbery/extortion
(f) Vandalism
(g) Theft
(h) Tobacco/nicotine products
(i) Habitual Profanity/vulgar or obscene act
(j) Drug paraphernalia
(k) Disruptive/willful defiant behavior
(l) Received stolen property
(m) Imitation firearm
(n) Sexual assault or battery
(o) Harassed/threatened witness

(p) Sale of soma
(q) Hazing
(r) Bullying/cyberbullying
(t) Aiding and abetting *

E.C. 48900.2 Sexual harassment (gr 4-12)
E.C. 48900.3 Hate violence(gr 4-12)
E.C. 48900.4 Severe and pervasive threats and intimidation (gr 4-12)
E.C. 48900.7 Terrorist threats
E.C. 48915 (a1a)Serious physical injury (a1b)Possession:
knife, explosive, dangerous object (a1c) Controlled
substance
(a1d) Robbery or extortion
(a1e) Assault/battery school employee
E.C. 48915(c1) Possessing, selling, furnishing firearm
(c2) Brandishing a knife at another person
(c3) Selling a controlled substance
(c4) Committing or attempting sexual assault or battery
(c5) Possession of an explosive

Confidential Memorandum

To: _____, Teacher

From: _____, Principal

Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.
_____was found to have committed the following criminal
activity:

If you have any questions, please see me.
Principal

Sexual Harassment Policy

BP 5145.7(a) SEXUAL HARASSMENT
The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities.

The Board also prohibits retaliatory behavior or action against any persons who files a complaint, testifies, or otherwise participates in District complaint processes. The District 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 a District compliance officer.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and District procedures specified in AR 1312.3 – Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

The Superintendent or designee shall take appropriate actions to reinforce the District's sexual harassment policy.

Instruction/Information
The Superintendent 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
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment 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 procedures 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 criminal complaint, as applicable.

Disciplinary Actions
Any student who engages in sexual harassment or sexual violence at school or at a school sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 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 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, laws, and/or collective bargaining agreements.

Confidentiality and Record-Keeping
All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Superintendent 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 its schools.

AR 5145.7(a) SEXUAL HARASSMENT
The District designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures.

The coordinator/compliance officer(s) may be contacted at:

Senior Director – Human Resources
2335 Plaza del Amo
Torrance, CA 90501
(310) 972-6071

Prohibited 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, when made on the basis of sex and 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 activities available at or through any District program or activity

Examples of types of conduct which are prohibited in the District and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Unwelcome sexual 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. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene

gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender 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

Reporting Process and Complaint Investigation and Resolution
Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the District's compliance officer identified in AR 1312.3

In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a District compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted the Superintendent or designee.

When a report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the District's uniform complaint procedures. If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and District procedures specified in AR 1312.3.

Confidentiality
All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

However, when a complainant or victim of sexual harassment notifies the District of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the District's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the District will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the District of the harassment but requests that the District not pursue an investigation, the District will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

Response Pending Investigation
When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy.

The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Enforcement of District Policy
The Superintendent or designee shall take appropriate actions to reinforce the District's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond
3. Disseminating and/or summarizing the District's policy and regulation regarding sexual harassment

Response Pending Investigation

1. When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy.
2. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community
3. Taking appropriate disciplinary action In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

Notifications
A copy of the District's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be 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). A copy of the District's sexual harassment policy and regulation shall be posted on District and school web sites and, when available, on district-supported social media.

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or District publication that sets forth the schools or District's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

School–wide Dress Code prohibiting gang-related apparel

BP 5132 DRESS AND GROOMING

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard, include any discriminatory words, pictures, or messages, or cause a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be communicated to students and may be posted in school offices and classrooms.

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 dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

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.

AR 5132 DRESS AND GROOMING

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

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

Additionally, in order to maintain a respectful, safe, and supportive learning environment, the following guidelines shall apply to all regular school activities at the discretion of site administration:

1. Shoes must be worn at all times. Elementary students must wear flat, closed shoes.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free from writing, pictures, or any other insignia which are vulgar, profane, or of a sexual nature, or bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic, sexual orientation, or religious intolerance.
3. Due to student identification and campus security concerns, hoods are not to be worn.
4. Clothes shall conceal undergarments at all times.
5. Swimwear, excessively short skirts/shorts, excessively low cut tops, tube tops, and lingerie are not appropriate school wear.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

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)

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

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)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Dress code violations will follow the discipline matrix as set forth in Administrative Rule 5144 – Discipline Policy for grades 6-12. First through third offense is handled with a warning and change of clothing.

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 Sections 32282, and 35183.)

As used in this section, “gang” is defined as any ongoing organization, association or group of three or more persons, whether formal or informal, having a common name or common identifying sign or symbol, having as one of its primary activities the commission of criminal acts. (Penal Code Section 186.22).

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.

Procedures for Safe Ingress and Egress from School

Torrance Unified School District

MAGRUDER MIDDLE SCHOOL

Emergency Disaster Plan

PROCESS & DESIGNATED RESPONSIBILITIES for Teachers/Staff

2025-2026

- In an Emergency Evacuation – PLEASE leave classroom doors UNLOCKED.
- Move to the Assembly Area by Classroom Number.
    - ONCE ON THE GRASS, ALL STUDENTS ARE TO SIT (or Squat)
        - Remind students to *not* touch fences because fallen electrical wires may have charged them.
        - Take roll Immediately and complete the Emergency Attendance Sheet. A messenger will collect and deliver it to the Command Center.
    - Hold your folder up with the designated color of support visible to admin & emergency team members:
        - GREEN: All students are accounted for and safely out of the classroom + no Injuries
        - YELLOW: All students are safely out of the classroom, but missing a student(s) on your roster.
        - RED: Reporting an injury or student(s) left behind in the classroom.
- Those with designated responsibilities will be listed and job duties will be pre-assigned. On the day of an emergency, give your class roster to your buddy teacher/counselor (listed below) and *then* report to your emergency response area.
- Buddy teacher/counselor, review the guidelines.

GUIDELINES For Buddy Teachers/Counselors

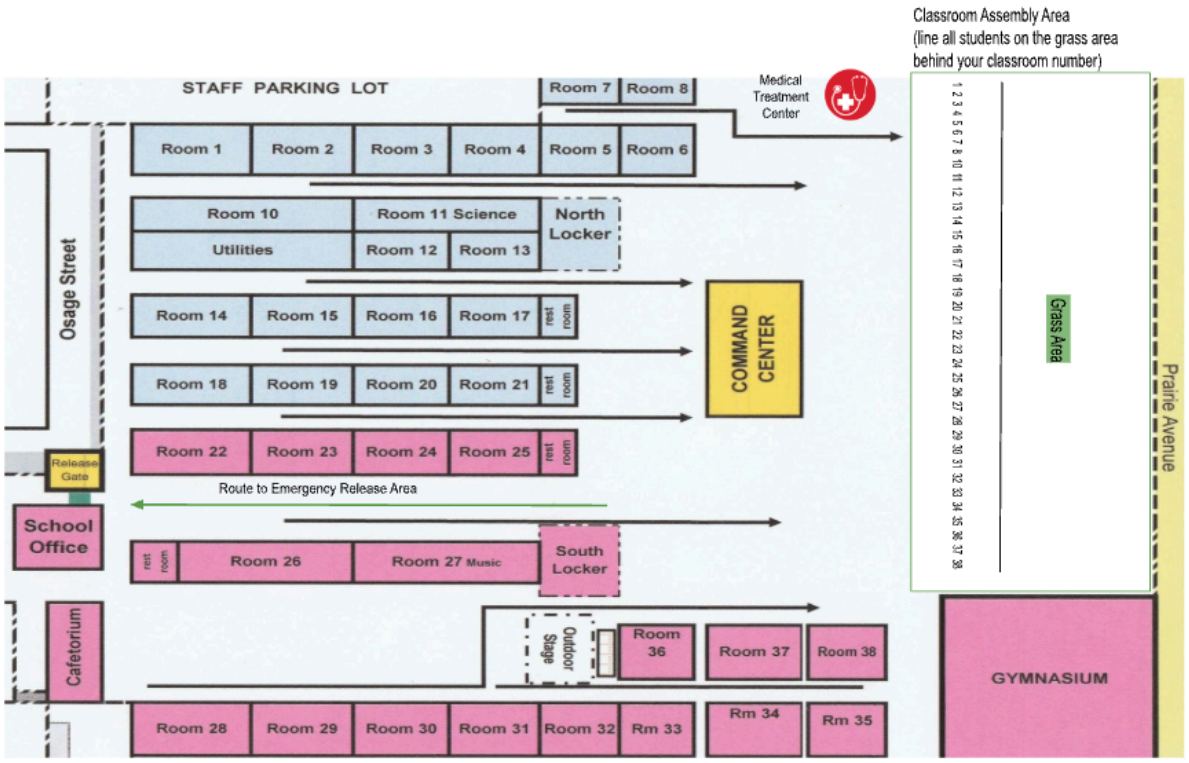
1. In your emergency kit you should have an updated copy of all your buddy teacher's class rosters.
2. Review evacuation routes
3. Buddy Teachers/Counselors, check with each other to determine: (a) Each other's health status, (b) The need to assist with injuries, and (c) Any other needs as assessed
4. If necessary and logistically possible:
    a. One buddy teacher/counselor may evacuate both classrooms. Students may exit without the teacher leading them. The buddy teacher/counselor should stay back to check the classroom and close the door(s).Example to do this: If there is an injured student, and you choose not to leave them alone.

    b. If both buddy teachers/counselors are available for evacuation, one leads and the other brings up the rear, checking briefly to make sure that both classrooms are empty and closing the door.
5. In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy teacher's classroom into the other. One of the teachers is then available for their emergency response assignment.
6. Be sure that substitute teachers know the emergency procedures as well as who their buddy teacher is and the buddy teacher's room number.

Search & Locate Teams:

- Search and Locate Team I : Check in at the Command Center and pick up equipment. Begin searching in room 1 and continue in order until you meet Team II. Include North locker bay and restrooms. Mark doors with masking tape as you enter with a "/", and after a full search complete the "X" once the room is cleared. Report all injuries and findings to the Command Center. Medical Treatment will go to the injured parties that are immobile. If possible and safe, leave one of the team members with the injured person(s).
- Search and Locate Team II : Same as Team I, except start searching in room 38 and go in reverse order until you reach Team I. Include the cafeteria, School Office, South locker bay, Restrooms, and Gymnasium in your search.

REMEMBER: A teacher's responsibility is to all students, but in situations that threaten the lives of all, do the greatest good for the greatest number.



* If the designated release area (front gate) is blocked or unsafe to use during an emergency, we will inform families via powerschool messenger OR districtwide communication, and direct staff of the new release area. More than likely this location will be on the South end of Columbia Park (off of Prairie Ave.). See map to the right.



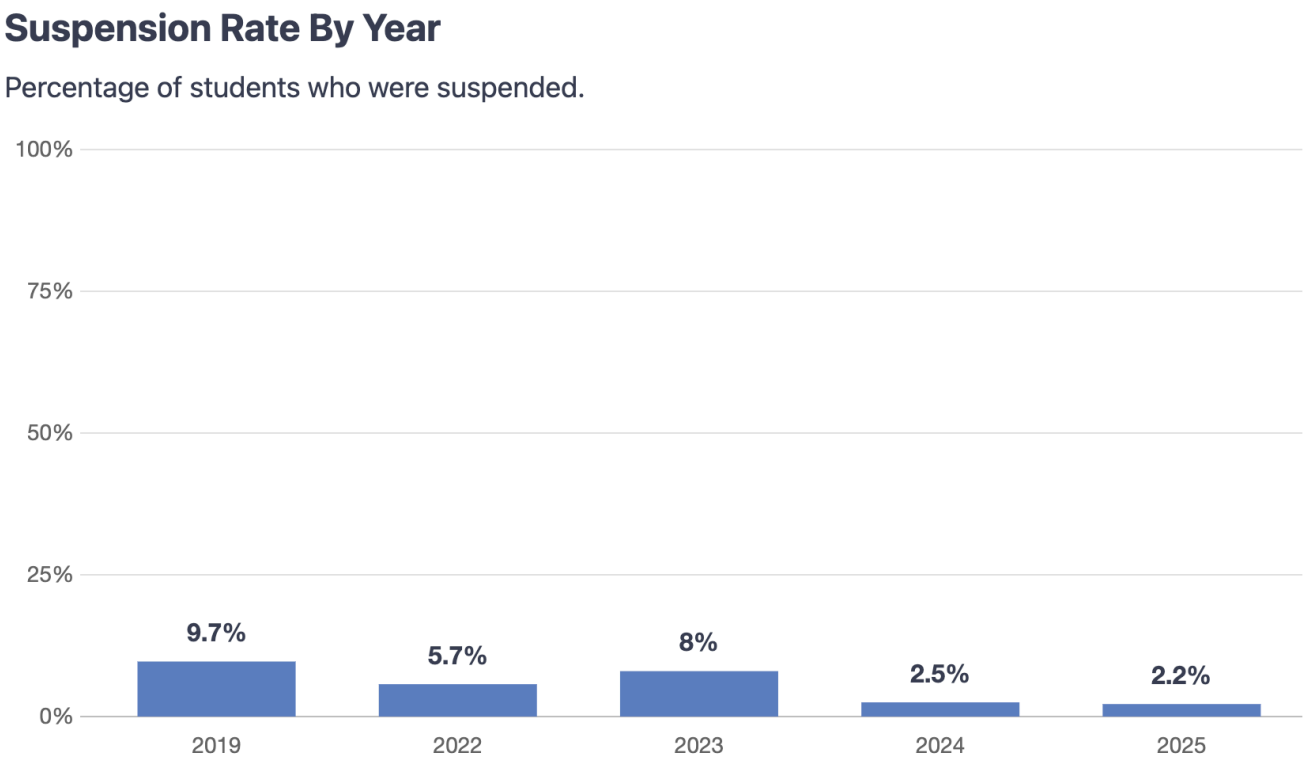
Procedures to Ensure a Safe and Orderly Environment

People and Programs:

- **People and Programs GOAL:** MAGRUDER MS will expand our Multi-tiered Systems of Support programs in order to improve the behavioral interventions for all students, as well as provide a means for regular progress monitoring.

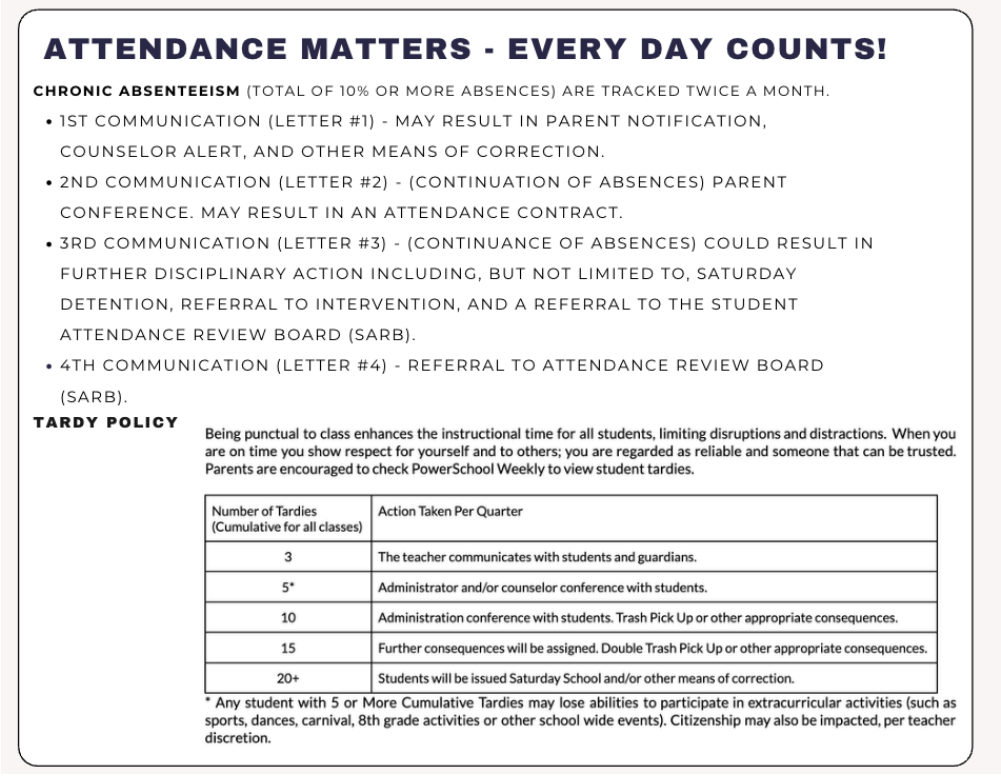
- Expected Annual Measurable Outcomes:
    - Decrease the total number of students with reportable campus incidents, from 14 (2024-2025 school year) to between 12 -10 (2025-2026 school year).

Dashboard Data



    - **Decrease** the number of student tardiness (by period) per month by 3%
    - **Decrease** the number of student absences by 1%
        - 2024-2025 Chronic Absenteeism 13.5%
        - 2023-2024 Chronic Absenteeism 17.1%
    - **Increase** Year End Attendance by 1%
        - 2024 - 2025 Attendance Rate: 94.77%
        - 2023-2024 Attendance Rate: 94.45%

- Actions:
    - Continue to implement PBIS matrix; Staff training of PBIS; 25 minute lessons delivered via AMP (tutorial) period continue to be developed for each grade level for the first 5 days of school and refresher course based on data of need.
    - Maintain a multi-tiered behavioral support approach incorporating School counselor, psychologist and TPD.
    - Implement a multi-tiered attendance incentive program: Individual, Class Specific and Schoolwide. Incorporating school staff and administration to improve student attendance.
    - Host WEB Orientation and provide an opportunity for students to spend 1 day on campus during August to ensure a successful transition into middle school. Service includes receiving student planners, buying school apparel, and locker assistance.
    - Grade level assemblies occur during P.E. classes at the beginning of 1st semester and 2nd semester discussing school expectations and reminding students of school rules:
        - Attendance, Behaviors & Safety
    - TPD Lessons on Social Media from our SRO discussed proper use of social media. SRO also informed students of consequences when using social media in a negative manner.
    - Continue to use restorative practices when mediating conflict/incidences on campus.
        - Train staff on Restorative Conversations
    - Continue to work with the school site Leadership / Safety Committee to update school policies in maintaining a safe environment. The committee collaborates in finding solutions for safety concerns brought up by staff members as well as updating consequences for school incidents.
    - Open opportunities for student mentoring/leadership conversations.
    - Continue to implement the new attendance tiered level of support:



ATTENDANCE MATTERS - EVERY DAY COUNTS!

CHRONIC ABSENTEEISM (TOTAL OF 10% OR MORE ABSENCES) ARE TRACKED TWICE A MONTH.

- 1ST COMMUNICATION (LETTER #1) - MAY RESULT IN PARENT NOTIFICATION, COUNSELOR ALERT, AND OTHER MEANS OF CORRECTION.
- 2ND COMMUNICATION (LETTER #2) - (CONTINUATION OF ABSENCES) PARENT CONFERENCE. MAY RESULT IN AN ATTENDANCE CONTRACT.
- 3RD COMMUNICATION (LETTER #3) - (CONTINUANCE OF ABSENCES) COULD RESULT IN FURTHER DISCIPLINARY ACTION INCLUDING, BUT NOT LIMITED TO, SATURDAY DETENTION, REFERRAL TO INTERVENTION, AND A REFERRAL TO THE STUDENT ATTENDANCE REVIEW BOARD (SARB).
- 4TH COMMUNICATION (LETTER #4) - REFERRAL TO ATTENDANCE REVIEW BOARD (SARB).

TARDY POLICY

Being punctual to class enhances the instructional time for all students, limiting disruptions and distractions. When you are on time you show respect for yourself and to others; you are regarded as reliable and someone that can be trusted. Parents are encouraged to check PowerSchool Weekly to view student tardies.

Number of Tardies (Cumulative for all classes)	Action Taken Per Quarter
3	The teacher communicates with students and guardians.
5*	Administrator and/or counselor conference with students.
10	Administration conference with students. Trash Pick Up or other appropriate consequences.
15	Further consequences will be assigned. Double Trash Pick Up or other appropriate consequences.
20+	Students will be issued Saturday School and/or other means of correction.

* Any student with 5 or More Cumulative Tardies may lose abilities to participate in extracurricular activities (such as sports, dances, carnival, 8th grade activities or other school wide events). Citizenship may also be impacted, per teacher discretion.

Place/Physical Environment:

- **Place/Physical Environment Goal:** MAGRUDER MS will improve parent outreach to be inclusive along with consistent communication especially for significant and underperforming subgroups, by providing further opportunities where parents can contribute and benefit.

- Actions:
    - Parent Information and Support- Magruder Memo is a bi-weekly journal that is emailed and text to parents informing them of school policies, upcoming events, and classroom activities.
    - ELMAC meetings for parents of English Language (EL) students to support them with navigating PowerSchool, Schoology, and the Magruder Website.
        - Translation Services- Provide a translator for ELMAC, all Parent Education Nights and evening school events.
        - 2 - In Person Meetings per Year
    - RTI meetings work with parents and students who are below a 2.0 GPA, to implement tier 2-3 interventions.
    - Increase Parent Attendance for school site Back to School Night (BTSN), English Learner Multicultural Advisory Committee (ELMAC) meetings, Parent Ed Nights and Open House.
    - PTSA-Collaborate with school events like Family Lunch Day, Movie Night, Toy Fair, Carnival and School Dances to create a welcoming environment for the community.
        - The PTSA continues to support initiatives such as Adventures in Arts, Project Boss, Project Hope, Career Day, State Testing, Red Ribbon Week, and the Food Pantry at Magruder, along with other volunteer opportunities.
    - Social Media - The school uses social media to share important updates, events, and resources, keeping parents informed and engaged in real time.
        - Improving Websites to Better Support Parent and Student Communication.
        - Instagram posts will increase engagement and awareness of school events.
    - Torrance Refinery - Magruder Administration will Participate in quarterly refinery community meetings to provide ongoing support to Magruder.

Rules and Procedures on School Discipline

AR§S144 - Administrative Responsibilities - Discipline Policy for Grades K-12
Students may be suspended or expelled if the act is related to a school activity or school attendance, including but not limited to the following: (a) while on school grounds; (b) while going to or coming from school; (c) during a school lunch period, whether on or off campus; or (d) during or while going to or coming from a school sponsored activity. Education Code 49079 requires that teachers be informed of a pupil's suspension and the infraction specific to the case, as described in Education Code 48900, except for smoking. The information shall be provided confidentially to teachers for the previous three school years. All students will be held accountable for the last three years of their discipline history.

The following discipline matrix indicates the types of disciplinary action that may apply to each offense. These actions may be applied to a first time or repeated incident. Progressive consequences, when applicable, are listed for each subsequent offense within the respective education code violation. School officials use this matrix as a guide intended to standardize disciplinary procedures throughout the District. The recommendations are not intended to substitute for the judgment of professional personnel based upon knowledge of the student's behavior record and statutory restraints.

OFFENSE	CONSEQUENCE
Sale of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code Ed Code 48900(c) – Sale of a controlled substance Incident Type:D-Sale of Controlled Substance Brandishing a knife Ed Code 48900(b) – Brandished weapon or other dangerous object Incident Type:C-Brandishing a Knife Possessing, selling, or otherwise furnishing a firearm Ed Code 48900(b) Possessed weapon or other dangerous object Incident Type:C-Possession of Firearm Possessing an explosive Ed Code 48900(b) – Possessed weapon or other dangerous object Incident Type:C-Possession Explosive Committing or attempting to commit sexual assault or battery Ed Code 48900(n) – Sexual assault or battery Incident Type:B-Sexual Battery	Parent conference Suspension 5 days pending mandatory recommendation to expel 48915 (c) violation Report to police department. For students who are being recommended for expulsion and have a 504 Plan or an Individualized Education Plan (IEP), a Manifestation Determination Meeting must be held within the first 10 days of suspension (federal law); however, California Law states that the extension of suspension notification must be sent within the first 5 days, therefore best practice would be to hold the Manifestation Determination Meeting within the first five days. If the behavior is a manifestation of the disability, the recommendation to expel must be rescinded and the student placed back into their school of enrollment. School personnel are authorized to unilaterally remove a student to an alternative educational setting for up to 45 school days without regard to whether the student's behavior is a manifestation of the student's disability when the student is found to have committed any of the following violations: carried or possessed a weapon, possessed or used illegal drugs, sold or solicited the sale of illegal drugs, or inflicted serious bodily injury. The interim setting is to be determined by the IEP team.
Fighting, attempting to cause, or threatening to cause injury to another person Ed Code 48900(a)(1) (Mutual Combat) Incident Type:B-Fighting	**1st Offense**: Parent conference, other means of correction, suspension 1-3 days, possible report to police department. **2nd Offense**: Parent conference, other means of correction, suspension 1-5 days, possible report to police department. **3rd Offense**: Parent conference, suspension 3-5 days, possible recommendation to expel if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others. Possible report to police department

Willfully used force or violence upon the person of another, except in self-defense – Assault (Crime Report) Ed Code 48900(a)(2) (Assault/Attack) Incident Type:B-Assault/attempt physical injury Extortion Ed Code 48900(e) Robbery Ed Code 48900(e), 48900(g) Incident Type:B-Robbery / Extortion Assault or battery upon any school employee Ed Code 48900(a)(2); 48915(E) Incident Type:B-Assault School Employee Terroristic threats against school officials or school property Ed Code 48900.7 Incident Type:B-Terrorist Threats	**1st Offense**: Parent conference, other means of correction, suspension 1-5 days, and/or possible recommendation to expel if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others. Possible report to police department. **2nd Offense**: Parent conference, other means of correction, suspension 5 days, possible recommendation to expel if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others. Report to police department. **3rd Offense**: Parent conference, recommendation to expel if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others. Report to police department.
Possession of or sale of any knives/explosive/dangerous object Ed Code 48900(b)– Possession of weapon/other dangerous object Incident Type: C-Possession of Knife Possession, use of, or sale of imitation firearms, imitation explosives, tear gas/pepper spray/laser pointers or scopes, or other dangerous weapons or objects, or any item capable of causing death or great bodily harm Ed Code 48900(b)– Possession of weapon/other dangerous object Ed Code 48900(m)– Possession of imitation firearm (Can't suspend on 1st offense) Incident Type:C-Weapons / Other Dangerous Object Starting fires Ed Code 48900(a)(1), 48900(f), 48900(k) Incident Type: B, E, F	**1st Offense**: Parent conference, other means of correction, suspension 1-5 days, possible recommendation to expel if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others. Possible report to police department. **2nd Offense**: Parent conference, other means of correction, suspension 3-5 days, possible recommendation to expel if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others. Report to police department. **3rd Offense**: Parent conference, recommendation to expel if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others. Report to police department
Possession or use of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code or alcohol, or otherwise furnished, or under the influence of same Ed Code 48900(c) Incident Type: D – Possession of a Controlled Substance D –Under Influence of Controlled Sub. Possession of or otherwise furnished any "look alike" controlled substance or alcohol Ed Code 48900(d) Incident Type:D-Possession of Controlled Substance	**1st Offense**: Parent conference, other means of correction, suspension 1-5 days, participation and completion of an intervention program, possible recommendation to expel if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others. Report to police department. **2nd Offense**: Parent conference, other means of correction, suspension 3-5 days, participation and completion of an intervention program, possible recommendation to expel if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others. Report to police department.

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Vandalism, graffiti, defacing school property or property of others including but not limited to books, computers, electronic files, databases, and e-mail Ed Code 48900(f)– Damage to school or private property Incident Type:F-Vandalism/ Graffiti Theft or attempting to or knowingly stealing or receiving school or private property Ed Code 48900(g) – Stealing school or private property Ed Code 48900(l)– Receiving stolen property Incident Type:B-Stealing B–Received Stolen Property	**1st Offense**: Parent conference, other means of correction, restitution, report to police department. **2nd Offense**: Parent conference, other means of correction, suspension 1-3 days, report to police department. **3rd Offense**: Parent conference, other means of correction, suspension 5 days, report to police department.
Use and/or possession of tobacco on campus and/or paraphernalia including lighters and matches Ed Code 48900(h) – Possessed tobacco Incident Type:D-Possession of Tobacco Possession or sale of drug paraphernalia Ed Code 48900(j) Unlawful possessed, sale of drug paraphernalia Incident Type: D-Drug Paraphernalia Possession	**1st Offense**: Parent conference, other means of correction, participation, and completion of an intervention program. **2nd Offense**: Parent conference, other means of correction, suspension 1-3 days, participation, and completion of an intervention program. **3rd Offense**: Parent conference, other means of correction, suspension 3-5 days, participation and completion of an intervention program.
Profanity, vulgarity, inappropriate language/attire, and/or ethnic slur to another person including offensive materials on clothing and personal/school items Gestures - including gang signs and/or ethnic slur Ed Code 48900(i) – obscene act, habitual profanity or vulgarity Incident Type:E-Profanity/Vulgarity	**1st Offense**: Parent conference, other means of correction, possible report to police department. **2nd Offense**: Parent conference, other means of correction, suspension 1-3 days, possible report to police department. **3rd Offense**: Parent conference, other means of correction, suspension 3-5 days, possible report to police department.

Bullying: Including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Ed Code 32261, directed specifically toward a pupil or school personnel. Ed Code 48900(r) – Bullying Ed. Code 48900.4 – Harassment, bullying (grades 4-12) Incident Type:B-Bullying Harassing, threatening, or intimidating a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil Ed Code 48900(o) – Harassing a complaining witness Incident Type:B-Harass/Intimidate Witness Aiding or abetting the infliction or attempted infliction of physical injury to a person Ed Code 48900(t)- Aiding/ Abetting physical injury Incident Type:B-Aiding or Abetting Physical Injury	**1st Offense**: Parent conference, other means of correction, possible suspension 1-5 days, or possible recommendation to expel if sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school district personnel or pupils by creating an intimidating or hostile educational environment, if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others, possible report to police department. **2nd Offense**: Parent conference, other means of correction, possible suspension 1-5 days, possible recommendation to expel if sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school district personnel or pupils by creating an intimidating or hostile educational environment, if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others, possible report to police department. **3rd Offense**: Parent conference, other means of correction, suspension 1-5 days, possible recommendation to expel if sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school district personnel or pupils by creating an intimidating or hostile educational environment, if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others, possible report to police department.

Sexual harassment (Grades 4-12) – unwelcome sexual advances that create a hostile learning environment Ed Code 48900.2 Ed Code 48900(n) – Attempted/committed a sexual assault or sexual battery as defined by Penal Code Incident Type:B-Sexual Harassment	Possible Title IX investigation **1st Offense**: Parent conference, other means of correction, possible suspension1-5 days, possible recommendation to expel if sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school district personnel or pupils by creating an intimidating or hostile educational environment, if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others, possible report to police department. **2nd Offense**: Parent conference, other means of correction, possible suspension 1-5 days, possible recommendation to expel if sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school district personnel or pupils by creating an intimidating or hostile educational environment, if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others, possible report to police department. **3rd Offense**: Parent conference, suspension 1-5 days, and recommendation to expel, if sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school district personnel or pupils by creating an intimidating or hostile educational environment, if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others, possible report to police department.

Hate violence (Grades 4-12): harassment, teasing, threats, intimidation, or bullying including but not limited to a physical or mental disability, gender, nationality, race, religion or sexual orientation Ed Code 48900.3 – Act of hate violence Incident Type: B-Hate Violence B-Hazing B-Harassment	**1st Offense**: Parent conference, other means of correction, possible suspension 1-5 days, possible recommendation to expel if sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school district personnel or pupils by creating an intimidating or hostile educational environment, if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others, possible report to police department. **2nd Offense**: Parent conference, other means of correction, possible suspension 1-5 days, possible recommendation to expel if sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school district personnel or pupils by creating an intimidating or hostile educational environment, if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others, possible report to police department. **3rd Offense**: Parent conference, suspension 1-5 days, and recommendation to expel if sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school district personnel or pupils by creating an intimidating or hostile educational environment, if can show other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of others, possible report to the police department

Inappropriate use of computers See Electronic Information Resource Contract, AR 372.1 Ed Code 48900(k) Incident Type:E-Disruption	**1st Offense**: Parent conference, other means of correction, possible removal from class, restitution, possible report to police department. **2nd Offense**: Parent conference, other means of correction, possible report to police department. **3rd Offense**: Parent conference, other means of correction possible report to police department.
Cheating in classroom including plagiarism and using electronic devices Ed Code 48900(k) Incident Type:E-Cheating	**1st Offense**: Parent conference, other means of correction, failing grade on test or assignment, possible "U" in Citizenship. **2nd Offense**: Parent conference, other means of correction, possible removal from class. **3rd Offense**: Parent conference, other means of correction.
Dress code violation Ed Code 48900(k) Incident Type:E-Dress Code	**1st Offense**: Warning, parent contact, change, or cover. **2nd Offense**: Parent contact, other means of correction. **3rd Offense**: Parent contact, other means of correction.
Classroom/Campus Disruption, disobedience setting off fire alarms Ed Code 48900(k) – Defied rules, disrupted school activities Ed Code 48900(k) Incident Type:E-Disruption / Defiance	**1st Offense**: Teacher conference, parent conference, other means of correction. **2nd Offense**: Parent conference, other means of correction, possible removal from class. **3rd Offense**: Parent conference, other means of correction, removal from class.
Violation of school rules Ed Code 48900(k) Incident Type:E-Class Rules Violation	**1st Offense**: Warning, parent conference, other means of correction. **2nd Offense**: Parent conference, other means of correction. **3rd Offense**: Parent conference, other means of correction.
Use of skateboards, roller skates or roller blades. Possession or use of radios, chains, and non-approved hats/headgear on campus. Violation of district policy for use of cameras, iPods/MP3 players, cellular phones, pagers/beepers and other electronic devices. Ed Code 48900(k) Incident Type:E-Defiance	**1st Offense**: Warning, confiscation of item for the day, possible parent conference. **2nd Offense**: Parent conference, other means of correction, confiscation of item (to be returned at parent conference), possible report to police department. **3rd Offense**: Parent conference, item to be returned at end of school year. Possible report to police department.
Excessive unexcused tardiness, excessive absences, truancy, or cuts class Ed Code 48200 Incident Type: A – Absence Problem A – Truant A - Tardy Daytime loitering (truancy) Incident Type:A-Tardy/Truant	**1st Offense**: Other means of correction, possible report to police department. **2nd Offense**: Possible referral to Student Attendance Review Board (SARB). Possible report to police department.

Exhibit: approved: June 4, 2012
revised: March 4, 2013; September 21, 2015, July 15, 2019, 2022, June 17, 2024

Hate Crime Policies and Procedures

BP 5145.9(a) HATE-MOTIVATED BEHAVIOR
The Board of Education affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society.

Behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of District and community resources.

The District shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. Upon receiving such a complaint, the principal or designee shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 – Sexual Harassment.

If the student believes that the principal or designee has not remedied the situation, he/she may file a complaint in accordance with District complaint procedures.

BP 5145.9(b) HATE-MOTIVATED BEHAVIOR
Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with law, Board policy and administrative regulation.
The District shall provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

BP 5145.3(a) NONDISCRIMINATION/HARASSMENT
The Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the District's academic and other educational support programs, services, and activities.

The Board prohibits, at any District school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or association with a person or group with one or more of these actual or perceived characteristics. This policy shall apply to all acts related to school activity or to school attendance occurring within a District school. (Education Code 234.1)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the 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.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination.

The Superintendent or designee shall regularly review the implementation of the District's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension, or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4.

Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

AR 5145.3(a) NONDISCRIMINATION/HARASSMENT
The District designates the individual(s) identified below as the employee(s) responsible for coordinating the District's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the District's nondiscrimination policies.

The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual

race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; 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:

Senior Director – Human Resources
2335 Plaza del Amo
Torrance, CA 90501
(310) 972-6071

Director – Special Education
2335 Plaza del Amo Torrance,
CA 90501
(310) 972-6101

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:

a. Publicize the District's nondiscrimination policy and related complaint procedures, including the coordination/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public. Posting them on the District's web site and other prominent locations and providing easy access to them through district-supported social media, when available.
b. 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. (Education Code 234.1)
c. Annually notify all students and parents/guardians of the District's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the District will not typically notify them of individual instances of transgender students participating in a program or activity.
d. The Superintendent or designee shall 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.

e. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and 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 guidelines for addressing issues related to transgender and gender-nonconforming students.
f. 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)
g. 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' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

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
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination 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 the school's response to students, parents/guardians, and the community
5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in District policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is 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 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 any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures.

Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment. Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the District's uniform complaint procedures specified in AR 1312.3.

Bullying Prevention Policies and Procedures

BP 5131.2 (a) BULLYING
The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm.

District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in District schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff and may be incorporated into the comprehensive safety plan, Local Control Accountability Plan, and other applicable District and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention
To the extent possible, District and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish 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 perpetrators of 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 appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective responses.

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. Intervention 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 bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or 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, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Complaints and Investigation
Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. Within two business days of receiving a report of bullying, the principal shall notify a District compliance officer identified in AR 1312.3.

In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a District compliance officer, whether or not the alleged victim files a complaint.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed. When a report of bullying is submitted, the principal or a District compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3.

The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline Corrective actions for a student who commits an act of bullying of any type may include counseling, 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.