

The Language Academy of Sacramento



Comprehensive School Safety Plan

2026-2027

The LAS Governing Board Approval Confirmed by:

Name	Title	Signature	Date
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Comprehensive School Safety Plan Purposes and Compliance

The California Education Code ([section 32282](#)) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in [SB 719](#) and [AB 115](#). It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

January 1, 2019, [Assembly Bill 1747](#), School Safety Plans, became law.

Comprehensive School Safety Plans must include the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies including hate crime reporting procedures
- School wide dress code policies
- Procedures for safe ingress and egress of pupils, parents, and school employees
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline

The Comprehensive School Safety Plan will be reviewed and updated by March of each year, in compliance with [California Education Code §47605\(c\)\(5\)\(F\)\(iii\)](#).

The Board shall review the comprehensive school safety plan in order to ensure compliance with state law, Board policy and administrative regulation. Approval of the plan shall occur at a regularly scheduled meeting.

The Comprehensive School Safety Plan is available for review at the [LAS website](#) and main office.

The Language Academy of Sacramento Safety Plan Vision

The Governing Board, staff, students and families of the LAS are committed to creating a nurturing and respectful educational environment that is safe and conducive to learning, which includes high expectations for students' academic achievement in English and Spanish, excellent daily attendance, as well as students' development of positive self-esteem, confidence, leadership skills and their ability to respect themselves and others.

Components of the Comprehensive School Safety Plan

The Safety Plan Committee shall consult with local law enforcement, fire department, and other first responders, when practical (Education code § [32282](#)). In addition, LAS may delegate the responsibility of writing and developing a school safety plan to the School Safety committee. The committee shall be comprised of at least the following members, in compliance with California Education code [32281](#):

1. The Executive Director or Designee
2. Director of Business and Operations
3. One certificated staff member
4. One classified staff member

Assessment of School Safety

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

- Student Climate survey results
- Parent Climate survey results
- Staff Climate survey results
- School disciplinary data

Based on the analysis of this data, the Safety Plan Committee will review the Comprehensive Safety Plan and make necessary adjustments. The Safety Plan Committee will meet quarterly to review school safety data and progress in areas identified within the plan.

Child Abuse Reporting Procedures (EC 32282(a)(2)(A); [Penal Code 11166](#))

Child abuse or neglect includes the following: (Penal Code [11165.5](#), [11165.6](#))

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse, including sexual assault or sexual exploitation, of a child as defined in Penal Code [11165.1](#)
3. Neglect as defined in Penal Code [11165.2](#).
4. Willful cruelty or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code [11165.3](#).

5. Unlawful corporal punishment or injury as defined in Penal Code [11165.4](#)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code [11165.6](#))
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of their employment (Penal Code [11165.6](#))
3. An injury resulting from the exercise by a teacher, Executive Director or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code [44807](#))
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code [49001](#))
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code [49001](#))

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; and administrators, presenters or 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 their training and experience, to suspect child abuse or neglect. (Penal Code [11166](#))

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in their professional capacity or within the scope of their 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](#))

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code [11166.05](#), [11167](#))

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code [152.3](#), [288](#))

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code [11166](#))

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code [11166](#))

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

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code [11166](#))

Reporting Procedures

1. Initial Telephone Report: Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to Child Protective Services and/or 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 the county welfare department. (Penal Code [11166](#))

Sacramento Child Abuse Hotline: (916) 875-5437

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

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

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

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

- a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade and class
- c. The names, addresses and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child
- f. The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code [11167](#))

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

3. Internal Reporting

The mandated reporter shall not be required to disclose their identity to their supervisor, the Executive Director or designee. (Penal Code [11166](#))

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the Executive Director or designee as soon as possible after the initial telephone report to an appropriate agency.

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

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

Training

Training of mandated reporters shall include child abuse identification and reporting. (Penal Code [11165.7](#)) Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services deems it necessary, a suspected victim may be interviewed 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 Executive Director or designee shall inform him/her, before the interview takes place, of the following requirements: (Penal Code [11174.3](#))

1. 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.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. 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 Executive Director or designee shall not notify the parent/guardian as required in other instances of removal of a child from school, 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](#))

Parent/Guardian Complaints

Upon request, the Executive Director or designee shall provide parents/guardians with a copy of the school's policy and/or procedure that describes how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a school employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person or in writing to the Executive Director.

If a parent/guardian makes a complaint to any schools employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency and also is obligated pursuant to Penal Code [11166](#) to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to [5 CCR 4650](#).

Notifications

The Business and Operations Officer or designee shall give to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code [11167](#). The school shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and [11167](#).

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code [11166](#) and that they will comply with those provisions. The signed statements shall be retained by the Executive Director or designee. (Penal Code [11166.5](#))

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

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code [15630-15637](#).

The Executive Director or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of their professional capacity or outside the scope of their employment. Any other person making a report shall not incur civil or criminal liability

unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the school for making a report. (Penal Code 11166)

Disaster Procedures (EC [32282\(a\)\(2\)\(B\)](#); GC [8607](#) and [3100](#))

The school disaster preparedness plan shall be available to staff, students and the public in the main office. Moreover, the plan shall be provided to each teacher and shall be available for public inspection at the main office. School Administration shall make certain that students and staff are familiar with their site plan.

Release of Students

The following procedures shall be followed in releasing students in the event of an emergency or disaster:

1. The office staff shall receive authorization from the Executive Director or school administration before releasing students.
2. Individual students shall not leave a school site without receiving permission from the designated staff member.
3. Staff shall release students only to persons authorized on the student emergency card.
4. In absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual students shall be released, upon presentation of identification, to parents/guardians, persons authorized by the parents/guardians, or to authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the student.
5. The office staff shall record the release of all students.

Role of Staff

School staff are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code [3100](#))

During an emergency, staff shall fulfill the following roles:

1. The Executive Director or designee shall assume overall control and supervision of activities at the school site during an emergency. He/she shall have authority to use discretionary judgment in emergency situations which do not permit execution of prearranged plans. The Executive Director or designee shall:
 - a. Direct evacuation of buildings
 - b. Arrange for transfer of students when their safety is threatened

- c. Inform the Governing Board, SCUSD or designee of all emergency actions taken as soon as possible
 - d. Schedule periodical fire drills and other disaster preparedness exercises and keep appropriate records
 - e. Post directions for fire drills and other drills in classrooms, multipurpose rooms, etc.
 2. Teachers shall be responsible for supervision of students in their charge. Teachers shall:
 - a. Direct evacuation of students in their charge in accordance with the school's instruction
 - b. Give the DROP (Drop, Cover, and Hold On) command as necessary
 - c. Take attendance, stay with the students, and provide supervision
 - d. Report missing students to the office
 - e. Send students in need of first aid to a person trained in first aid
 3. Custodians are responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. Custodians shall:
 - a. Survey and report damage to school administration
 - b. Direct rescue operations as required
 - c. Direct fire-fighting efforts until regular fire-fighting personnel take over
 - d. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines
 - e. Disburse supplies and equipment as needed
 4. The front office clerks and staff shall:
 - a. Report a fire or disaster to the appropriate authorities
 - b. Answer telephones and monitor radio emergency broadcasts
 - c. Provide for the safety of essential school records and documents
 - d. Assist school administration, as needed
 5. The office administrative assistants staff shall:
 - a. Administer first aid
 - b. Supervise the administration of first aid
 - c. Organize first aid and medical supplies
 - d. Assist school administration, as needed
 6. The cafeteria manager shall direct the use and preparation of the cafeteria stock and water supply whenever the feeding of students becomes necessary during a disaster.
 7. The bus driver and/or ground supervisor(s) shall:
 - a. Supervise students if a disaster occurs while they are on the bus
 - b. Issue the DROP command as necessary while students are on the bus
 - c. Transfer students to a new location when directed by the school administration
 - d. Assist the custodian in damage control
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Emergencies and Disaster Preparedness Plan

In order to save lives and protect property, all school staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster.

The Executive Director or designee shall develop and maintain a disaster preparedness plan which details provisions for handling all foreseeable emergencies and disasters. The Executive Director or designee may appoint a staff and/or a committee to regularly review the disaster preparedness plan and recommend changes. ([Education Code 32282](#))

The Executive Director or designee shall augment the safety school plan with working plans and procedures.

Safety school plan shall address at least the following situations:

1. Fire on or off school grounds which endangers students
2. Natural or human-made disasters
3. Bomb threat or actual detonation
4. Attack or disturbance by individuals or groups

The Executive Director or designee should ensure that the plan includes:

1. Procedures for personal safety and security
2. Ways to ensure smooth administrative control of operations during a crisis
3. Procedures to establish a clear, effective communications system
4. Guidelines for law enforcement involvement, including specific steps for law enforcement intervention depending upon the intensity of the crisis

The Executive Director or designee shall use state-approved Standard Emergency Management System guidelines and the National Incident Command System when updating school emergency and disaster preparedness plans.

The Executive Director or designee shall consult with district, city and/or county agencies so that school plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and school.

The Executive Director or designee may provide a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety. ([Education Code 39834](#))

Disaster preparedness exercises shall be held regularly at the school site and shall demonstrate how safety procedures may be applied to various types of emergencies. All students and employees shall receive instruction regarding emergency plans.

The Governing Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation (CPR). The Executive Director or designee shall ascertain that at least one staff member at each grade level holds a valid certificate in these areas. The Executive Director or designee shall provide for CPR in-service training to be offered at least once every two years for school staff.

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. ([Government Code 3100](#))

Earthquake and Multi-hazard Emergency Response Procedure System

LAS has defined emergency response procedures for earthquakes and other hazards in the Emergencies and Disaster Preparedness Plan. LAS follows the recommended “drop, cover, and hold on” procedures for earthquake response. Additional details on the implementation of these plans, including roles and responsibilities for school personnel, are included as part of the Emergencies and Disaster Preparedness Plan.

Air Quality Response

LAS uses both the Forecast AQI (measured by AirNow.gov) and Live AQI (measured by AirNow.gov) to make decisions regarding campus operations. For decisions regarding modifications in on-campus activities, LAS follows the Air Quality Action Charts from the Sacramento Metropolitan Air Quality Management District.

Use of School Buildings for Emergency Shelters

The Executive Director shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Executive Director shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. ([Education Code 32282](#))

Instructional Continuity Plan (ICP)

LAS is committed to ensuring instructional continuity during unexpected disruptions to learning, such as inclement weather, widespread illness, or family emergencies. Staff is dedicated to delivering digital resources to provide engaging, interactive experiences to support learning from home.

Within five calendar days of the onset of an emergency, a plan to pick up and check out devices for home use will be sent out to all families. Students will need their Single Sign-on to access school resources.

A list of resources to support student academic and mental health services and supports will be provided to all families through the school website. These resources will be communicated out to students and families within five calendar days of the onset of an emergency. Teachers will communicate with students and families about educational activities for students to complete in the first week of school with the understanding that some students will lack technology.

LAS will provide in person or remote instruction within ten school days. Teachers will adjust lesson plans and set up synchronous and asynchronous virtual instruction for students. Teachers will utilize platforms such as See Saw (grades TK-2) and Google Classroom (grades 3-8) to post assignments for students. Virtual instruction will commence no later than 10 school days after the start of the emergency.

School Suspension, Expulsion, and Mandatory Expulsion Guidelines

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

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

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

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

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

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

Procedures to Notify Teachers of Dangerous Pupils

LAS desires to provide a safe and orderly work environment for all employees. As part of the Comprehensive Safety Plan, the Executive Director or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing them with necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Executive Director or designee immediately. The Executive Director or designee shall initiate legal and security measures to protect the employee and others in the workplace. In addition, the Executive Director or designee may initiate legal proceedings against any individual to recover damages for injury caused by the willful misconduct of that individual to the person or property of an employee or another person on LAS premises.

The Executive Director or designee shall ensure that employees are trained in de-escalation techniques in order to protect themselves and students. Staff development may include training in classroom management and effective communication techniques.

The Executive Director or designee shall ensure that employees are informed, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom.

Discrimination and Harassment Policies

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

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

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

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

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim has not complained
4. A clear message that student safety is the school'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 school's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

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

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

The Executive Director or designee shall maintain a record of all reported cases of sexual harassment to enable the school staff to monitor, address, and prevent repetitive harassing behavior at LAS.

School-Wide Dress Code & Expectations

The LAS Governing Board believes that the development of dress codes and grooming attitudes and behavior patterns is part of the educational experience. LAS is a community where respect is a foundational core value: self-respect, respect for others in the community, and respect for the common learning space we share. The LAS Dress Code exists as a community agreement of the balance between these three pillars of respect. Therefore, wearing clothing, hairstyle, makeup, or jewelry which are distracting or interfere with the study habits of students in class or school, or pose a health or safety risk to the students, are defined as not respectful and hence, not acceptable.

At LAS, we strongly encourage all students to wear school uniforms from Monday to Thursday. The uniform consists of a forest green (dark green) shirt or blouse, a LAS logo shirt (any color) and appropriate pants, jeans, shorts, or skirts. Jeans, without excessive holes, are also acceptable. Each Friday, students are allowed to wear appropriate free-dress.

Students' attire must adhere to the following guidelines:

- Students must wear clothing including both a shirt with pants or skirts, or the equivalent (dresses or shorts). Examples of unacceptable pants include those with excessive holes or pajama bottoms.
- When the body is standing straight, students must wear clothing that covers the chest, back, torso, stomach, and lower extremities from armpit to armpit to mid-thigh.
- Tops/tank tops must have a strap.
- Clothing must cover all undergarments/underwear and may not be see-through.
- Shoes must be worn at all times. Flip-flops are prohibited.
- Hats, hoods, and head covers must be removed while indoors. Exceptions to this rule may be made for medical or religious reasons.
- Attire and/or grooming depicting or advocating violence, weapons, criminal activity, gang-related activity, use of tobacco, alcohol or drugs, pornography, foul language, hate speech, or clothing that could be considered dangerous or that could be used as a weapon are prohibited.
- Students in grades Transitional Kindergarten-8th will participate in Physical Education classes and will be expected to dress appropriately for their grade level. In 5th-8th grades, students will be expected to wear physical education uniforms during classes.
- Special dress days, such as Student Council Spirit Days, will be announced by school personnel. The dress code may vary on these days and will be announced ahead of time.

If students are identified as wearing inappropriate attire or footwear, they will be given the opportunity to change into appropriate clothing, if available at the site, or request that a parent bring a change of clothing or footwear. All school certificated and classified personnel shall be responsible for reporting violations of this dress code. Continued violations of the dress code will be referred to administration for disciplinary action, which may include suspension.

Procedures for Safe Ingress and Egress of Pupils

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

A Safe and Orderly School Environment Conducive to Learning

The enforcement of LAS’s Student Handbook guidelines, combined with the safety guidelines presented in the LAS Safety Plan, establish expectations of student conduct, processes of discipline, and safety procedures to ensure a safe and orderly school environment conducive to learning.

Component 1: People and Programs- Creating a Caring and Connected School Climate; Goal 1: People and Programs- Creating a Caring and Connected School Climate

Related Activities	Resources Needed	Person(s) Responsible for Implementation	Timeline for Implementation	Method of Evaluation
SARB program to inform parents of attendance requirements	Attendance data	Clerical office staff, administration, and teachers.	Quarterly	Attendance and truancy data
Second Step Curriculum	Curriculum	Teachers	Year-long	Teacher observation School Climate Committee Evaluations
Positive Behavior Intervention Support (PBIS)	Schoolwide Implementation Plan Positive behavior recognition	Teacher, School Climate Committee	Year-long	Discipline Data Positive Behavior Recognition Data
Multi-Tier Systems of Support (MTSS)	Standards Based Curriculum Academic Progress Data	Teachers, SPED Staff, School Counselor	Year-Long	Implementation Calendar Academic Progress Data
Community Volunteer Program	After School Coordinator	Volunteer mentors	Reviewed annually	Increase adult participation in classrooms
ACCESS/Mental Health Referrals	Counselor/School Psychologist	Counselor/School Psychologist	Reviewed annually	Participation in sessions
Student Satisfaction Survey	Survey/Questionnaires	Student Focus Group/Administration	Administered annually	Student focus groups/surveys
Monthly Class Attendance Recognitions	Awards	Administration/Office Staff/Teachers	Awarded semi-annual	Attendance data and Increased academic grades
Manchas Jaguares	Prize Box items	Staff/Administration	Daily	Monthly recipients

Component 1: People and Programs- Creating a Caring and Connected School Climate; Goal 2: Creating an environment that builds and emphasizes student grit and resiliency by focusing on College and Career Readiness Skills.

Related Activities	Resources Needed	Person(s) Responsible for Implementation	Timeline for Implementation	Method of Evaluation
Parent Workshops	Community and In-School Resources	Parent Connector, teachers, School Administration	Annually (fall)	Parent Survey
Student feedback	Questionnaire/Survey	Student focus group/Administration	Administered annually	Student surveys
Career Day	Community Professional	Parent Council, Student Council, School Administration	Annually	Student Surveys
Mentoring and Cross-Age Tutoring Elective	Student evaluation rubric MCAT Schedule	Middle School Teachers, School Leadership,	Year-long	Mentor Teacher Evaluations

Component 2: Physical Environment- Creating a Physical Environment that Communicates Respect for Learning and for Individuals; Goal 1: Students and staff work collaboratively to maintain and improve the physical school environment.

Related Activities	Resources Needed	Person(s) Responsible for Implementation	Timeline for Implementation	Method of Evaluation
Recycling Program	Collecting Bins	McClasky Adult School	Continuous throughout the school year	Visual Assessment
Manchas Jaguares	Recognition Awards	Staff/Administration	Daily	Monthly recipients
Improvement of school grounds	Tools/materials	School and District Maintenance Support Staff	Continuous throughout the school year	Visual Assessment/ Recommendations from staff
Technology Program	Chromebooks, iPads, and computers/devices	Staff, administration, and administration.	Reviewed annually	Survey the number of devices to student ratio targeting 1:1, TK-8 th Grade

Component 2: Physical Environment- Creating a Physical Environment that Communicates Respect for Learning and for Individuals; Goal 2: Students and staff work collaboratively to maintain and improve the social/emotional environment of the school.

Related Activities	Resources Needed	Person(s) Responsible for Implementation	Timeline for Implementation	Method of Evaluation
School Garden	Tools/Materials	Students, Garden Coordinator, Teachers, School Administration	Year-Long	Student Survey
Kindness Month	Month long plan (Scope and Sequence) Recognition Awards	Students, Teachers, School Administration	Annually	Student and Teacher Feedback
Community Outreach	Planned Parenthood River Oaks La Familia Sol Collective	School Administration, Parent Council, Student Council	Monthly	Parent/Student/Staff Feedback
Manchas Jaguares	Prize Box items	Staff/Administration	Daily	Monthly recipients

School Discipline Rules and Consequences (EC [35291](#) and EC [35291.5](#))

The LAS staff is responsible for providing students with reasonable, logical and related consequences to ensure a positive classroom climate. Every teacher will discuss classroom procedures during Back to School Night. Student Reflection Sheets and/or Referrals may be used to communicate and document minor and major incidents and consequences. Reflection Sheets and/or Referrals (verbal or written) will be shared between the student, parent, teacher, and administration for repeated or major offenses. To ensure parent communication, students are required to report Reflection sheets and Referrals to parents. Parents must sign and return the document to school the following day. The following list of behavior consequences is meant to serve as a guideline.

1. Verbal Warning: Students will receive a verbal warning or participate in a community circle conference when they display inappropriate behavior.
2. Time Out in the Classroom/Think Spot: Students will receive time out in a designated area in the classroom when they are demonstrating disruptive or off-task behavior.
3. Time Out in Buddy Classroom and Follow up Agreement: Students will spend time out in another classroom when a verbal warning or classroom time out has not changed the misbehavior. They will complete a Behavior Reflection Sheet and confer with staff

member to problem solve through their challenge and repair harm.

4. **After School Detention:** Students may be asked to stay after school for failure to follow school rules or classroom expectations. Teachers may assign a 15-minute detention after school without parent notification. In the event that the detention time exceeds 15 minutes, parents will be notified by phone.
5. **In-House Suspension:** Students who commit more serious or frequent infractions may be assigned to another classroom for the day. Parents will be notified of the in-house suspension. When students are assigned In-House Suspension, they may attend a different lunchtime or recess time. Students assigned to In-House Suspension are expected to sit and work quietly in the designated classroom. Parents must sign and return a referral the following day.
6. **Suspensions/Expulsions:** Suspensions are consequences for serious or persistent behaviors. At the time of the suspension, the school administration will contact the student's parent/guardian regarding the suspension and notify the parent/guardian of the suspension in writing. The school may request to meet with the parent/guardian about the suspension. Under state law (Education Code [48914](#)), the parent is then obligated to meet with school staff without delay. A conference by phone or in person will be held to clarify the reason for the disciplinary action and to verify the events or evidence. Parents must keep their child at home for the duration of the suspension. Teachers are not required to supply schoolwork for suspended students.

A student will not be suspended from school for more than five days unless the student is recommended for an expulsion. If the student is recommended for expulsion, the matter will be referred to the LAS Board, and the Board will hold a closed hearing to avoid violating the student's right to privacy (Education Code [49073-49079](#)).

Note: Consideration must be given to the severity of the behavior. It may be necessary to assign suspension for a first offense.

Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The school prohibits discriminatory behavior or statements that degrade an individual on the basis of their actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The school 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.

The Executive Director or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Whenever possible and deemed appropriate, the Executive Director 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 school and community resources.

Grievance Procedures

Any student who believes they are a victim of hate-motivated behavior shall immediately contact the Executive Director or other school administration. Upon receiving such a complaint, the Executive Director shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in the Student/Parent Handbook. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Executive Director or designee, and/or law enforcement, as appropriate.

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

Emergency Action Plan: Medical Emergency or Sudden Cardiac Arrest

An Emergency Action Plan (EAP) is a valuable tool that is meant to ensure the safety and wellbeing of students, staff, and other persons on campus during a medical emergency or sudden cardiac arrest (cardiopulmonary arrest). EAPs are an important part of a site's mitigation strategies as they can reduce the impact of emergencies on individuals.

All individuals involved in implementing the EAP, including teachers, school administrators, and other staff members, should be familiar with its contents and trained in any specific procedures it includes.

Cardiac arrest happens when your heart stops beating or beats so fast that it stops pumping blood. During cardiac arrest, people typically collapse and become unresponsive. Symptoms start without warning. Emergency treatment includes cardiopulmonary resuscitation (CPR) and defibrillation using an Automatic External Defibrillator (AED). CPR keeps enough oxygen in your lungs and gets it to your brain until an electric shock restores a normal heart rhythm. Early recognition and response are crucial in a cardiac emergency.

Written Emergency Action Plan When responding to a medical emergency in an emergency action plan, the primary steps are to immediately call for emergency medical services (911),

assess the situation to identify the nature of the emergency, provide appropriate first aid based on your training, and ensure the safety of both the injured person and those around them; do not move the victim unless absolutely necessary, especially if there is a potential head, neck, or back injury, and always follow instructions from the emergency dispatcher.

LAS has established the following as a protocol in case of a medical emergency or sudden cardiac arrest. The primary plan of action is to:

- Assess the situation
- Call 911 immediately
- Check for responsiveness
- Start CPR if necessary
- Use an AED if available, all while directing someone to retrieve additional help and locate the nearest AED
- Follow instructions from emergency personnel until they arrive
- Stay with the person until emergency assistance arrives.

AED Legislation In alignment with Education Code 35179.6/ and or CA AB 2009 AED Legislation, schools need to:

- Have a written Emergency Action Plan
- Acquisition of an AED
- Encourage AEDs be available for emergency care
- Ensure AEDs be available for emergency care
- Ensure an AED is available to athletic trainers and coaches
- Ensure AEDs are maintained and tested regularly

Opioid Overdose Protocol

Opioids include prescription medications used to treat pain as well as illegal drugs such as heroin and illicit potent opioids such as fentanyl analogs. Opioids work by binding to specific receptors in the brain, spinal cord, and gastrointestinal tract. In doing so, they diminish the body's perception of pain. However, opioids can also have an impact on other systems of the body, such as altering mood, slowing breathing, and causing constipation. Opioid receptors binding causes the signs and symptoms of overdose as well as the euphoric effects of 'high' with opioid use.

According to the Center for Disease Control and Prevention, signs of an overdose may include:

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

Opioid Overdose Protocol Per Education Code 32282, LAS has established the following as a protocol for students suffering from an opioid overdose:

1. Call 911 immediately
2. Try to keep the person awake and breathing
3. Lay the person on their side to prevent choking
4. Stay with the person until emergency assistance arrives.

Emergency Response Plan

Step One: Identify the Type of Emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

- **Level 1 Emergency:** A *minor* emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
- **Level 2 Emergency:** A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”
- **Level 3 Emergency:** A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- **Duck & Cover:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- **Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.

- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- **All Clear:** Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must inform the site’s staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- **Duck & Cover:** Immediately use the site’s school-wide communication system to instruct students and staff to protect themselves by moving into a “duck & cover” position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a “duck & cover” position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the site’s school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site’s school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice
- **Evacuate Building:** Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the outside assembly area.
- **Evacuate Campus:** Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the site’s school-wide communication system to notify staff and students that normal school operations should resume.

Fire Hazard Severity Zone and Refuge Shelter

In the event that the LAS school site might be impacted by a high or very high fire hazard severity zone, or potentially affected by a rapidly moving forest fire, the site will take the above into consideration along with the following, per AB 2968: School Safety and Fire Prevention:

- Refuge Shelter for all pupils and staff for use in the event of an evacuation order, and to notify the operational area having jurisdiction of the refuge.
- Development of a communication and evacuation plan to be used in the event of an early notice evacuation warning as provided.

The evacuation plan will include, but not be limited to, and/or consider the following:

- Evacuation Procedures:
 - Develop clear evacuation procedures and be sure all staff are aware of them.
 - Research and know the evacuation/escape routes.
 - Map out assembly point locations.
 - Notify school leadership so that staff can meet you there/assist/notify families.
 - Loading of cars and roll call of all persons on site that day.
- Transportation:
 - LAS will use personal vehicles and consider how many cars are on site in a typical day, how many seats with seat belts are within those cars, and how many people can be put into a car, regardless of seats/seatbelts if needed.
- Reunification Site:
 - Follow the orders of local authorities.
 - Other as needed/necessary.
- Communication:
 - Inform parents/guardians of the intent to evacuate and what the plan is.
- Planning and Development:
 - Develop Individual Emergency Response Plans for those students with disabilities or special needs during an emergency situation.
 - Develop your Site Emergency Response Teams and locations:
 - A process to account for those who have evacuated
 - Communication Officer
 - Assembly Area
 - Social-Emotional Support Team
 - Key personnel contact information.
 - Logistics Team: document critical tools/equipment
 - Training guidelines and log

Annual Review, Evaluation and Approval Procedures

The LAS Comprehensive School Safety Plan will be reviewed, evaluated and approved annually before by March 1 of each school year.

LAS adopted this Comprehensive School Safety Plan at the regular meeting of the Governing Board, as noted on the cover page. An opportunity for public comment was provided during this meeting, prior to the plan's adoption. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, are available on the LAS website: www.lasac.info.

An updated file containing all appropriate or required safety related plans and materials are available for public inspection on the LAS website (www.lasac.info). A copy of the Comprehensive School Safety Plan will be made available upon request.

Safety Plan Appendices

The following items are available for review by contacting the LAS Main Office.

- Emergency Contact Numbers
- Incident Command System Description and Team Responsibilities
- Emergency Response Guidelines
 - Classroom Lockdown Procedures
 - Accidents/Medical Emergencies
 - Weapons on School Property
 - Intruder/Trespassing
 - Unidentified Person on School Site
 - Death on School Site (Natural Causes, Accidental, or Suicide)
 - Active Shooter on School Site
 - Unauthorized Removal/Missing/Abducted Person(s)
 - Armed Subject, Armed Robbery, or Hostage
 - Earthquake
 - Severe Weather/Flooding
 - Fire
 - Bomb Threat Procedures (device located)
 - Bomb Threat Checklist (if received by phone)
 - Evacuation Procedures – utility emergency
 - Gas Leaks
 - Recognizing the Levels of Violence and Response
 - Automated External Defibrillator (AED)
 - Protocol for Opioid Overdose