

# *COMPREHENSIVE SCHOOL SAFETY PLAN*

## *Part I – Public Components*

### *2023-2024*

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## **Purpose of the Comprehensive School Safety Plan (CSSP)**

Sections 32280-32288 of the California Education Code outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a Comprehensive School Safety Plan relevant to the needs and resources of that particular school.

It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated Comprehensive School Safety Plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses. Comprehensive School Safety Plans are required under SB 719 & AB 115 and must contain the following elements:

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

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In January every year, the school will report on the status of its school safety plan including a description of its key elements in the annual School Accountability Report Card (SARC).

A copy of the Comprehensive School Safety Plan Public Version – Part I is available for review at the Santa Cruz City Schools office, and online at [sccs.net](http://sccs.net).

## Plan Development and Approval

The Santa Cruz City Schools Comprehensive School Safety Plan has been developed by:

- X School Site Council
- School Safety Planning Committee

Which includes the following members:

Name	Membership Role
Kris Munro	Superintendent
Michelle McKinney	Principal from Santa Cruz City Schools
Deutron Kebebew	Parent whose child attends the School
Gail Mabrouk	Classified Employee
Trevor Kendall	Law Enforcement Agency Representative
Zack Garban	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	12/14/23
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	12/20/23
School Site Council approval of the Plan	12/20/23
School District Board approval of the Plan	2/22/2024
Submission to Santa Cruz County Office of Education for audit review	3/1/24

### Current Status of School Crime

This section presents data that will be analyzed to assess the current status of school crime committed on the Santa Cruz City Schools campuses and at school-related functions. Data presented include:

<b>Small Schools</b>	<b>Monarch</b>							
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Suspensions (Total #)</b>					0	0	0	0
<b>Expulsions (Total #)</b>					0	0	0	0
<b>No Suspension or Expulsion (Total #)</b>					0		0	
<b>Students Who Committed an Offense (Total Undup #)</b>					0		0	0
<b>Offenses Committed (Total #)</b>					0		0	0
<b>Chronic Absentee Rate (%)</b>					22%	4%	16%	19%
<b>Discipline for Bullying and Harassment (Total #)</b>					0	0	0	0
<b>Discipline for Fighting/Physical Harm (Total #)</b>					0	0	0	0
<b>Discipline for Substance Abuse (Total #)</b>					0	0	0	0
<b>Incidents involvement Law Enforcement (Total #)</b>	N/A	N/A			0	0	0	0

22-23 data as of 3/13/2023; Discipline for Bullying and Harassment and Discipline for Fighting/Physical Harm counts are by unduplicated incident ID number, not student counts. Suspensions and Expulsions include In-School & Out-of-School Suspensions, total counts  
 19-20 data from 7.13 Incident by Offense report, includes non-suspension/expulsion incident outcomes; S/E data from 7.11 Incident Results Count  
 18-19 data from 7.1 Count by Most Severe Offense report, includes suspension/expulsion and non S/E incidents; S/E data from 7.3 Disciplinary Actions report  
 17-18 and prior years' data from 7.1 Count by Most Severe Offense report, only includes suspension/expulsion incidents; S/E data from 7.3 Disciplinary Actions report  
 Absenteeism data from 14.1 Student Absenteeism reports  
 Law enforcement data extracted from Student Information System; sites documented law enforcement involvement in the details of the incident, rather than using consequence code, thus preventing correct reporting to CALPADS  
 Law enforcement data not available in CALPADS until 19-20

Findings from the analysis of the data presented above include:

Monarch School has had no suspensions and no expulsions in the last three years. As a school community committed to Positive Discipline, Trauma Informed practices, and Restorative practices, most behavioral and attendance issues can be addressed in a timely manner.

The chronic absenteeism rate at Monarch in 2019-20 was 3.9 points lower than the State average for elementary schools, which is 25.9%. For the 2020-21 school year, our chronic absenteeism rate was only 4%; however, we did not return to in person schooling until April, 2022. In 2021-22, chronic absenteeism rose to 16%, a 6% improvement from the 2019-20 year. We believe that since the SCCS has re-instituted a Short-Term Independent Studies policy, students who are absent due to extended illness, Covid quarantine, or other absences, we have been able to assign Distance Learning assignments to students so that they stay connected with the classrooms and the school can recoup missed attendance.

Monarch School has had no recent incidents of bullying, harassment, fighting or physical harm in recent years. As a school community committed to Positive Discipline, Trauma Informed practices, and Restorative practices, most behavioral and attendance issues can be addressed in a timely manner.

As a small elementary school, substance abuse is very rare, as every student is known well by a team of caring adults at the Branciforte Small Schools campus.

As Positive Discipline, Trauma Informed practices, and Restorative practices are applied at Monarch school, there have been no incidents involving law enforcement.

## **School Safety Strategies and Programs**

Santa Cruz City Schools is committed to school safety for all students, staff, and visitors. Many strategies and programs provide and maintain a high level of school safety.

### **School Vision/Mission Statement**

Monarch Community School is a community of creative problem solvers learning to use their hearts and minds together.

Providing a safe learning environment is a priority for staff, parents, students, and school community members. Santa Cruz City Schools prepares students to be self-disciplined and responsible citizens who can meet the challenge of living in an ethnically and socio-economically diverse community. Santa Cruz City Schools promotes caring and nurturing relationships and work cooperatively with parents, students, law enforcement representatives, and other community agencies. Santa Cruz City Schools stresses prevention of violence on campus and prepares students to handle conflict, anger, and other threats to safety.

Programs are implemented to prevent drug, alcohol, and tobacco use. The Santa Cruz City Schools discipline policy provides students with behavior guidelines that are aligned to the California Education Code and district policies. School-wide rules, classroom rules, the dress code, and consequences for rule infractions provide students with clear expectations for behavior. The focus is to reduce barriers to learning as well as to build protective factors leading to student success, both academically and socially.

Intervention and prevention programs focus on positive youth development. Santa Cruz City Schools implements programs to create a positive school climate and promote social-emotional learning using research-based strategies. Santa Cruz City Schools implements multi-tiered systems of support/response to intervention for students that promote high expectations, maintain student engagement in school, and provide systems for student success.

Strategies and programs unique to Santa Cruz City Schools that provide a safe learning environment for all students, including LGBTQ students.

1. Restorative Justice
2. Trauma-informed schools
3. Positive Discipline training for all families and staff
4. LGBTQ support- School mental health counselor

Santa Cruz City Schools is implementing CatapultEMS, an emergency management and communication platform. CatapultEMS is a centralized tool for SCCS district, site, and law enforcement to use to communicate with each other in real-time during an emergency. Additionally, CatapultEMS updates all SCCS staff and student daily, so in the event of an actual emergency, staff can utilize CatapultEMS during drills, evaluations, and reunification. CatapultEMS also includes an anonymous bully and threat reporting option for students, teachers, and families to report any situations through SCCS website. Once submitted, our SCCS district safety team and site safety team are notified via text and email so we can address and respond to all anonymous reports in a timely & responsive manner. All staff have been trained in SCRS procedures in 2023.

## **Child Abuse Reporting Procedures**

(EC 35294.2 [a] [2]; PC 11166)

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as child-care custodians and will immediately report all cases of known and suspected child abuse pursuant to Penal Code Section 11166. District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

Penal Code 11166. (a) Except as provided in subdivision (d), and in Section 11166.05, a mandated reporter shall make a report to an agency specified in Section 11165.9 whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written follow up report within 36 hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident.

Plans are also completed to assure ongoing monitoring of the student. School staff work closely with police and Child Protective Services with follow up actions as needed. Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting. Copies of all written reports are maintained in a confidential file in the principal's office. Board Policy 5141.4 addresses Child Abuse Prevention and Reporting and is included in the Appendix of the Comprehensive School Safety Plan.



## Emergency/Disaster Preparedness Training Schedule

Santa Cruz City Schools will provide all students and staff with emergency/disaster preparedness training in a variety of procedures according to the following schedule:

Training	Date(s)
Fire Procedures	8/9/23, 9/15/23, 10/26/23, 12/19/23, 1/12/24, 2/5/24, 3/25/24, 4/15/24, 5/11/24
Lock Down Procedures	8/9/23, 9/28/23, 3/5/24
Code Red Procedures	8/9/23, 3/18/24
Shelter in Place Procedures	8/9/23, 4/26/24
Earthquake Emergency Procedures	8/9/23, 9/22/23, 4/23/24

### Procedures for Emergency Use by Public Agency – BP 3516

As documented in Board Policy 3516, public agencies, including the American Red Cross, have permission to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. Board Policy 3516 is included in the Appendix.

### Suspension/Expulsion Policies – BP 5144.1

As documented in Board Policy 5144.1, the school desires to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. Rules and regulations set the standards of behavior expected of students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. Board Policy 5144.1 is included in the Appendix.

### Procedures to Notify Teachers of Dangerous Pupils – BP 4158

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

A red flag with the number 49079 will be visible near student's name in Infinite Campus. This is the CA Education code that requires schools to inform teachers of students who have engaged in, or is reasonably suspected to have engaged in any dangerous acts within the last three years.

### Nondiscrimination/Harassment Policy – BP 5145.3

As documented in Board Policy 5145.3, the Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and/or bullying of any student, based on actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability,

sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics. Board Policy 5145.3 is included in the Appendix.

Strategies and programs unique to Santa Cruz City Schools that provide a safe school environment for all students, including LGBTQ students.

All staff participate in annual training on harassment and bullying prevention training. Staff have participated in professional development centered around Cultural Competence related to students in marginalized groups. The students participate in restorative justice circles and Positive Discipline class meetings multiple times per week.

#### **Dress Code – BP 5132**

As documented in Board Policy 5132, the Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Students are prohibited from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Board Policy 5132 is included in the Appendix.

#### **Rules and Procedures for School Discipline – BP 5144**

As documented in Board Policy 5144, the Board of Education is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

At Monarch School, all certificated staff are certified in Positive Discipline in the Classroom and the classified staff will be certified before the end of the academic year. All staff is trained in Trauma Informed services and Restorative Justice practices. Staff, including admin, approach discipline from a perspective that 'mistakes are opportunities to learn' and include making amends a critical part to every disciplinary event. We believe that by establishing authentic relationships, co-created agreements, and regular community-building opportunities are the best ways to prevent referrals and disciplinary events. We use a Restorative Justice circle format and problem-solving format when faced with a disciplinary event.

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

The co-principals of Branciforte Small Schools dedicated two, 240 minute work sessions to complete this report, in consultation with other school staff to ensure accuracy of data reported.

#### **Bullying Prevention – BP 5131.2**

As documented in Board Policy 5131.2, the Board of Education is committed to creating a safe learning and working environment for all students and employees. The Board of Education recognizes the harmful effects of bullying on

student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or groups of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Board Policy 5131.2 is included in the Appendix.

Strategies and programs unique to Santa Cruz City Schools that prevent bullying for all students, including LGBTQ students.

Administration responds immediately to all reports of bullying, conducts an investigation, and acts to provide support to the complainant and respondent.

### **Positive School Climate – BP 5137**

As documented in Board Policy 5137, the Board of Education desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools. Board Policy 5137 is included in the Appendix.

The Social Emotional Health Survey is administered every fall semester to students in the third, fourth and fifth grade at Monarch School. The questions are designed to address the following social emotional aspects of student life: persistence, gratitude, zest, optimism, and sense of belonging. While students generally demonstrate positive school climate, this data indicates a need to continue our implementation of restorative practices, especially community circles, as well as helping students build excitement for school-based learning. The data indicates that about half of the students are engaging with their learning on most or all of the time. Results from the Fall 2021, 2022 and 2023 surveys include:

In terms of the questions regarding gratitude

Fall 2023 - 94% of students surveyed demonstrate feelings of gratitude most or all of the time.

Fall 2022 - 95% of students surveyed demonstrate feelings of gratitude most or all of the time.

Fall 2021 - 69% of students surveyed demonstrate feelings of gratitude most or all of the time.

In terms of the questions regarding optimism

Fall 2023 - 77% of students surveyed demonstrate feelings of optimism most or all of the time.

Fall 2022 - 73% of students surveyed demonstrate feelings of optimism most or all of the time.

Fall 2021 - 60% of students surveyed demonstrate feelings of optimism most or all of the time.

In terms of the questions regarding zest

Fall 2023 - 59% of students surveyed demonstrate feelings of zest most or all of the time.

Fall 2022 - 61% of students surveyed demonstrate feelings of zest most or all of the time.

Fall 2021 - 51% of students surveyed demonstrate feelings of zest most or all of the time.

In terms of the questions regarding persistence

Fall 2023 - 88% of students surveyed demonstrate feelings of persistence most or all of the time.

Fall 2022 - 84% of students surveyed demonstrate feelings of persistence most or all of the time.

Fall 2021 - 61% of students surveyed demonstrate feelings of persistence most or all of the time.

In terms of the questions regarding school belonging

Fall 2023 - The District discontinued this question.

Fall 2022 - 84% of students surveyed demonstrate belief that they feel a sense of belonging to their school most or all of the time.

Fall 2021 - 68% of students surveyed demonstrate belief that they feel a sense of belonging to their school most or all of the time.

There are multiple programs, initiatives and areas of school and staff focus that promote a positive school climate. Examples are listed below.

1. Community circles/Class Meetings
2. Staff are Certified Practitioners in Positive Discipline
3. Trauma Informed Schools
4. School wide parent and staff education on anti-bias practices
5. Restorative Justice practices
6. Social/emotional curriculum

Every Monarch student participates in at least three community circles per week facilitated by a teacher(s) in their classes. Student participation in these circles is meant to foster an increased sense of school connectedness and safety. The principal implements conflict resolution based on Restorative questions.

1. School social/emotional counselor - meets with students on rotating schedule related to social and emotional issues like creating and maintaining friendships, family issues, etc.
2. School Resource Officer (SRO) - visits the campus and assists in safety trainings and drills.
3. Consultants - provide professional development and parent education on topics related to school climate and safety.

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

At Monarch School, there is ongoing and dedicated learning about LGBTQ student inclusivity and support by and for the whole school. This support is evidenced via staff knowledge of laws and policy, as well as expected behavior and interactions between students and staff.

1. LGBTQ-Rainbow Alliance, mental health counselor is an expert in LGBTQ issues.
2. Consultants presentation on diversity and identity.
3. Social emotional curriculum on diversity and identity for students.
4. During a staff meeting in the fall, the principal provides training focused on Santa Cruz City Schools' policies regarding nondiscrimination and sexual harassment. To specifically address support for LGBTQ students, we have hired a mental health counselor who has expertise in supporting LGBTQ students.
5. In the twice a year narrative evaluations the staff uses the they/them pronouns unless requested otherwise by the parents.
6. An annual Puberty Education curriculum is offered each spring and includes a Parent Information/Curriculum Preview component and 3 week focus on Identity, Consent, Nutrition, and Bias, in grades 3-5.

### **Uniform Complaint Procedure – BP 1312.3**

As documented in Board Policy 5137, the Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation. Board Policy 1312.3 is included in the Appendix.

Strategies and programs unique to Santa Cruz City Schools that encourage early resolution of complaints for all students, including LGBTQ students.

Administration works collaboratively with SCCS personnel to field and address all complaints. Depending on severity of concern, complaints may be forwarded to SCCS District personnel.

### **Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act**

Pupils who have witnessed a violent act at school or at a school-sponsored activity, while going to or coming from school or a school sponsored activity, or during a lunch period on or off campus, will need attention to address their mental health. Witnessing violence and being a victim of violence at school have been found both positively and significantly associated with child psychological trauma symptoms and self-reported violent behavior, even after controlling for the effects of various demographic factors. Serious emotional and behavioral consequences can occur for students who are merely witnesses to violence (Flannery, D. J., Wester, K. L., & Singer, M. I., 2004).

Site-based collaboration is conducted to support any student who has witnessed a violent act and who needs support.

In the 2021-2022 school year, the SCCS funded one part-time social emotional counselor and the site used funding an additional part time social emotional counselor to meet students' and families' needs. In 2022-24 the SCCS funds one part-time social emotional counselor and has allocated 3.5 hours of a social worker's time to supporting Monarch families.

### **Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school**

In an effort to assure the safety and welfare of students, parents, and visitors to Santa Cruz City Schools, the following procedures should be followed when traveling to and from the school site:

- Daily Bus Drop-off & Pick-up at School:
- Students Walking to School:
- Students and Adults visiting the school site after hours or on weekends:

Several procedures are in place to ensure the safety of students, parents, and employees who are traveling to and from Branciforte Small Schools Campus. Orange cones are placed in the rear parking lot during student drop-off and pick-up to ensure an orderly drop-off and pick-up. The campus security supervisor monitors drop-off and pick-up in the rear parking lot. The rear parking lot is well-lit during after-school hours and on weekends. The principal and campus security supervisor are present in the front of school during student drop-off every morning. Admin has directed all but one entrance be locked throughout the day, and a key card locking system is in place via Bond funds.

**Appendix**

**Board Policy 5141.4 Child Abuse Prevention and Reporting**

**Board Policy 3516 Emergencies and Disaster Preparedness**

**Board Policy 5144.1 Suspension and Expulsion/Due Process**

**Board Policy 4158 Employee Security/Teacher Notification**

**Board Policy 5145.3 Nondiscrimination/Harassment**

**Board Policy 5132 Dress and Grooming**

**Board Policy 5144 Discipline**

**Board Policy 5131.2 Bullying Prevention**

**Board Policy 5137 Positive School Climate**

**Board Policy 1312.3 Uniform Complaint Procedure**