



**The Accelerated Schools
Comprehensive School Safety
Plan
2025-26**

**Accelerated Charter Elementary School
The Accelerated School
Wallis Annenberg High School**

**4000 S. Main Street, Los Angeles, CA
90037 (323)235-6343**

Pursuant to California Education Code § 32282

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School Site Vision

The Accelerated Schools are national models of public and private partnership that comprehensively serve the education and wellness needs of its students in preparation for them to take their rightful place as confident and courageous citizens eager to achieve and contribute to the global society.

School Site Mission

The Accelerated Schools will graduate students who are prepared to succeed at the University of their choice, who will enter the workplace as informed and productive employees, entrepreneurs, and community leaders, and who will act as responsible citizens.

Our Commitment to Equity

At The Accelerated Schools, educational equity is continuously creating and implementing practices that are culturally responsive and honoring voices from all educational and community partners. Through curiosity, inquiry, self, and system reflection, we disrupt inequitable systems so students graduate in four years, college, career, and/or life ready.

Assessment of the Current Status of School and LAUSD Crime

At The Accelerated Schools, school crime committed on the school campus and at school-related functions is minimal, and overall, all campuses are safe from crime.

School security cameras provide monitoring of potentially unsafe areas, and outdoor lighting is present to avert intrusions and theft.

The Accelerated Schools participates in The Los Angeles Police Department Newton Division Community Police Advisory Board (CPAB). The Council meets monthly. These meetings provide members with Crime States and Trends. Current statistics can be obtained at <https://www.lapdonline.org/statistical-data/>

The Accelerated
Schools Suspension
Rate

School	21-22 Rate	22-23 Rate	23-24 Rate
ACES	0.0%	0.0%	0.0%
TAS	0.4%	0.5%	1.2%
WAHS	1.2%	0.4%	2.1%

Average Daily Attendance

School	21-22 Rate	22-23 Rate	23-24 Rate
ACES	94.7%	93.9%	95.8%
TAS	94.6%	95.5%	94.6%

WAHS	91.4%	92.1%	91.9%
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The goal of suspension rates at The Accelerated Schools is to decrease or maintain the rate each year. This Accelerated Schools are committed to PBIS and restorative practices, which help to address behavior concerns proactively.

Average Daily Attendance rates for students at The Accelerated Schools are a priority. ACES, TAS, and WAHS are committed to addressing chronic absenteeism and proactively addressing the needs of each student and their attendance as it

affects academic achievement.

In reviewing the data, the following strategies were proposed to improve identified areas of concern:

- Surveillance video cameras on premises, monitoring potentially unsafe areas
- Continue alternatives to suspension and support strong positive relationships among staff and students through school incentives, activities, and events; reinforce school rules and rationale along with student input to improve school culture
- Hold individual attendance meetings with parents to support students attending school daily and on time; continue monthly and end-of-the-year attendance awards; provide information/workshops to parents to reinforce academic benefits of good attendance at school
- Provide local community mental health agency information to parents desiring services and support for increased social/academic success
- Referrals to Hazel Health for families and students and on-site Social Emotional Counselors for students needing social skill-building, support (groups), or individual counseling services to be provided at school with the consent of the parent(s) or guardian
- Hold informal or formal (SSPT) parent meetings to address serious behavior incidents interfering with academic and social success at school and home.

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Appropriate Programs and Strategies that Provide School Safety

Child Abuse Reporting Procedures

Procedures for reporting child abuse, acts of violence, and other improprieties will be adhered to as mandated by federal, state, and local agencies. During the hiring process, all employees are made aware of these requirements.

Pursuant to Penal Code sections 11164 and 11166 and EC 44691, all Accelerated Schools employees will be responsible for reporting suspected cases of child abuse to the appropriate authorities.

The reporter needs to only "reasonably suspect that abuse or neglect has occurred. The principal will provide professional development to ensure the entire staff understands the procedures for reporting child abuse. All staff will understand that they are mandated reporters and that failure to report is a misdemeanor punishable by law.

The Accelerated Schools staff will immediately notify the Department of Children Services and/or the LAPD if there is suspicion of abuse. Further, the reporter will submit a written report of the incident to those same agencies. The reporting person will be responsible for providing all necessary information and reports to the proper investigating authorities.

If a child needs to be removed from the school based on the recommendation of DCS or law enforcement, The Accelerated Schools will obtain the contact information of the agency person removing the student. This information will be available to the parent/guardian.

Steps:

1. Call 911 if you suspect the person is in immediate danger
2. Call 1(800) 540-4000 for Child Protective Services within California
3. Complete the call and paperwork requirements.

Disaster and Emergency Response Procedures

Response Team Commanders / Teams Specific

Duties and Responsibilities

Chief Incident Commander

Location: ICC

Responsible for directing emergency operations and shall remain at the Command Post ICC to observe and direct all operations.

- When there is a conflict, they shall have the ultimate authority.
- They are responsible for all emergency and disaster operations.
- Observes and directs all aspects of the operation.
- Ensures the safety of students, staff, and others on campus.
- Will determine and give directions via P.A., bullhorn, handheld radios, and messengers.
- As needed, they will dispatch assistance using available personnel.
- Will initiate all radio contact between staff.
- Will determine the need for and request for outside assistance.
- Will periodically communicate with the CEO.
- Will have a cell phone available.
- Will assist with grieving parents.
- Will determine when food/water distribution should occur.
- Will determine when student release should occur.

Public Information

Officer Public Address

Team *Location: ICC*

The school site's official spokesperson in an emergency is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander.
- Acts as the official spokesperson for the school site in an emergency.
- Provides information to the Network Public Information Officer.
- Periodically interacting with the media and Network Communications.
- Preparing statements for dissemination to the public.
- Ensuring announcements and public information are translated into other languages as needed.
- Monitoring news

Planning and Intelligence Chief

Location: ICC

- Responsible for collecting, evaluating, documenting, and using information about the incident and the status of resources.
 - Account for all classes and attendance of students and all employees.
 - Gathers Injury and Missing Person Report from teachers.
- Will work with the HR Department to check in all employees and assign vacancies.
- Maintains accurate records and site maps.
- Provides ongoing analysis of the situation and resource status.
- Records all pertinent information.
- Will use a Situation Board to report what is occurring in different sections of the school.
- Will assign Spanish speakers at assigned locations as needed (e.g., Dispute tables).

Operations Chief

Location: ICC

Manages the direct response to the disaster by working with the Planning and Intelligence Chief to ensure all employees are accounted for. They keep a master list of all employees and account for missing, injured, or deceased staff or students on the situation board.

- Will Check off all employees and assist the PIC in checking in employees.
- Periodically checking with the Incident Commander for situation briefings and updates.
- Updates the situation board as necessary
- Supports the Planning and Intelligence Chief as needed.

Safety & Rescue Chief / Team

Location: ICC, Floating

IMMEDIATE LOCKING OF GATES, ENTRANCE, AND EXITS / DIRECTING STUDENTS, STAFF, and VISITORS. Campus Supervision Staff are to lock all exterior doors IMMEDIATELY and disable all elevators.

After all gates are locked and secured, and all students and staff are in the field, search and rescue efforts will begin. The Search and Rescue Team members are responsible for performing search and rescue operations during an emergency. Specific duties of the Search and Rescue Team members may include:

- Begin clearing all buildings.
- An X will be marked outside each classroom/building door to indicate that the room/area is cleared and searched.
- All doors will be locked
- If a supervision team member identifies a classroom or office with an injured person, they will report to the Chief of Safety & Rescue the location, number, and condition of the injured. Next, they will take them directly to the First Aid Center or radio for assistance. Assistance will be provided by Facilities Staff Members. Portable gurneys will be used as needed. Gurneys will be located in the First Aid Center.
- After all buildings are cleared, all supervision team members will report to the Operation Chief to confirm that the search and rescue has been completed.
- Supervision staff will report any leaks, cracks, floods, etc., at the ICC. They will report to the Planning and Intelligence Chief, who will then report to the Facilities Manager.
- Lastly, supervision staff will then report to the field to assist in supervising students and to prepare for Reunion Gate duties (see attachment N for location areas)
- Campus Security Guard will maintain communications with Sheriffs, LAUSD Police, and Fire Department as directed by ICC & Chief of Safety.

The Search Teams will ensure everyone is out of the building(s). Use good judgment in each situation. Escort people out of the building in the usual manner via stairs, halls, and doorways whenever feasible. Send stragglers to the ICC.

Student Management Chief / Team

Location: Floating

The Student Management Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Incident Commander. The Student Managers are also responsible for directing field activities and periodically interacting with the Incident Command to identify problems and report status. Manages the direct response to the disaster and sets up all disaster stations. They will coordinate with each Chief Commander to ensure that each station has all the supplies needed.

- Will assign supervision members to set up designated tables
- Periodically check with the Incident Commander for situation briefings and updates.

Responsibilities include:

- Supervise students in the field while supervision staff finishes with search and rescue
- Assist campus supervision in collecting all Attendance Rosters & Injury and Missing Person Report to give to PI Chief
- Ensures the care and safety of all students on campus and the safe release to parents/guardians
- Monitors the safety and well-being of the students and the staff in the assembly area
- Oversees and manages the activities provided for the students and others left on campus as long as necessary
- Once supervision staff finishes with search and rescue, all student managers will report to their second post:
 - o Oversees Dispute Tables
 - o Office staff will send any family members picking up students not listed on the emergency card or simply can't provide any form of ID. Families will dispute this matter at this station.
 - o Traffic Control
 - o Will assist with escorting students who are being released to their parents and exit them through the exit gate.

Reunion Gate Chief / Team

Location: Reunion Gates

The members of the Reunion Gate Team are responsible for greeting parents, guardians, and designees and reuniting them with their students at the designated Reunion location. Specific duties of the Reunion Gate Team members may include:

- Signs around the school's exterior will indicate Reunion Gates. Office Staff will coordinate this task
- The office staff will bring all reference materials to the Reunion Gates
- Greeting parents, guardians, and designees at the Reunion Gate
- Provide reassurance to parents while maintaining order until re-united with child(ren)

Reference Materials located at the Reunion Gate:

- Red Emergency Binder
- Emergency Rosters – list of all students by alphabetical order indicating their teacher(s)
- Emergency Card Binders
- Radios
- Leaving Early Logs
- Visitor Log

Reunion Gate

Duties:

- Parents will only request students at the Reunion Gate.
- Each Supervision Member assigned to that gate will bring in five parents at a time. ● Office Clerks assigned will verify authenticity.
 - Those not listed on the Emergency Card can dispute at the Dispute Tables
- Parents/emergency contacts will then sign the early release log. Office Staff will keep a record of the release log.
- Office Staff and Supervision Team will work together in locating students being released to parents. Once students are located on the field, supervision members will walk them to the Student Manager, who will then reunite them with their parent or guardian and escort them off campus through the Exit Gate

Health Services Chief / Team

Location: First Aid Station

The Health Services Chief will have all medical supplies available at the First Aid Station and assist the injured. Ambulances, paramedics, and other emergency vehicles will enter through the service entrance. Campus Security personnel will monitor the gates as needed.

The Health Services Chief directs team activities by periodically interacting with the Incident Commander to determine medical needs and planned actions. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel and assessing available inventory of supplies & equipment.
- Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles.
- Determining the need for skilled medical assistance and overseeing the care, treatment, and assessment of patients.
- Periodically keeping the Incident Commander informed of overall

status. Responsibilities of Each Team Member:

- Health Desk (Check-In) – Checking in Injured Students and filling out Student/Employee Injury Report (Health Services Chief)
- First Aid
- Morgue
- Facilities Staff Member will assist in carrying injured students

Epinephrine Delivery Systems (SB 568 [Niello])

Pursuant to SB 568, The Accelerated Schools shall maintain emergency epinephrine delivery systems at each school site. The term 'epinephrine delivery systems' replaces the former term 'epinephrine auto-injectors' to reflect evolving delivery technology, including nasal inhalers.

- Each Accelerated Schools campus shall have epinephrine delivery systems available and stored in a readily accessible location known to trained staff.
- If The Accelerated Schools operate or contract with any state or federally subsidized childcare program, epinephrine delivery systems shall also be available at those program sites.
- Students with a valid prescription or authorization shall be permitted to carry and self-administer epinephrine delivery systems on campus.
- Written policies and medication assistance forms shall be updated to reflect the expanded definition of epinephrine delivery systems.
- Volunteer solicitation notices and staff training shall be aligned with current statutory definitions and training standards for the administration of epinephrine delivery systems.

Psychological First Aid Chief / Team

Location: Mental Health Station

The Psychological First Aid Leader is responsible for the care and safety of all students on campus during an emergency. It also provides psychological first aid during and immediately after an emergency. Specific duties of the Psychological First Aid Team members may include:

- Administering minor first aid and psychological first aid as needed.
- Coordinating with the Incident Commander to provide water and food to students and staff when necessary.
- Providing reassurance to students.
- Updating records of the number of students and staff.

Facilities & Sanitation Chief / Team

Location: ICC, Floating

The Facilities Team is responsible for initiating short-term repairs and other necessary actions during an emergency. The effective response of the Facilities Team in shutting down facility air handling systems and gas, power, and water supplies can be vital in minimizing damage to school facilities. The Facilities Leader is also responsible for contacting local utilities (water, electricity, gas, and sewer) as needed. The Facilities Team will also assist with the availability and delivery of adequate supplies and equipment during an emergency.

The Facilities manager will be in charge of the school plant. They will immediately report findings to the ICC. Responsibilities include:

- Check all utilities and take action to minimize damage to the school site
- Assess all damages to the school site and report findings to the Planning and Intelligence Chief and Incident Commander
- Blocking damaged areas with caution tape
- Set up trash cans near the student area
- Set up bio-hazard trash cans in the First Aid Center
- Distribute resources such as water, food, radios, telephones, sanitary supplies, etc.
- Work with Health Services at the Morgue station and assist with injured students

Location: Sanitation Area

Sanitation kits will be available and positioned in the appropriate locations. Members will set up the portable restrooms.

The Sound System will be turned on, and a wireless microphone will be available.

Food and Water Chief / Team

Location: Food and Water Station

The responsibility of the food services department is to provide fresh water and food (snacks, dry cereal, fruit) to the people on campus. If a disaster occurs during a school day, the food services staff will follow the following steps:

- All food services staff will meet at the Food and Water
- The staff will distribute the food and water to each class
- There is food and water that is designated for use in an emergency (water and cereal), which is located in the basement
 - Once it is safe to do so, the facilities department, along with the cafeteria staff, will go and get the food
 - The second option, if need be, is for the staff to use all canned goods from the cafeteria first (canned beans, canned fruit, and canned vegetables) as well as all milk and juice if not compromised
- Once all food and water are at the designated area, all food services staff will start rationing out food and water
- The staff will then deliver by classroom all food and water

Additional Emergency Information

Employee Contact Information

The HR Director and/or HR Assistant will have a list of all employee contact information, including their emergency contacts. They will also have a roster of all employees to take roll. They will work with the PI Chief in taking attendance and filling any vacancies.

Inclement Weather

If the weather is bad, arrangements will be made to move into the gymnasium/MPR if the buildings are safe. Coordinate with the ICC and Plant/Utility Team and move students to the field with tents if the gym or MPR are unavailable.

Overnight

California Government Code, Chapter 8, Section 3100 states: "... all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." With this in mind, please prepare yourself at home and at work in the event you are required to stay longer than your scheduled day. The Incident Commander will release staff members as the needs change.

Initial Response to Emergencies

School personnel must quickly determine what actions are required when an emergency occurs. Determining the appropriate actions to take is a three-step process:

- 1) Identify the type of emergency
- 2) Identify the level of emergency
- 3) Determine immediate action(s) that may be required.

Each of these steps is discussed in the following sections.

1. Identify the Type of Emergency

The first step in responding to an emergency is to determine the type of emergency that has occurred:

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire On School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
- Unlawful Demonstration/Walkout

2. Identify the Level of Emergency

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

Level 1 Emergency (Yellow): A minor emergency handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency (Orange): A moderate emergency that requires assistance from outside agencies, such as a fire, a moderate earthquake, or a suspected act of terrorism involving the dispersion of potentially hazardous material, e.g., "unknown white powder."

Level 3 Emergency (Red): A major emergency 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 essential to remember that the response time of outside agencies may be seriously delayed.

3. Determine Immediate Response Actions

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:

- Earthquake
- Shelter-In-Place
- Lock Down
- Evacuate
- Building
- Off-Site Evacuation
- All Clear

Immediate Response Actions

EARTHQUAKE PROCEDURE

In an emergency, an administrator or assigned staff member will signal through the PA system, clocks/monitors, or email by making an **initial announcement**. At the moment, everyone should first follow drop/cover/hold procedures. If the PA system, clocks/monitors, or email are not working, the incident commander will assign safety team members to let each classroom know.

The “Drop/Cover/Hold On” procedure provides protection from flying objects and broken glass during an earthquake.

1. Inside classrooms (or anywhere indoors):
 - a. Upon command of “DROP,” drop to your knees, facing away from windows.
 - b. Take cover by getting under or below furniture (desk, chair, table, etc.).
 - c. Grasp the furniture legs with your hands and hold on tightly.
 - d. Evacuation of the buildings must be done only after the shaking has completely stopped.

2. On school grounds but outside school buildings:
 - a. Stay clear of buildings, power lines, light poles, etc.
 - b. Drop to the ground, cover your head if possible, and hold onto a stable object if available.
 - c. Remain clear of obstacles and wait until the situation stabilizes and staff member gives all clear.
 - d. Move to the emergency assembly area.

A **second announcement** will be made instructing everyone to evacuate the building. When a drill or a disaster occurs, teachers, please do the following:

- Pick up your Emergency Binder, bag, and cone
- Check for any injured students. Place green paper on the door if your room is all clear. Place the red paper on the door if you are unable to move the injured person.
- Leave doors locked in a drill; unlocked in the event of a disaster.
- Take your class out to your designated area on the Field, using the safest route and suggested map routes. See the map for the evacuation route and field location.
- Appoint a responsible student to lead your class while you bring up the rear, seeing that everyone has cleared the room. Follow closely with the class. Emphasize that the class stays together on route to the Field

- If the Field or quad is unsafe, the Incident Commander will move students to Woodlawn Street as the secondary area.

PLEASE DO NOT USE THE ELEVATORS DURING DRILLS OR REAL DISASTER EMERGENCIES

- Take an alternate route if yours is blocked or unsafe.
- Assemble on the Field or quad in your designated location. Maintain some separation from other classes.
- Call the roll – Fill out the Absent Students Form, Injured and Missing Persons Report, and submit to the student managers. Don't forget to include any Instructional Assistants and Foster Grandparents if applicable.
- Check the students again for injuries. Get the injured to the First Aid Station by informing the Student Managers/Supervision Team Members.
- Have students relax. Keep them together, no wandering around. Periodically call roll.
- If a disaster should occur while students are not in class, such as nutrition or lunch, students are to report to the Field and assemble with their first-period class (grades 6-12).

ALL PERSONNEL WITHOUT A SPECIFIC DUTY OR CLASS ARE IMMEDIATELY TO REPORT TO THE INCIDENT COMMAND CENTER FOR INSTRUCTIONS

SHELTER-IN-PLACE

Shelter in Place Procedures (Safety hazard or Incident in the neighborhood or surrounding area)

Shelter in Place (Safety hazard or incident in close proximity to our campus)

- Lock **EVERYONE** Out of our campus or from leaving our campus
- This action is taken when there is a safety hazard or incident in close proximity to our campus.
- During **Shelter in Place**, students and adults are to remain on campus and inside the classrooms or designed locations at all times.

Actions

1. The administrator or assigned staff member will make the following announcement on the PA system and the clocks.
 - a. We have a situation in our surrounding area and need to implement our **Shelter in Place** procedures.
 - b. The entrances will be locked, and appropriate law enforcement or emergency personnel will be allowed on campus if needed. An administrator or law enforcement will make the call regarding allowing visitors or other personnel entering or leaving campus.
2. **Everyone**, please lock your doors.
 - i. Please communicate any suspicious activities to the office
 - ii. During a Shelter in Place, lights may stay on, and teachers may continue teaching.
 - iii. If any of your students are outside (i.e., in the restroom), allow them back into the classroom.
 - iv. If your class is outside, proceed to the nearest shelter (i.e., PE proceed with students to a classroom or nearby building. (i.e., MPR, Gym, Cafe)
 - v. If a student or adult needs to leave the classroom, please call the office and wait for the administration or designee to escort them.

LOCKDOWN

Lockdown Procedures (On campus incident or in close proximity to our campus)

- This action is taken when the threat of violence or gunfire is identified or directed by law enforcement, and it is necessary to prevent the perpetrator(s) from entering occupied areas.
- During Lockdown, students are to remain in the classrooms or designed locations at all times.
- No one may leave your room or go to the restroom or office unless escorted by the administration, designee, or law enforcement.

Actions

1. The administrator or assigned staff member will make the following announcement on the PA system and the clocks.
 - a. We have an emergency and need to implement a lockdown.
 - b. The entrances will be locked, and appropriate law enforcement or emergency personnel will be allowed on campus. An administrator or law enforcement will make the call regarding allowing visitors or other personnel entering or leaving campus.
2. **Everyone**, please lock your doors and do not open them until notified by an administrator or law enforcement.
 - i. If any of your students are outside (i.e., in the restroom), do not open your door for them. Instead, they should proceed to the office or wait for campus security or administration to escort them to safety or let them in their class.
 - ii. Do not open your door even if asked to do so. Anyone who needs to enter will have a key.
 - iii. If your entire class is outside with you, proceed to the nearest shelter (i.e., PE proceed with students to a classroom or nearby building (i.e., MPR, Gym, Cafe).
3. **Teachers** and students should sit on the floor if possible, remain as silent as possible, lock all doors, turn off all lights, move away from windows, and cover and close all windows if it is safe and able to do so.
4. **Teachers** and students will remain in the classroom or secured area until further instructions are given by an administrator, designee, or law enforcement.
5. **Teachers** turn on your computer to access email and monitor your clock/screen for further communication (please note that communication will occur as soon as clear information can be disseminated).
 - a. Take attendance (the students that were present today)

- b. An email will be generated to you, or you will be sent a message as to whom to send/reply an email to. If you do not have access to an email, you will call your main office (i.e., substitutes).
 - i. You will respond or send an email, and the subject line will read
 - 1. Green (in the subject line)
 - a. This means all students are present and accounted for, and no extra students are in your room. (this is a count of students that were present on your roll today and not marked absent.)
 - 2. Red (in the subject line)
 - a. List the names of any students unaccounted for or the names and teacher names of any extra students in your room. (this is not a list of students that were marked absent today.)
 - b. Include any information regarding injuries.
 - 3. Blue (in the subject line)
 - a. If you have any questions after responding with red or green, you may send blue in the subject line and ask your question in the body of the email. It may take time to respond to these questions.
- 6. Other staff (i.e., Speech, RST, Counselors, etc.)
 - a. Please email the teacher of the students you have using the Green, Red, or Blue procedures above.

Admin Communicate where you are.

Supervision and Administration lock and clear floors
ARC Supervisors responsible for ARC employees

HR all random contract employees, aides, tutors, and contract employees that are not on a roll sheet.

Raptor

Other adults (i.e., visitors, contract employees, aides, maintenance, technology, security, cafe ARC, home office, etc.)

On campus after hours, we still need to stay for lockdown and shelter in place.

Student Cell Phone Use During Emergencies

(Pursuant to AB 962 [Hoover] - Comprehensive School Safety Plans: Student Cell Phone Use)

Pursuant to AB 962, The Accelerated Schools may restrict or prohibit student use of smartphones during specific emergency situations, provided such restrictions are explicitly addressed in this Comprehensive School Safety Plan. The following provisions apply:

- During a LOCKDOWN, students shall silence and refrain from using personal smartphones or cell phones unless explicitly directed otherwise by school administration or law enforcement. Unauthorized cell phone use during a lockdown may compromise the safety of students and staff by revealing locations, creating noise, or interfering with emergency communications.
- During a SHELTER-IN-PLACE, students shall follow teacher instructions regarding cell phone use. In certain situations, phone use may be restricted to prevent the spread of misinformation or panic.
- During an EVACUATION, students shall keep cell phones silenced and follow staff directions. Phone use may be permitted once students have reached the designated assembly area and have been accounted for by staff.
- The Accelerated Schools shall communicate these cell phone restrictions to students and families annually through the student handbook and at the beginning of each school year.

Nothing in this section shall prevent a student from using a smartphone to contact a parent or guardian, or to contact 911, in situations not explicitly addressed by this safety plan. School administration retains discretion to modify cell phone restrictions as circumstances require during an active emergency.

EVACUATE BUILDING

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. The administrator or assigned staff member will make the following announcement on the PA system. If the PA system is not available, the administrator will use other means of communication, i.e., sending messengers to deliver instructions. The administrator should be calm, convey reassuring comments that the situation is under control, and give clear directions.

"Your attention, please. We need to institute an evacuation of all buildings. Teachers are to take their students to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers must take their roll book and lock the classroom when all students have exited it."

2. An administrator will initiate a fire alarm and call the fire department; if an administrator is unavailable, the office manager will contact the fire department.
3. Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

OFF-SITE EVACUATION

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

Description of Action

1. The administrator or assigned staff member will make the following announcement on the PA system. If the PA system is not available, the administrator will use other means of communication, i.e., sending messengers to deliver instructions. The administrator should be calm, convey reassuring comments that the situation is under control, and give clear directions.

"Your attention, please. We need to institute an off-site evacuation. Teachers are to take their students to the off-site assembly area and report to their designated area. Students are to remain with their teacher. Teachers must take their roll book and lock the classroom when all students have exited it."

2. The administrator will determine the safest method for evacuating the campus. This may include using school buses or walking to the designated off-site location.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated, safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. When clearance is received from appropriate agencies, the administrator may authorize students and staff to return to the classrooms.

ALL CLEAR

This action is taken to notify teachers that normal school operations can resume.

Description of Action

1. The administrator or assigned staff member will make the following announcement on the PA system. If the PA system is not available, the administrator will use other means of communication, i.e., sending messengers to deliver instructions.

"Your attention, please. It is now okay to return to your classroom and resume normal operations. I would like to thank and commend students and staff for their cooperation."

2. This action signifies the emergency is over.
3. If appropriate, teachers should begin discussions and activities to address students' fears, anxieties, and other concerns.

Emergency Procedures

This section describes the specific procedures school staff will follow during the eighteen emergencies listed below:

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion/Risk of
Explosion Fire in
Surrounding Area Fire On
School Grounds Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
Extreme
Heat
- Pandemic
Flu
- Unlawful Demonstration/Walkout

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized processes. They should consider modifications as necessary to assure the health and safety of all personnel during an emergency. In the following procedures, the Principal or designee will be referred to as "School Administrator."

Pupil Nutrition Standards: Ultra-Processed Foods (AB 1264 [Gabriel])

In accordance with AB 1264, The Accelerated Schools shall comply with evolving state regulations regarding the sale and service of particularly harmful ultra-processed foods (UPFs) on school campuses. The Office of Environmental Health Hazard Assessment (OEHHA) is required to adopt regulations defining prohibited UPFs by July 1, 2026, with schools required to phase out such foods by January 1, 2028.

- The Accelerated Schools shall monitor OEHHA regulations and vendor-reporting requirements effective beginning February 1, 2027.
- Current food-service vendor contracts and menus shall be reviewed to identify ultra-processed foods and to develop a phase-out plan in advance of the January 1, 2028, deadline.
- Procurement and purchasing guidelines shall be aligned to restrict prohibited UPFs by the compliance deadline.
- Food service staff shall receive training on UPF restrictions and updated procurement standards.
- Board policies regarding food service shall be updated as needed to reflect compliance with evolving UPF definitions and vendor limitations.

Criminal Threats Against Schools (SB 19 [Rubio])

Pursuant to SB 19, it is a criminal offense for any person to willfully threaten to commit a crime at a school or similar location, including threats made via images or online posts, where the threat is made with the intent that it be taken as a threat and the statement is unequivocal, unconditional, immediate, and specific.

- School administrators shall treat specific online or electronic threats against school sites, students, or staff as potentially criminal and shall refer such threats to law enforcement immediately.
- All staff shall be trained to recognize and report threatening statements, including those made through social media, text messages, email, or other electronic communications.
- The Accelerated Schools shall document all threat reports and referrals in accordance with existing incident reporting procedures.
- Upon notification of a credible threat, the School Administrator shall initiate the appropriate Immediate Response Action(s) as described in this safety plan and notify law enforcement.

AIRCRAFT CRASH

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property.

Procedure

- 1) The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
- 2) If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
- 3) In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify any missing students.
- 4) The School Administrator will call "911" and will provide the exact location (e.g., building or area) and nature of the emergency.
- 5) If on school property, the Facilities Team will secure the crash area to prevent unauthorized access.
- 6) 6. The School Administrator will direct the Facilities and/or Supervision teams to fire suppression activities until the Fire Department arrives.
- 7) The First Aid/Medical Team will check injuries to provide appropriate first aid.
- 8) The School Administrator will call the office of the CEO. A member of this group will contact the Office of Communications with information on this situation as appropriate.
- 9) Any affected areas will be reopened once the appropriate agency provides clearance and the School Administrator issues authorization to do so.
- 10) The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
- 11) If it is unsafe to remain on campus, the School Administrator will initiate an OFFSITE EVACUATION.

ANIMAL DISTURBANCE

This procedure should be implemented when a dog, coyote, mountain lion, or any other wild animal threatens the safety of students and staff.

Procedure

- 1) The School Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING.
- 2) Upon discovering an animal, staff members will attempt to isolate the animal from students if it is safe. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is suggested to isolate the animal.
- 3) If additional outside assistance is needed, the School Administrator will call "911" and Animal Control and provide the animal's location and the nature of the emergency.
- 4) If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.
- 5) The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions at the school.

ARMED ASSAULT ON CAMPUS

An Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife, or other harmful device.

Procedure

- 1) Upon the first indication of an armed assault, personnel should immediately notify the School Administrator.
- 2) The School Administrator will initiate the appropriate Immediate Response Action(s), including SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
- 3) The Incident Commander, any administrator or manager in charge will call "911" and provide the exact location and nature of the incident. The School Leader should designate a person to remain online with the Police if it is safe to do so. If there is an assigned officer on campus, they shall be notified.
- 4) Staff should take steps to calm and control students and, if safe, attempt to maintain separation between students and the perpetrator.
- 5) Staff should maintain order in all areas of assembly or shelter and await law enforcement's arrival.
- 6) After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff and will notify law enforcement of any missing persons.
- 7) The First Aid/Medical Team will work with local authorities to ensure injured students and staff receive medical attention.
- 8) The Security/Utilities Team will control all points of entry to the school.
- 9) The School Administrator will prepare a verified list of casualties and the locations to which they were transported. The School Administrator will confer with the Psychological First Aid Team to ensure the notification of parents and family members.
- 10) All media inquiries will be referred to the designated Public Information Officer.
- 11) The School Administrator will debrief staff and school police officers.

BIOLOGICAL OR CHEMICAL RELEASE

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory,

an overturned truck of hazardous materials in the proximity of the school, or an explosion

at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in the surrounding community. It is necessary first to determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure:

SCENARIO 1: SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING

- 1) The School Administrator will initiate the EVACUATE BUILDING. Staff will use designated routes or alternative safe routes to an assigned Assembly Area located upwind of the affected room or building.
- 2) The School Administrator will call "911" and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of the emergency.
- 3) The School Administrator will notify the CEO of the situation.
- 4) The School Administrator will instruct the Facilities Team to isolate and restrict access to potentially contaminated areas.
- 5) The Facilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
- 6) Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A First Aid/Medical Team member should assess the need for medical attention.
- 7) The Student Managers Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Student Managers will provide the list to the School Administrator.

8) The School Administrator will complete the Biological and Chemical Release Response Checklist (located at the end of this document).

9) The Psychological First Aid Team will convene onsite and begin the process of

counseling and recovery.

10) Any affected areas will be reopened once the appropriate agency provides clearance and the School Administrator gives the authorization to do so.

SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED

1) The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING.

2) 2. The Facilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.

3) The School Administrator will call "911" and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location and nature of the emergency.

4) The School Administrator will notify the CEO of the situation.

5) The Facilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the air handling systems of affected buildings.

6) Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A First Aid/Medical Team member should assess the need for medical attention.

7) The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Student Managers Team will provide the list to the School Administrator and the emergency response personnel.

8) The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.

9) Any affected areas will be reopened once the appropriate agency provides clearance and the School Administrator gives authorization to do so.

SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY

1) If the School Administrator or local authorities determine a potentially toxic substance has been released into the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE.

2) Upon receiving the SHELTER-IN-PLACE notification, the Facilities Team, along with the Supervision Team, will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

3) Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the School Administrator using the PA system or other means without leaving the building.

4) The School Administrator will call "911" and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location and nature of the emergency.

5) The School Administrator will notify the CEO of the situation.

6) The School Administrator will turn on a radio or television station to monitor information concerning the incident.

7) The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance or staff is otherwise notified by the School Administrator.

BOMB THREAT

Response to a Bomb Threat is initiated upon discovering a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

Procedure

1) If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the phone as long as possible and alert someone else to call "911" – by telling the operator, "This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number]." If the threat is received through social media, the person receiving the information should attempt to contact the nearest administrator or incident commander and answer the following questions.

2) The person answering the threat call should ask the following questions, record the answers, and then immediately notify the School Administrator:

- When is the bomb going to explode?
- Where is it?
- What will cause it to explode?
- What kind of bomb is it?
- Who are you?
- Why are you doing this?
- What can we do for you to avoid the bomb from exploding? - How can you be contacted?

3) The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes, or foreign objects. While conducting the search, all cell phones and hand-held radios should be turned off since radio frequencies can trigger many modern-day explosive devices.

4) If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.

5) No attempt should be made to investigate or examine the object.

6) After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.

7) When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.

8) In the event of an evacuation, Teachers will bring their student roster and take

attendance at the Assembly Area to account for students. Teachers will notify the Student Managers of missing students.

9) The School Administrator will notify "911" if not previously notified, and the School will provide the exact location (e.g., building, room, area) of the potential bomb if known.

10) The School Administrator will notify the CEO of the situation.

11) The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.

12) Only resume school activities once the affected buildings are inspected by proper authorities and deemed safe. The School Administrator will give the ALL CLEAR signal.

13) The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

14) After the incident, the School Administrator will complete the Bomb Threat Report (form found at the end of this document).

SCHOOL VAN DISASTER

Van drivers and school administrators use these procedures in the event of an earthquake, serious van accident, or other emergencies that occur while students are on a field trip or being transported to or from school. If no students are in the van, drivers should report to the incident commander at the school site or the nearest school. This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should determine which scenario applies and implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each van. It is important to note that drivers may need to make spontaneous independent decisions based on the nature of the emergency, the age of the students, the location of the van, or other unique circumstances.

Procedure

SCENARIO 1: EARTHQUAKE

- 1) The driver should issue a DUCK AND COVER.
- 2) Stop the van away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
- 3) Set the brake, turn off the ignition, and wait for the shaking to stop.
- 4) Check for injuries and provide first aid as appropriate.
- 5) If the van is disabled, stay in place until help arrives.
- 6) Contact the School Administrator to report the location and condition of students and the van.
- 7) The School Administrator will determine what additional appropriate notification(s) should be made and will brief the CEO's office.
- 8) If instructed to continue the route, the driver should:
 - If en route to school, continue to pick up students.
 - If dropping students off, continue to do so, provided a responsible adult is at the van stop. If no adult is responsible at the van stop, refer to Number 9 below.
- 9) If it is impossible to return to school, proceed to the nearest designated shelter indicated on the van route map. Upon arriving at the shelter, notify the School Administrator. Remain with the students until further instructions are

received from the School Administrator.

10) In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.

11) The driver will account for all students and staff throughout the emergency. SCENARIO 2: FLOOD

- 1) DO NOT drive through flooded streets and/or roads.
- 2) Take an alternate route or wait for public safety personnel to determine safety.
- 3) If the bus is disabled, stay in place until help arrives.
- 4) Contact the School Administrator to report the location and condition of students.
- 5) The School Administrator will determine what additional appropriate notification(s) should be made and will brief the CEO's office.
- 6) Do not attempt to cross damaged bridges or overpasses in all instances.
- 7) The driver will account for all students and staff throughout the emergency.

SCENARIO 3: SERIOUS ACCIDENT OR VAN FIRE

- 1) Park the van in a safe location.
- 2) Set the emergency brake and turn off the ignition.
- 3) Evacuate the van in the event of a fire.
- 4) Check for injuries and provide appropriate first aid.
- 5) Call "911" and provide the exact location of the van and wait for the arrival of emergency responders.
- 6) Contact the School Administrator and Van Dispatch at 1-323-235-6343 to report the location and condition of students.
- 7) The School Administrator will determine what additional appropriate notification(s) should be made and will brief the CEO's office.
- 8) Stay with the disabled van until help arrives.
- 9) The driver will account for all students and staff throughout the emergency.

DISORDERLY CONDUCT

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Armed Assault on Campus.

Procedure

- 1) Upon witnessing Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff if it is safe.
- 2) Staff will immediately notify the School Administrator.
- 3) The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING, or OFF-SITE EVACUATION.
- 4) The School Administrator will call the School Security Guard and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911".
- 5) If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request they leave the campus. Avoid any hostile situations.
- 6) If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide helpful information on handling the situation.)
- 7) The School Administrator will notify the CEO of the situation.

EARTHQUAKE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation, and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedure

Note: Keep calm and remain where you are. Assess the situation and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

- 1) Upon the first indication of an earthquake, teachers should direct students to **DUCK AND COVER**.
- 2) Move away from windows and overhead hazards to avoid glass and falling objects.
- 3) When the shaking stops, the School Administrator will initiate the **EVACUATE BUILDING** action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
- 4) In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Student Managers of missing students.
- 5) The School Administrator will direct the Facilities Team to post guards a safe distance away from building entrances to prevent access.
- 6) The Facilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
- 7) The First Aid/Medical Team will check for injuries and provide appropriate first aid.
- 8) The School Administrator will direct the Facilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- 9) If the area appears safe, the Search and Rescue Team will inspect school buildings to identify injured or trapped students or staff.
- 10) The School Administrator will contact the CEO to determine additional actions that may be necessary. In turn, the actions will be communicated to the Home Office.
- 11) The School Administrator will contact the Facilities Manager to ensure buildings are safe for re-occupancy. When it is safe to do so, the Facilities Team will conduct an inspection of school buildings. The Facilities Team will maintain a log of their findings by building and providing a periodic report to the Incident

Commander and

Planning and Intelligence Chief.

12) Any affected areas will be reopened once Facilities provides clearance and the School Administrator gives authorization to do so.

13) The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions at the school.

In the event an earthquake occurs during non-school hours:

1) The School Administrator and the Facilities Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct the Facilities Team to participate in the assessment.

2) The School Administrator should confer with the CEO on identified damages to determine if the school should be closed.

3) If the school must be closed, the School Administrator will send a robocall to all parents and staff.

EXPLOSION/RISK OF EXPLOSION

This section addresses four possible scenarios involving an Explosion/Risk of

Explosion: Scenario 1 - Explosion on school property;

Scenario 2 – Risk of explosion on school property;

Scenario 3 - Explosion or risk of explosion in a surrounding area

Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary first to determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats.”

Procedure

SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY

- 1) In the event of an explosion, all persons should initiate DUCK AND COVER.
- 2) The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
- 3) After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, evacuation building, or off- site evacuation. Evacuation may be warranted in some buildings, and other buildings may be used as shelter.
- 4) In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
- 5) In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 6) The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of the emergency.
- 7) The First Aid/Medical Team will check for injuries and provide appropriate first aid.
- 8) Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e., Class A, B, or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
- 9) The Facilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.

- 10) The School Administrator will notify the CEO of the situation.
- 11) The Facilities Team Leader will post guards a safe distance away from the building entrance to prevent persons from entering the school buildings.
- 12) When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.
- 13) The School Administrator will contact the Facilities Manager to ensure buildings are safe for re-occupancy. When it is safe to do so, the Facilities Team will conduct an inspection of school buildings. The Facilities Team will maintain a log of their findings by building and provide a periodic report to the Incident Commander.
- 14) Any areas affected by the explosion will be reopened once the appropriate agency provides clearance and the School Administrator gives authorization to do so.
- 15) The School Administrator will initiate an OFF-SITE EVACUATION.

SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY

- 1) The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
- 2) If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
- 3) In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Student Managers Team of missing students.
- 4) The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) and nature of the emergency.
- 5) Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e., Class A, B, or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
- 6) The School Administrator will advise the Search and Rescue Team to initiate rescue operations.
- 7) The Facilities Team Leader will notify the appropriate utility company of

any damages to water lines, sewers, power lines, and other utilities.

8) The School Administrator will notify the CEO of the situation.

9) All affected areas will be reopened once the appropriate agency provides clearance and the School Administrator issues authorization to do so.

10) In the event of an explosion on campus, refer to the procedures listed under Scenario 1 above.

11) The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

1) The School Administrator will initiate the SHELTER-IN-PLACE response action.

2) The School Administrator will notify "911" and will provide the exact location (e.g., building, area) and nature of the emergency.

3) The School Administrator will take further actions as needed.

4) The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS

1) The School Administrator will initiate the SHELTER-IN-PLACE response action.

2) When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.

3) The School Administrator will notify "911" and provide details on the area and personnel affected at the school.

4) After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.

5) The Facilities Team will turn off the school's main gas supply local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

6) The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.

7) At the School Administrator's discretion, and only if safe, designated personnel should attempt to distribute emergency supplies, including food and water.

8) The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

FIRE IN THE SURROUNDING AREA

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should consider the location and size of the fire, its proximity to the school, and the likelihood that the fire may affect the school.

Procedure

- 1) The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING, or OFF-SITE EVACUATION.
- 2) The School Administrator will notify "911" and provide the location and nature of the emergency.
- 3) The School Administrator will instruct the Supervision Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
- 4) The administrator or assigned personnel will contact the local fire department and will work with the fire department to determine if the fire, smoke, or other hazardous conditions threaten school grounds.
- 5) If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
- 6) In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Student Managers Team of missing students.
- 7) The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
- 8) The School Administrator will send a robocall to all parents as appropriate.
- 9) The School Administrator will notify the CEO of the emergency. A group member will call the Office of Communications with information about this situation.
- 10) The School Administrator will initiate an OFF-SITE EVACUATION if warranted by condition changes.

FIRE ON SCHOOL GROUNDS

This procedure addresses situations where a fire is discovered on school grounds. Quickly responding to this situation is crucial to prevent injuries and further property damage.

Procedure

- 1) Upon discovering a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
- 2) The School Administrator will immediately initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
- 3) In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Student Managers Team of missing students.
- 4) The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) of the fire.
- 5) The Facilities and Supervision Team will suppress fires and initiate rescue procedures until the local fire department arrives.
- 6) The Facilities Team will secure the area to prevent unauthorized entry and clear access roads for emergency vehicles.
- 7) The school administrator will direct the fire department to the fire and brief fire department officials on the situation.
- 8) The Facilities Team will notify the appropriate utility company of damages.
- 9) The School Administrator will notify the CEO of the fire.
- 10) Any affected areas will not be reopened until the Los Angeles County Fire Department or appropriate agency provides clearance and the School Administrator issues an authorization to do so.
- 11) For fires during non-school hours, the School Administrator and the CEO will determine if the school will open the following day.
- 12) All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

FLOODING

This procedure applies whenever stormwater or other water sources inundate or threaten to inundate school grounds or buildings. Flooding may occur due to prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning due to damage to water distribution systems or a failure of a nearby man-made dam.

Procedure

- 1) The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFFSITE EVACUATION.
- 2) The School Administrator will notify "911" and will describe the nature and extent of the flooding.
- 3) The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
- 4) If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
- 5) In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Student Managers Team of missing students.
- 6) The School Administrator will notify the CEO of the emergency.
- 7) As appropriate, the School Administrator will send out a robocall to all parents.
- 8) The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

LOSS OR FAILURE OF UTILITIES

This procedure addresses situations involving water loss, power, or other utility on school grounds. This procedure should also be used in the event of discovering a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure

- 1) If water or an electrical line is broken, an effort should be made to turn off water or power in the affected area and to notify the School Administrator immediately.
- 2) Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE or EVACUATE BUILDING.
- 3) Facilities personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
- 4) The School Administrator will notify the CEO of the loss of utility service.
- 5) As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
- 6) If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.

MOTOR VEHICLE CRASH

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. Refer to Biological or Chemical Release if a crash results in a fuel or chemical spill on school property. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure

- 1) The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
- 2) If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
- 3) In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Student Managers Team of missing students.
- 4) The School Administrator will call "911" and will provide the exact location (e.g., building, area) and nature of the emergency.
- 5) The School Administrator will notify the CEO of the situation.
- 6) The Facilities and Supervision Team will secure the crash area to prevent unauthorized access.
- 7) The School Administrator will direct the Facilities and Supervision Team to organize fire suppression activities until the Fire Department arrives.
- 8) The First Aid/Medical Team will check for injuries to provide appropriate first aid.
- 9) Any affected areas will be reopened once the appropriate agency provides clearance and the School Administrator issues authorization to do so.
- 10) The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

PSYCHOLOGICAL TRAUMA

During and after any emergency that may have a psychological impact on students and staff, such as an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

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

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, attention must turn to meeting students' and staff's emotional and psychological needs.

Procedure

- 1) The School Administrator will establish a Psychological First Aid Team, which is primarily responsible for providing necessary assistance after all crises.
- 2) The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
- 3) The Psychological First Aid Team will provide direct intervention services.
- 4) If there is a need for additional assistance, the School Administrator will notify the CEO.
- 5) The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and quickly as possible.
- 6) In performing their duties, the Psychological First Aid Team members will limit exposure to trauma, injury, and death scenes.
- 7) The Psychological First Aid Team will provide ongoing needs assessment and follow-up services as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by our local Network. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

- 1) The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and restrict access to the area.
- 2) The School Administrator will notify
 - "911"
 - The County Department of Health Services (213) 240-8101
 - The Home Office and the Office of Environmental Health and Safety (213) 746-7175.
- 3) The School Administrator will list all potentially affected students and staff and provide the list to responding authorities.
- 4) The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
- 5) The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
- 6) The School Administrator will confer with the County Department of Health Services before resuming normal operations.
- 7) The School Administrator will notify parents of the incident, as appropriate.

THREAT OF VIOLENCE

This procedure should be followed if site personnel receive a threat targeting an individual, a particular group, or the entire school community. Such threats may be received by written note, e-mail, or phone call. The School Administrator, Incident Commander, or available manager should assess all threats properly.

Procedure

- 1) The School Leader will identify the type of threat and attempt to determine the individual(s) making the threat.
- 2) The School Leader will conduct the threat assessment.
- 3) The School Administrative Team (along with the reporter) will assess the warning signs, risk factors, stabilizing factors, and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Los Angeles Police Department:

Category 1 – High violence potential; qualifies for arrest or hospitalization.

Category 2 – High violence potential; does not qualify for arrest or hospitalization.

Category 3 – Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.

Category 4 – Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.

Category 5 – Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

- 4) In categorizing the risk, the School Leader will attempt to answer two questions:
 - *Is the individual moving toward violent action?
 - *Is there evidence to suggest movement from thought to action?
- 5) The School Leader will assess the warning signs by evaluating the associated oral, written, or electronic threatening communications.
- 6) The School Leader will recommend appropriate action.
- 7) As soon as the physical safety of those involved has been ensured, attention will turn to meeting students' and staff's emotional and psychological needs.

8) Crisis intervention may be necessary and appropriate.

UNLAWFUL DEMONSTRATION/WALKOUT

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

- 1) Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
- 2) The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
- 3) The School Administrator will notify the School Security Guard, Supervision Team, and CEO to request assistance and will provide the exact location and nature of the emergency.
- 4) The Supervision Team will immediately proceed to the Main Gate to control student ingress and egress. Everyone entering or leaving the campus must sign their name and record their address, telephone number, and time they entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
- 5) If students leave the campus, the Supervision Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control students' actions while offsite.
- 6) Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass if windows are broken by closing drapes and Venetian blinds in rooms so equipped.
- 7) The Planning and Intelligence Chief should accurately record events, conversations, and actions.
- 8) All media inquiries will be referred to the designated school's Public Information Officer.
- 9) The School Administrator should proceed in good judgment based on police or other legal advice in taking action to control and resolve the situation.
- 10) The School Administrator will notify parents of the incident, as appropriate.

Pandemic Flu Checklist for Local Educational Agencies in California

The Pandemic flu starts when a new flu virus develops and begins to spread around the world. There are steps that individuals, families, and communities (including schools) can and should take to prepare.

Schools must help protect the health and safety of staff and students. Experts believe up to 30 percent of the population may simultaneously be sick. When pandemic flu occurs, there will likely be NO VACCINE for the first six months of the pandemic, and anti-viral medication will be in very limited supply. To control the spread of illness, social distancing, such as closing schools and having people stay at home, will be the primary approach to preventing the spread of the flu virus. Schools may have to be closed for a few weeks to a month or more if there is an outbreak of flu in the area.

The Accelerated Schools will use the following checklist in the event of an outbreak:

Centers for Disease Control and Prevention

“School District (K-12) Pandemic Influenza Planning Checklist.”

(<http://pandemicflu.gov/professional/school/index.html>)

EXTREME HEAT OR A HEAT WAVE EMERGENCY

1. Stay indoors as much as possible.
 - If air conditioning is unavailable, stay on the lowest floor out of the sunshine.
 - Remember that electric fans do not cool; they just blow hot air around.
2. Eat well-balanced, light, and regular meals. Avoid using salt tablets unless directed to do so by a physician.
3. Drink plenty of water regularly, even if you do not feel thirsty.
4. Persons with epilepsy or heart, kidney, or liver disease who are on fluid-restrictive diets or have a problem with fluid retention should consult a doctor before increasing liquid intake.
5. Never leave students or pets alone in closed vehicles.
6. Dress in loose-fitting clothes that cover as much skin as possible.
7. Lightweight, light-colored clothing reflects heat and sunlight and helps maintain average body temperature.
8. Protect your face and head by wearing a wide-brimmed hat.
9. Avoid too much sunshine.
10. Sunburn slows the skin's ability to cool itself. Use a sunscreen lotion with a high SPF (sun protection factor) rating (i.e., 15 or greater).
11. Avoid strenuous work during the warmest part of the day. Use a buddy system when working in extreme heat and take frequent breaks.
12. Spend at least two hours per day in an air-conditioned place.

First Aid for heat-induced illnesses

13. Sunburn
14. Symptoms: Skin redness and pain, possible swelling, blisters, fever, headaches.
15. First Aid: Take a shower, using soap, to remove oils that may block pores, preventing the body from cooling naturally. If blisters occur, apply dry, sterile dressings and get medical attention.
16. Heat cramps
17. Symptoms: Painful spasms, usually in the leg and abdominal muscles. Heavy sweating.
18. First Aid: Get the victim out to a cooler location. Lightly stretch and gently massage affected muscles to relieve spasms. Give sips of up to

a half glass

of cool water every 15 minutes. Do not give liquids with caffeine or alcohol. If nauseous, discontinue liquids.

19. Heat exhaustion

20. Symptoms: Heavy sweating and skin may be cool, pale, or flushed. Weak pulse. Average body temperature is possible, but temperature will likely rise. Fainting or dizziness, nausea or vomiting, exhaustion, and headaches are possible.

21. First Aid: Get the victim to lie down in a cool place. Loosen or remove clothing. Apply cool, wet cloths. Fan or move the victim to an air-conditioned place. Give sips of water if the victim is conscious. Be sure water is consumed slowly. Give half a glass of cool water every 15 minutes. If nausea occurs, discontinue. If vomiting occurs, seek immediate medical attention.

22. Heat stroke (sun stroke)

23. Symptoms: High body temperature

24. (105+). Hot, red, dry skin. Rapid, weak pulse; and rapid, shallow breathing. Possible unconsciousness. The victim will likely not sweat unless the victim was sweating from recent strenuous activity.

25. First Aid: Heat stroke is a severe medical emergency. Call 911 or emergency medical services or get the victim to a hospital immediately. Delay can be fatal. Move the victim to a cooler environment. Remove clothing. Try a cool bath, sponging, or wet sheet to reduce body temperature. Watch for breathing problems. Use extreme caution. Use fans and an air conditioner.

Drowning Prevention Education

(Pursuant to AB 1005 [Davies] - Drowning Prevention Education)

In accordance with AB 1005, The Accelerated Schools shall annually provide parents and guardians with drowning-prevention information and shall coordinate community resources supporting water safety education.

- CDE-approved drowning-prevention materials shall be distributed to all families on an annual basis.
- Drowning prevention and water safety information shall be included in the student-safety section of parent handbooks and on the school website.
- Translation of drowning-prevention materials for multilingual families is encouraged.

Student ID Card Requirements: Crisis Hotline Information

(Pursuant to AB 727 [Haney] - Student ID Cards: Suicide Prevention Hotlines)

In accordance with AB 727 and existing Education Code requirements, The Accelerated Schools shall include the following crisis and prevention hotline information on all student identification cards issued to students in grades 7 through 12:

- National Suicide Prevention Lifeline: 988
- Crisis Text Line: Text HOME to 741741
- The Trevor Project (LGBTQ+ Youth): 1-866-488-7386 / Text START to 678-678
- Any additional hotlines required by current law at the time of printing

The Accelerated Schools shall update student ID card design and print specifications to include The Trevor Project hotline and text line by July 1, 2026. Pre-existing ID card stock printed prior to July 2025 may be used until the current supply is exhausted, in accordance with the statute.

Emergency Phone Numbers

LAUSD Offices

Office of Communications	213-241-6766
Office of Environmental Health and Safety	213-241-3199
Office of Emergency Services	818-704-7298
School Mental Health	818-997-2640
Student Medical Services	213-763-8342

Non-LAUDS	
Fire and Medical Emergencies	911
Air Quality Management District	909-396-2000
California Highway Patrol	323-906-2424
County Department of Health Services	213-974-1234
Gas Company	1-800-427-2200
Electric Company (DWP)	1-800-499-8840
Local Fire Station	213-485-6214
Local Hospital (California Medical Hospital)	213-748-2411
Local Police Dept. (Newton Division)	323-846-6504
Medical Clinic (Nearest)	323-235-6343 ext. 2765
Sewer Authority	1-800-773-2489
Water Company (DWP)	1-800-499-8840

Suspension and Expulsion Policies

The Accelerated Schools shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

The Accelerated Schools shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

The Accelerated Schools shall ensure the appropriate interim placement of students during and pending the completion of the school's student expulsion process.

The Accelerated Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. The school will also ensure staff is knowledgeable about and complies with the Network's Discipline Foundation Policy. If the student receives or is eligible for special education, The Accelerated Schools shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

The Accelerated Schools shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from The Accelerated Schools, the school shall forward student records upon request of the receiving school district in a timely fashion. The charter school shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student's current educational placement
- copy of the parental notice of expulsion

-copy of documentation of expulsion provided to parent stating the reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility

date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment; and

-if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA, including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions:

A) Was the misconduct caused by, or directly and substantially related to, the student's disability?

B) Was the misconduct a direct result of the Charter School's failure to implement the 504 Plan?

The Accelerated Schools discipline policy for expulsion and suspension is aligned to California Education Code §48900 as follows:

A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (q), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private

property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of their own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated 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 for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 245.6 of the Penal Code.

(r) A pupil may not be suspended or expelled for any of the acts enumerated in this section unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period, whether on or off the campus.

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

(s) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(t) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(u) A superintendent or principal may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

(v) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section §48915. However, this section applies if the recommended expulsion is not implemented or is itself suspended by stipulation or other administrative action.

Definition of Terrorist Threat (From §48900.7)

For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for

the protection of Network property, or the personal property of the person threatened or their immediate family.

Offenses which the Principal has Discretion to Recommend Expulsion (From §48915)

(a) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

- (1) Causing serious physical injury to another person, except in self-defense.*
- (2) Possession of any knife or other dangerous object of no reasonable use to the pupil.*
- (3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section §11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.*
- (4) Robbery or extortion.*
- (5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.*

(b) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section §48900. A decision to expel shall be based on a finding of one or both of the following:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct*
- (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.*

Offenses which the Principal is mandated to Recommend Expulsion (From §48915)

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section §48911, and shall recommend expulsion of a pupil that they determine has committed any of the following acts at school or at a school activity off school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.*
- (2) Brandishing a knife at another person.*
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section §11053) of Division 10 of the Health and Safety Code.*

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section §48900 or committing a sexual battery as defined in

subdivision (n) of Section §48900.

(5) Possession of an explosive.

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c) and shall refer that pupil to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.

(2) Is not provided at a comprehensive middle, junior, or senior high school or at any elementary school.

(3) Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section §48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section §48900, or Section §48900.2, §48900.3, or §48900.4, and either of the following:

(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 pupil causes a continuing danger to the physical safety of the pupil or others.

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code

Suspension

Any student that commits an act as defined in Educational Code §48900 (a) to (q) will be recommended for suspension or expulsion. Anytime a student is referred to the office for alleged student actions that can merit a suspension or expulsion, an impartial process is implemented to investigate the action. Only authorized staff can implement the investigation, which may include the questioning of staff and students, as well as reviewing the site of the allegation. Upon review and investigation of the alleged student action, authorized staff will determine if the course of administrative action includes suspension or possible expulsion of the student.

All suspensions will be done at home unless otherwise noted on the suspension letter. A student who violates the Education Code will be sent home for the remainder of that school day and for the next consecutive school day. A student may be suspended for 1 to 4 days, depending on the severity of the action. Additionally, after a student's first suspension, each subsequent suspension will merit a family meeting with further restrictions placed on the student. A conditional contract describing the appropriate consequences for continued misbehavior will be agreed upon by the school, student, and family.

Suspension: Policies and Due Process

If, after review and investigation of an alleged student action, authorized staff determines that suspension is the appropriate course of administrative action, The Accelerated Schools will implement the following procedures. The School makes every effort to speak directly with the student's parent upon determination of a suspension. If a parent is contacted, they are notified of the incident and requested to pick the child up from School as soon as possible. The student is kept in the office until picked up. The parent and/or guardian also receives a suspension letter explaining the incident, indicating the number of days of the suspension, and establishing an appointment time to discuss the incident with the administrator and appropriate parties. The child is expected to remain engaged with schoolwork while suspended.

The Accelerated Schools will provide the student with work for this period. The maximum number of consecutive days for a suspension is five.

Parents may appeal the suspension by meeting with the designated site. The administrator will hear the appeal, and the parent may also recommend an alternative fair punishment for the infraction. The appeal can also be delivered in writing, in which case authorized administrative staff will review the document and make a determination. With the approval of the administrator, the suspension can be removed from the student's record, and the student can return to the classroom. If the administrator denies the appeal and enforces the suspension, the parent can appeal to the Board of Trustees. The Board of Trustees or designated

subcommittee will hear the appeal at its next regularly scheduled meeting. An appeal to the Board of Trustees will not reinstate the student in school for the day(s) to be suspended. In reviewing the

appeal, the Board of Trustees, with a majority vote, may remove the suspension from the student's records.

Expulsion: Procedures and Due Process

If, after review and investigation of an alleged student action, authorized staff determines that expulsion is the appropriate course of administrative action, The Accelerated Schools will implement the following procedures.

The School makes every effort to speak directly with the student's parent upon determination of a suspension. When a parent is contacted, they are notified of the incident and requested to pick the child up from School as soon as possible. The student is kept in the office until picked up. The parent and/ or guardian also receives a suspension letter explaining the incident, indicating the number of days of the suspension, and establishing an appointment time to discuss the incident with the administrator and appropriate parties. The child is expected to remain engaged with schoolwork while suspended. The Accelerated Schools will provide the students with work for this period. The maximum number of consecutive days for a suspension is five. In addition to the consequences for suspension, a hearing by the Disciplinary Action Committee (DAC) will be arranged.

A Disciplinary Action Committee (DAC) composed of at least one teacher, counselor, and administrator will convene at an appropriate time to determine whether or not the recommendation of expulsion should be upheld. If the DAC determines that the expulsion will be overturned, then the DAC will determine an alternative consequence and provide the family and students with a conditional contract that is agreed upon by the DAC, student, and family. If the recommendation for expulsion is upheld, then the school speaks directly with the student's parent about the expulsion. During the meeting, The Accelerated Schools will work collaboratively with the student's home school district, county, and/or private schools to assist with the student's educational placement. The Accelerated Schools will communicate any incident of violent/serious behavior to the district and/or school to which an expelled student matriculates. The Accelerated Schools will also notify the appropriate city, county, and/or state agency as required by law.

If the DAC decides that student expulsion is the best course of action, and the parent does not agree, then the administrator will inform the parent(s) of the expulsion and the procedures for appealing the decision.

The parent(s) will have five school days to file an appeal to the Board of Trustees by writing a letter to the Office of the CEO. The Board of Trustees (or authorized board subcommittee) will decide on the matter within fifteen (15) school days. Members of the Board may hear from the student, parent, teacher, authorized administrator, and other invited speakers in accordance with school policies. The

Board may determine expulsion, alternative disciplinary action, or remove the allegations from the student's

records. The Board's decision is final.

DAC Hearing Agenda

05 minutes –

Introduction

10 minutes – Family Response

15 minutes – Question and Answers from

DAC 30 minutes – Deliberation

05 minutes – Family Closing

*Comments 05 minutes – Decision of
the Committee*

The decision to readmit a pupil or to admit a previously expelled pupil from another school shall be in the sole discretion of The Accelerated Schools governing board and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of The Accelerated Schools at the time of the pupil's readmission.

Pupils who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the charter school's governing board at the time of the expulsion order, which may include but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the charter school's governing board and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's re-admission is also contingent upon the capacity of the charter school at the time the pupil seeks readmission.

In the case of a student who has an Individualized Education Program (.IEP.) or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As outlined in the MOU regarding special education between the District and the Charter School, an IEP team, including a Network representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the Network's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A) Was the misconduct caused by, or directly and substantially related to, the student's disability?

B) Was the misconduct a direct result of the Charter School's failure to implement 504?

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827, state teachers must be notified of the reason(s) a student has been suspended. The Accelerated Schools has incorporated this notification into the existing "Attendance Reporting screen." On the daily attendance report, when a student is suspended, it will show an "*" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL** and should not 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 CEO/Superintendent of The Accelerated Schools 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. This information is also forwarded to all administrators and the student's counselor if applicable.

School Correspondence The Accelerated Schools

To: ALL CERTIFICATED STAFF

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 Accelerated Schools has incorporated this notification into the existing "Attendance Reporting screen." On the daily attendance report, when a student is suspended, it will show an "" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only.*

*All information regarding suspension and expulsion is **CONFIDENTIAL** and should not 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 (a)(1) Mutual fight (a)(2) Assault/Battery
 - (b) Possessed, sold, or furnished dangerous object
 - (c) Controlled substance/alcohol
 - (d) Imitation controlled substance
 - (e) Robbery/extortion
 - (f) Vandalism
 - (g) Theft
 - (h) Tobacco/nicotine products
 - (i) Obscene act, habitual profanity/vulgarity
 - (j) Drug paraphernalia
 - (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 or pervasive harassment, threats, and intimidation (Gr 4-12)
- E.C. 48900.7 Terrorist threats against school officials or property
- E.C. 48915 (a)(1)(A) Serious physical injury
 - (a)(1)(B) Possession: knife or dangerous object
 - (a)(1)(C) Controlled substance
 - (a)(1)(D) Robbery or extortion
 - (a)(1)(E) Assault/battery of school employee
- E.C. 48915 (c)(1) Possessing, selling, furnishing firearm (c)(2) Brandishing a knife at another person (c)(3) Selling a controlled

substance

(c)(4) Committing or attempting to commit sexual assault or

battery (c)(5) Possession of an explosive

Confidential Memorandum

The Accelerated Schools

To: _____, Teacher

From: _____,

Principal **Date:**

Re: Students having committed a 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 the respective principal.

Principal

Discrimination and Harassment Policy

Sexual Harassment is not tolerated on campus. During the professional development week prior to the start of every academic year, all of The Accelerated Schools' staff is informed about the school's sexual harassment policy. The CEO, principal, and assistant principals attend off-campus training provided by ASCIP insurance.

The charter will help ensure a workplace free of sexual harassment by providing regular trainings to all staff and students. Additionally, all staff and students will be notified of the Uniform Complaint Procedures. Reports of harassment will be investigated appropriately. Complaints related to any staff will be channeled through the Director of Human Resources. If the complaint involves the CEO, the Board President will be notified and will oversee the response to the complaint.

Non-Discrimination in Community Youth Athletics (AB 932 [Irwin])

In accordance with AB 932, The Accelerated Schools shall not discriminate against any person on the basis of sex or gender in the operation, conduct, or administration of youth athletics programs, or in access to athletic facilities and resources. This applies to all community youth athletics programs hosted on Accelerated Schools campuses, including those operated by external organizations.

- All facility use agreements and permits shall include nondiscrimination language prohibiting eligibility criteria for field or court access based on sex or gender.
- External organizations using Accelerated Schools facilities for youth athletics programs shall be required to comply with all applicable state nondiscrimination laws as a condition of the use agreement.
- Board policies and student/parent handbooks shall be updated as necessary to reflect compliance with AB 932.

Dress Code

In July 2004, all parents and staff overwhelmingly agreed that a dress code would benefit the students and families. Dress codes promote a team theme and the idea that the mind and body are more important than clothes. Most importantly, for the safety of our students and due to certain logos, colors, or types of apparel being associated with gang affiliations, it is imperative that our students dress in a manner that makes it clear that they have no such affiliations and are engaged in academic endeavors. Dress codes, if applied fairly, instill a sense of unity, pride, and discipline while reducing jealousy and peer pressure.

In June 2024, the Board of Trustees adopted revised dress codes for Accelerated Charter Elementary and for The Accelerated Schools/Wallis Annenberg High School, following the same sentiments expressed in July 2004 when the original dress code was adopted. The new policies include both a uniform component along with a dress code. Both dress codes indicate the school uniform is optional, but the dress code is mandatory for all students.



The Accelerated Schools - ACES Dress Code Policy

Dress Code

Dress codes promote a team theme and the idea that the mind and body are more important than clothes. Most importantly, for the safety of our students and due to certain logos, colors, or types of apparel being associated with gang affiliations, it is imperative that our students dress in a manner that makes it clear that they have no such affiliations and are engaged in academic endeavors. Dress codes, if applied fairly, instill a sense of unity, and pride.

Please see the main office for a complete copy of the uniform policy and dress code for your school or check your school website.

Please note that the school uniform is optional, but the dress code is mandatory for all students. No waiver is necessary to opt out of the uniform. Exceptions to the uniform and dress code policies will be made as necessary to avoid discrimination against any religions, cultural groups, or other protected classifications.

ACES	Uniform	Dress Code
Shirts	Polo shirt, in school colors: Navy Blue with school logo	Polo shirt, button-down shirt or T-shirt, in school colors (Navy Blue), without any logos larger than 3" x 3"
Pants / Shorts / Skirts	Blue (See guidelines below for length restrictions)	Any pants, jeans, shorts, or skirts.
Sweaters & Sweatshirts	Any school-issued sweater or sweatshirt	Sweaters or sweatshirts in school colors (Navy Blue) without any logos larger than 3" x 3"
Jackets & Other Outerwear	Students are permitted to wear jackets that comply with the guidelines below. Jackets may not be used to conceal violations of the uniform policy and/or dress code, and staff may request that students remove jackets while indoors.	
Headwear	<p>Students may wear school caps and beanies or plain caps and beanies in school colors (blue and red) or neutral colors (black, gray, white), but these items must be removed inside the classroom.</p> <p>Cultural and/or religious headwear are permitted.</p> <p>Headwear may NOT cover the ears and/or obstruct a clear view of the student's eyes.</p> <p>Headwear may not display any logos other than school logos.</p>	
Notes	<ul style="list-style-type: none"> In addition to the items listed above the school uniform policy and dress code permit school spirit gear, including school T-shirts, school sweatshirts, and letterman jackets. On specified school spirit days, some aspects of the dress code may be waived in order to allow for thematic attire. 	



The Accelerated Schools – TAS & WAHS Dress Code Policy

Dress Code

Dress codes promote a team theme and the idea that the mind and body are more important than clothes. Most importantly, for the safety of our students and due to certain logos, colors, or types of apparel being associated with gang affiliations, it is imperative that our students dress in a manner that makes it clear that they have no such affiliations and are engaged in academic endeavors. Dress codes, if applied fairly, instill a sense of unity, and pride.

Please see the main office for a complete copy of the uniform policy and dress code for your school or check your school website.

Please note that the school uniform is optional, but the dress code is mandatory for all students. No waiver is necessary to opt out of the uniform. Exceptions to the uniform and dress code policies will be made as necessary to avoid discrimination against any religions, cultural groups, or other protected classifications.

TAS/WAHS	Uniform	Dress Code
Shirts	Polo shirt, in school colors TAS: Light Blue WAHS: White with school logo	Shirt must have fabric in the front, back, and on the sides that reaches the top of your chosen bottoms.
Pants / Shorts / Skirts	TAS: Blue pants, shorts, or skirts WAHS: Khaki-colored uniform pants, shorts, or skirts (See guidelines below for length restrictions)	Any pants, jeans, shorts, or skirts. Students may wear: <ul style="list-style-type: none"> • Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
Sweaters & Sweatshirts	Any school-issued sweater or sweatshirt	Students may wear a hoodie sweatshirt. Please note wearing the hood overhead is allowed, but the face and ears must be visible to school staff.
Jackets & Other Outerwear	Students are permitted to wear jackets that comply with the guidelines below. Jackets may not be used to conceal violations of the uniform policy and/or dress code, and staff may request that students remove jackets while indoors.	
Headwear	Students may wear school caps and beanies or plain caps and beanies in school colors (blue and red) or neutral colors (black, gray, white), but these items must be removed inside the classroom. Cultural and/or religious headwear are permitted. Headwear may NOT cover the ears and/or obstruct a clear view of the student’s eyes. Headwear may not display any logos other than school logos.	
Notes	<ul style="list-style-type: none"> • In addition to the items listed above the school uniform policy and dress code permit school spirit gear, including school T-shirts, school sweatshirts, and letterman jackets. • On specified school spirit days, some aspects of the dress code may be waived in order to allow for thematic attire. 	

Prohibited Items

The following attire is prohibited at all times:

- Violent language or images.
- Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity).
- Bullet proof vest, body armor, tactical gear, or facsimile.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits (except as required in class or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears (except as a religious observance and personal protective equipment).

Procedures for Safe Ingress and Egress from School

Safe automobile drop-off procedures

- Drop off and pick up students on the passenger side of the vehicle (next to the curb)
- Do not pick up or drop off students on the opposite side of the street and cause students to jaywalk, cross the street without adult supervision, or walk between vehicles
- Do not park in traffic lanes when picking up or dropping off students
- Follow all traffic lights, speed limit signs, crosswalk markings, and school crossing guards

Closed Campus Policy

All students must be dropped off at the front gate unless parents are volunteering, observing in a classroom, or participating in a previously scheduled appointment.

- Volunteer hours, classroom observations, and meetings MUST be scheduled at least 24 hours in advance.
- Visitor badges MUST be worn and visible at all times and must identify the location destination.
- Always ensure that you adhere to your location destination
- Please remember that all visitors and volunteers MUST enter campus through the front office, sign in, wear a badge, and sign out.
- Parents will be allowed on campus at dismal times to pick up their students but must exit the campus by 3:30 p.m. on Tuesday-Friday and must exit by 2:30 p.m. on Mondays
- To ensure school safety, it is very important that we know who is on campus at all times.

Immigration Enforcement Policy

(Pursuant to the Safe Place to Learn Act, as amended by AB 419 [Connolly] and the Family Preparedness Plan Act, AB 495 [Rodriguez])

In accordance with the Safe Place to Learn Act and subsequent legislative amendments, The Accelerated Schools are committed to ensuring that all school sites remain safe and welcoming environments for every student and family, regardless of immigration status. The following policies are in effect:

Site Access Restrictions Regarding Immigration Enforcement

- No staff member or official of The Accelerated Schools shall permit an immigration-enforcement officer to enter any nonpublic area of a school campus without a valid judicial warrant, subpoena, or court order.

- When practicable, staff shall verify the identification and credentials of any immigration-enforcement officer seeking access to campus before granting entry.
- The Accelerated Schools shall not disclose pupil records or family information to immigration-enforcement authorities without the written consent of the parent or guardian, or absent lawful process (e.g., a valid court order or subpoena).
- Staff shall not inquire about or collect information regarding the immigration status of students or their family members as part of enrollment, emergency contact, or health consent processes.

Know Your Educational Rights

- The Accelerated Schools shall post the Attorney General’s ‘Know Your Educational Rights’ guide regarding immigration enforcement on the school website and at each administrative building and school site.
- The guide shall be posted in English and all languages required under Education Code section 48985.
- Front office and student-services staff shall be trained on where to access and distribute the guide to families upon request.

Anti-Bullying Protections Related to Immigration Status (AB 419)

- The Accelerated Schools shall include education on bullying based on immigration status or religion as part of the school’s anti-bullying programs and curricula.
- Information regarding protections against bullying based on immigration status shall be included in annual parent and guardian notifications.

Expanded Caregiver Authorization (AB 495 - Family Preparedness Plan Act of 2025)

- The Accelerated Schools shall accept valid caregiver authorization affidavits from an expanded list of eligible relatives, including great-grandparents, aunts, uncles, adult siblings, and cousins, granting them the same authority as legal guardians for school-related medical care decisions.
- Enrollment, emergency contact, and health consent forms shall be updated to reflect these expanded caregiver-authorization categories.
- Admissions and health-office staff shall be trained to accept valid caregiver-authorization affidavits from newly eligible relatives and shall not request immigration status documentation.
- The school website and parent handbook shall reflect the Attorney General’s ‘Know Your Educational Rights’ guide and shall limit the collection of immigration status data.

The Accelerated Schools shall monitor updates to the Attorney General’s model policies

and update school policies accordingly within the required timelines. Compliance with this section is documented in the governance policy manual under the Safe Place to Learn Act section.

Arrival/Dismissal Procedures

Arrival

Students can arrive as early as 7:00 a.m. at The Accelerated Schools, and students can arrive as early as 7:15 a.m. Please make sure that your child enters the school grounds safely. Remind your child not to visit neighborhood businesses on their way to school, to remain in supervised areas, and not to run in hallways. Upon entering the school building, students are under the supervision of school staff and, therefore, may not leave campus unless escorted by authorized school staff.

Dismissal

At dismissal time, students may be picked up, stay for the after-school program, or walk home. Elementary-grade students must be picked up by an adult (18 or older) or

have documented parental consent on file with the main office to be escorted off campus no later than 15 minutes after dismissal time. Students not picked up by the respective guardian and who are on school grounds will remain at school. The school may drop off students at the neighborhood Police station or call Child Protective Services to pick up a student left after school for more than 15 minutes without notice or for students who are regularly not picked up for more than 15 minutes after dismissal time.

The Accelerated Schools are not open campuses. Students may not leave and re-enter campus without adult permission (unless they are 18 of age or to seek confidential medical or psychological services). Students who leave the campus without parental consent will not be allowed to return onto the campus. Thank you for making drop-off and dismissal times very smooth and safe for all members of The Accelerated Schools.

Tuesdays-Fridays, students who are not enrolled in an after-school program and wait for parents, guardians, or siblings must wait by the Main Office if waiting for 6-12th grade older siblings' dismissal time.

No K-5 student may leave campus gates without a parent, guardian, or older sibling/family member's written consent.

All K-12 students being picked up after school must remain **BEHIND** the main entry gate until your parents/car is in sight. This is for safety reasons!

Early Release from School

In case of an emergency during the school day, your child will only be released into the custody of those people whom you have previously identified on the emergency card. Proof of identity may be required.

Those NOT identified on the emergency card can only pick up a child if the parent or guardian has sent a handwritten and signed note to the school notifying the school of this person's identity and proof of identification is provided.

Leaving the School During the Day

If you must pick your child up early for an appointment during the day, please send a note to the office. Students will not be released for early dismissal 15 minutes prior to the regular dismissal time unless previous arrangements have been made with the teacher, the site administrator, and the office. When picking up students early, the parent or authorized adult will be asked to complete an early dismissal form, and the office will notify the teacher to send the student to the office for departure. Parents may not enter the classroom before the class has been dismissed without prior approval from the teacher or the office.

Custodial Arrangements

Parent(s) shall provide complete information regarding the custodial care and visitation rights of their child(ren). Upon request, the parent(s) shall furnish to the Principal a copy of any relevant court order to ensure the respective student's safety and welfare. The parent(s) shall have a continuing duty to apprise the school of any changes in the custodial care of the student and of the issuance of any court order restricting or prohibiting parental or third-party access to the child.

Shortened Days

Shortened days have been scheduled throughout the school year. Please refer to the school calendar for shortened days. Additional shortened days may be scheduled. Parents will be notified through robocalls, notices home, and The Parent Reminder.

Minimum Days

Minimum days are scheduled throughout the year. Please refer to the school calendar. All minimum days are identified, and a reminder notice will be provided the week before. Minimum days begin at 8:00 a.m.

Confidential Medical Services

Confidential Medical Treatment: It is the policy of The Accelerated Schools that "School authorities may excuse any pupil in grades 7-12 from school for the purpose of obtaining confidential medical services without the consent of the parent/guardian." For more information, please refer to the Confidential Medical Services Policy on your school website or the school's main office.

Procedures to Ensure a Safe and Orderly Environment

Component One: People and Programs

Create and maintain a caring and connected school climate

Goal: Students at The Accelerated Schools will feel valued and that they have a voice to express themselves

The Accelerated Schools strives to create a caring and connected school climate by giving a variety of opportunities for students and parents to participate as active members of the school community by:

- a. Involving parents as volunteers and co-educators of our school community both during the day and after school programs
- b. Recognizing and building on the cultural richness of our school community
- c. Provide training so staff can meet the unique needs of The Accelerated Schools students.
- d. Set high academic and behavior goals for all students,
- e. Improve curriculum and teaching practices through ongoing professional development
- f. Include health and resiliency curriculum and practices
- g. Address multiple learning styles.
- h. Promote caring, supportive relationships with students and ensure they have a voice
- i. Provide opportunities for students to have meaningful participation in school and community service.
- j. Emphasize critical thinking and respect
- K. Communicate clear discipline standards
- l. Communicate procedures to report and deal with threats
- m. Empower students to take responsibility for safety both during the day and after school
- n. Train staff on bullying prevention and tolerance
- o. Provide assemblies/guest speakers for students each year on the dangers of alcohol, marijuana, and other drugs as well as how to seek help
- p. Provide training/workshop for parents and staff each year on the warning signs of drug use and how to seek support for the student and ensure the safety of all students on campus
- q. The Accelerated Schools works with Shields for Families to ensure students and parents have access to mental health services or can be referred to other agencies, especially if students have witnessed a violent act at any time, related to school activity. The Accelerated Schools will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education to address the threat of sexual abuse and sex trafficking should the

situation arise.

r. Participate in Red Ribbon Week to increase Drug Prevention Awareness for students, staff, and parents.

Component Two: Place

Create and maintain a safe and clean physical environment

Goal: The Accelerated Schools students will have a clean, safe school environment where they can learn

Objective: Students will take a survey to determine areas to address by prioritizing area(s) to improve. The Principal, staff, School Leadership Team (composed of teachers and parents), and SSC will determine activities, resources, and timelines for the school year to implement a plan created collaboratively. The results of the plan will be measured by a student survey to determine effectiveness. The School Principal and Leadership team will be responsible for implementation.

The Accelerated Schools will ensure a physical environment that communicates respect for learning and for individuals and safety for staff, students, and parents by:

- a. Maintaining safe and pleasant classrooms and grounds
- b. Making sure the school is an important part of the community
- c. Sharing information about student crime and truancy with law enforcement
- d. Making our campus secure from outside criminal activity
- e. Limiting loitering
- f. Monitoring and supervising all areas
- g. Providing a pleasant eating area and healthy food
- h. Maintaining clean and safe restrooms
- i. Providing adequate lighting in all areas
- j. Providing students with current textbooks and materials
- k. Maintaining a variety of playground equipment
- l. Providing classroom libraries and walking trips to the local public library
- m. Communicating procedures for security, including NIMS Plan
- n. Dealing with vandalism before students return to school
- o. Inventorying, identifying, and storing valuable property
- p. Providing training about security for personnel
- q. Engaging students and the community in campus beautification projects
- r. Promote policies that weapons and drugs are not allowed on campus

Rules and Procedures on School Discipline

The main goal of The Accelerated Schools is to help students become compassionate citizens at their school and surrounding community. To assist in this, it is constantly stressed that students must have pride in their school, themselves, and their fellow classmates. This is to create a productive school environment and the student's own development as a leader. To support this goal, the school will also have a clear code of conduct.

Code of Conduct

- At all times, all The Accelerated Schools students are expected to be safe, orderly, and respectful of the rights of others. All students at The Accelerated Schools:
- We will be courteous and respectful to each other and to all staff members. Students will express themselves, both verbally and nonverbally, in a polite and nonviolent manner.
- Will follow directions the first time given by any staff member.
- Will wear clothing that meets the uniform policy and school expectations.
- Will keep school buildings and grounds, furniture, instructional materials, and all equipment in good condition.
- Will obey all rules, regulations, ordinances, and laws, whether at school or out of school. Students will accept responsibility for their actions and inactions.
- Will not bring on campus (nor use) weapons of any kind, tobacco, alcohol, or any other controlled substance or paraphernalia

Discipline Policies, IDEA, and Due Process

To create a productive and safe learning environment for all learners, it is also important to have clear policies and consequences for behavior that is not consistent with good citizenship or that interferes with the creation of a positive and safe learning environment. Students who do not direct adequate effort to learning or do not follow the rules will receive appropriate disciplinary action.

The discipline policy is not discriminatory, arbitrary, nor implemented in a capricious manner. All provisions of IDEA are complied with in regard to the disciplining of students determined eligible for special education services. Parents are informed of the School's discipline procedures and their rights to due process.

Suspensions and Expulsions

The Accelerated Schools provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension

and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

The Accelerated Schools shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

The Accelerated Schools shall ensure the appropriate interim placement of students during and pending the completion of the school's student expulsion process.

The Accelerated Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. The school will also ensure staff is knowledgeable about and complies with the Network's Discipline Foundation Policy. If the student receives or is eligible for special education, The Accelerated Schools shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

The Accelerated Schools shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

School-Wide Behavior Discipline Plan

Major Components of School-Wide Positive Behavior Intervention Support (PBIS)

- Administrative Leadership and Support
- Team-based Implementation
- Behavioral Expectations Defined
- Behavioral Expectations Taught
- Appropriate Behavior Acknowledged and Reinforced
- Problem Behaviors Monitored and Corrected with Range of Consequences
- Family and Community Collaboration

Behavioral Expectations for Common Areas

Common Areas	Be Safe	Be Responsible	Be Respectful
Lunch Pavilion / classrooms (Rainy Day)	<ul style="list-style-type: none"> ☆ Walk ☆ Sit at your assigned table ☆ Keep food to yourself 	<ul style="list-style-type: none"> ☆ Wait patiently in line until you are served ☆ Clean up all trash and recycle ☆ Stay seated until dismissed 	<ul style="list-style-type: none"> ☆ Use quiet voices ☆ Follow directions
MPR (Assembly)	<ul style="list-style-type: none"> ☆ Lean back when seated, with legs and feet forward or sit with legs crossed ☆ Keep hands and feet to yourself 	<ul style="list-style-type: none"> ☆ Actively listen and participate in the assembly ☆ Follow directions 	<ul style="list-style-type: none"> ☆ Let others listen and participate ☆ Use quiet voices
Playground	<ul style="list-style-type: none"> ☆ Stay in assigned area ☆ Walk to and from area ☆ Keep hands and feet to yourself 	<ul style="list-style-type: none"> ☆ Use restroom and get water at the 5-minute bell ☆ Follow the rules of the game 	<ul style="list-style-type: none"> ☆ Share equipment ☆ Play fairly – take turns
Line-Up Area	<ul style="list-style-type: none"> ☆ Keep hands, feet, and property (backpack/objects) to yourself 	<ul style="list-style-type: none"> ☆ Line up promptly after bell & drinking water ☆ Remain in line until the teacher picks you up 	<ul style="list-style-type: none"> ☆ Use quiet voices ☆ Give others space in the line
Restroom	<ul style="list-style-type: none"> ☆ Flush toilet and wash your hands ☆ One person to a stall 	<ul style="list-style-type: none"> ☆ Use restroom and then leave ☆ Return to your classroom promptly ☆ Conserve supplies (toilet paper, water, soap) 	<ul style="list-style-type: none"> ☆ Give people privacy ☆ Keep hands and feet to yourself ☆ Keep restrooms clean
Walkways	<ul style="list-style-type: none"> ☆ Walk in walkways ☆ Walk up and down stairs holding the handrail ☆ Watch for opening doors 	<ul style="list-style-type: none"> ☆ Use walkways when given permission 	<ul style="list-style-type: none"> ☆ Use quiet voices ☆ Enjoy the bulletin boards with your eyes and respect the work of others

Reinforcing the Discipline Plan

What can you do to reinforce School-Wide PBIS?

- Learn and model the School-Wide Behavioral Expectations (intense rule and procedure instruction in the first weeks of school)
- Find the connections between School-Wide Discipline Plan and your Classroom Management Plan (It creates consistency!)
- Find opportunities to refer to the behavioral guidelines and expectations in your lessons (BE SAFE, BE RESPECTFUL, BE RESPONSIBLE).
- Consider misbehavior as an opportunity for learning. (Will the consequence teach the student what to do next time? – Think deterrence!)
- Look for and acknowledge students that display the behavioral expectations (verbal praise, tickets, stickers, positive note home, high five, etc.)

School-Wide Reward Matrix

Name of Incentive	Criteria	Award	Presented at...	Given by...	Rewards
High Five	Following behavioral expectations in any setting	High Five ticket	Instantly presented anywhere on campus	All ACES Staff: teachers, instructional aides, administrators, campus aides, ASES staff, office personnel, etc.	Free dress pass, stickers, erasers, pencils, etc.
Golden Ticket	Following behavioral expectations on the playground when lining up	Golden Ticket	Given to classrooms lined up on the yard after recess	Campus Aides, Supervision Staff	Classroom incentive provided by classroom teachers
Scholar Card/Panther Pride Tickets	Following behavioral & scholarly expectations	Students earn scholar dollars	In the classroom	Teachers	Students can shop at the Scholar Store for items with their Scholar dollars
Awards for Arts/Character/Effort/Scholarship & Attendance	Meeting academic (fluency/math/writing) goals, perfect attendance, etc.	Certificates	Assemblies	Teachers	Certificates and pencils

Definitions of Problem Behaviors

How do you distinguish offenses that require immediate corrective action?

Definitions of Problem Behaviors	
Minor Fighting	Mutually engaging in physical contact (punching, hitting, kicking, scratching, hair-pulling, biting) with another student
Major Fighting	Mutually engaging in physical contact (punching, hitting, kicking, scratching, hair-pulling, biting) with another student, <u>resulting in injuries requiring first aid from school nurse</u>

	or further medical attention
Classroom Disruption	Causing a sustained and significant amount of interruption in a class or of an activity
Defiance	Knowingly refusing to follow staff directions and/or school-wide rules
Harassment	Repeated teasing, name-calling, insulting, excluding, and/or discriminating
Severe Bullying	<u>Extremely offensive</u> teasing, name-calling, insulting, excluding, and/or discriminating that can be accompanied by threats of injury or harm
Property Damage	Intentionally damaging other people's or school property
Theft	Taking something that does not belong to you
Inappropriate Language	Communicating verbal messages - that include swearing - in any learning environment

Consequences

School-Wide Progressive Discipline Plan

Addressed By Staff ***All offenses can be followed-up with Community Service			
Behavior	Low Severity <u>or</u> First Offense	Moderate <u>or</u> Second Offense	Severe <u>or</u> Third Offense
Minor Fighting (pushing, shoving)	Adult conference w/ student; *written warning sent home	Parent/Teacher conference	Parent/Administrator conference
Classroom Disruption	Adult conference w/ student	*note home	Parent/Teacher conference
Teasing / Harassment	Adult conference w/ student	*note home or parent/teacher conference	Parent/Administrator conference
Property Damage (Peers) - excludes accidental damage	Adult conference w/ student, *note home; restitution depending on circumstances	*note home; restitution depending on circumstances; parent/teacher conference	Parent/Administrator conference
Theft			
Inappropriate Language	Verbal Warning	Adult conference w/ student	*note home or parent/teacher conference
Running or Horseplay in Common Areas			
Not Completing Assigned Tasks	Adult conference w/ student; *assignments are completed during recess/lunch	*note home; assignments are completed during recess/lunch	Parent/Teacher conference

Addressed By Administrator ***All offenses can be followed-up with Community Service		
Behavior	First Offense	Second Offense or Severe Behavior
<u>Major</u> Fighting or Threatening Bodily Harm	Parent / Administrator Conference	See School Parent/Student Handbook for guidelines Severe behaviors warrant out of classroom suspension, school suspension and possible expulsion.
<u>Severe</u> Harassing or Bullying		
Property Damage (Teacher / School)		
Weapons, Drugs, or Alcohol on Campus		
Improper Touching		

Bullying Prevention Policies and Procedures

THE ACCELERATED SCHOOLS' ANTI-BULLYING POLICY

Background

In light of recent events in the news, The Accelerated Schools have made a concerted effort to address the seriousness of bullying and cyberbullying at our schools. The Accelerated Schools recognize that a physically and emotionally safe and secure school promotes good citizenship and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, acts of bullying, harassment, and other forms of aggression and violence are prohibited.

Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to prevent bullying and harassment and to exhibit behavior that is respectful and civil at all times. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.

Definitions

Bullying or harassment is any gesture or written, verbal, graphic, or physical act, including electronically transmitted acts of cyber-bullying, through the use of the internet, cell phone, personal digital assistant, computer, or wireless handheld device that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress; and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle, or at any time or place where a child's imminent safety or overall well-being may be at issue.

Policy Components

For this reason, the schools have laid out a plan that addresses:

1. Seriousness of bullying and cyber-bullying
2. Once a year, training for parents/teachers/staff about bullying
3. Guidelines for administrators when dealing with bullying

4. Investigation form as a form of documentation

“Bullying” is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological, or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school Network’s or public school’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil’s actual or perceived distinguishing characteristic (see above) or is based on an association with another person who has or is perceived to have any of these characteristics.

“Harassment” is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological, or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school Network’s or public school’s educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- is based on a pupil’s actual or perceived distinguishing characteristic (see above) or is based on an association with another person who has or is perceived to have any of these characteristics.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyber-bullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event. Bullying or harassment, including cyber-bullying that is not initiated at a location defined above, is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

The Accelerated Schools expect students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities

with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Accelerated Schools believe that a comprehensive health education curriculum within a coordinated school health framework helps students attain knowledge and skills vital to school success, a productive workforce, and good citizenship. Critical skills include anticipating the consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

The Accelerated Schools recognize that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

The Accelerated Schools believe that standards for student behavior must be set through interaction among the students, parents and guardians, staff, and community members of the school network, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for Network and community property on the part of students, staff, parents, and community members.

The Accelerated Schools believe that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.

Since bystander support of bullying and harassment can encourage these behaviors, the Schools prohibit both active and passive support for acts of harassment or bullying. The staff should encourage students not to be part of the problem, not to pass on the rumors or derogatory messages, to walk away from these acts when they see them, to constructively attempt to stop them, to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

The Accelerated Schools require its school administrators to develop and

implement procedures that ensure both the appropriate consequences and remedial responses to a student or staff member who commits one or more acts of bullying and harassment. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining

appropriate consequences and remedial measures for each act of harassment or bullying.

Factors for Determining Consequences

- Age, development, and maturity levels of the parties involved
- Degree of harm (physical and/or emotional distress)
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Note: In order to ensure students' perception of fair and impartial treatment, a student's academic or athletic status is not a legitimate factor for determining consequences. Consequences must be perceived as fair and impartial.

Factors for Determining Remedial Measures Personal

- Life skill competencies;
- Experiential deficiencies;
- Social relationships;
- Strengths;
- Talents;
- Traits;
- Interests;
- Hobbies;
- Extra-curricular activities;
- Classroom participation;
- Academic performance;
- School culture;
- School climate and lack of connectedness;
- Student-staff relationships and staff behavior toward the student;
- Level of consistency in staff responses to bullying or harassing behaviors;
- Level of consistency in application or severity of consequences given to students;
- General staff management of classrooms and other educational environments;
- Staff ability to prevent and de-escalate difficult or inflammatory situations;
- Social-emotional and behavioral supports;
- Social relationships;
- Community activities;
- Neighborhood culture;
- Family situation; and
- Range and number of opportunities for student engagement, involvement, and recognition for achievement (beyond academics and athletics).

Consequences and appropriate remedial actions for a student or staff member who

engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion in the case of a

student or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the school's discipline plan. Remedial measures shall be designed to: correct the problem behavior prevent another occurrence of the behavior, and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a list of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

- Admonishment
- School community service
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week or the weekend for students
- Out-of-school suspension
- Legal action
- Expulsion or termination

Examples of Remedial Measures Strategies for Individual Behavioral Change

Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.

- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including the participation of an Intervention and Referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Child Study Team, as appropriate
- Behavioral management plan, with benchmarks that are closely monitored

- Involvement of school disciplinarian
- Student counseling

- Parent conferences
- Student treatment
- Student therapy

Strategies for Environmental Change and Prevention

Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach. Some examples may include:

- Anti-bullying assemblies at the beginning of each school year for all students (and mid-year if possible) to promote awareness of bullying behaviors and appropriate ways to prevent and respond
- Anti-bullying workshop/presentation for parents at the beginning of each school year in order to increase awareness on parents' part on how to observe the signs of bullying and how to support their students when bullying is occurring
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
- Review process to improve school culture;
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies);
- Adoption of research-based, systemic bullying prevention programs;
- Modifications of schedules;
- Adjustments in hallway traffic;
- Modifications in student routes or patterns traveling to and from school;
- Increased supervision and targeted use of monitors (e.g., hallway, cafeteria...);
- General professional development programs for certificated and non-certificated staff;
- Professional development plans for staff in key disciplinary roles;
- Disciplinary action for school staff who contributed to the problem;
- Parent conferences;
- Referral to family counseling;
- Increased involvement of parent-teacher organizations;
- Increased involvement of community-based organizations;
- Increased opportunities for parent input and engagement in school initiatives and activities;
- Development of a general bullying/harassment response plan;
- Peer support groups;
- Increase communication with and involvement of law enforcement;
- Engage in community awareness events and planning sessions

Process

The Accelerated Schools require the principal at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's

designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy.

Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report. The Accelerated Schools require the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident using the attached document. The investigation is to be completed within five school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

The Accelerated Schools prohibit reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

ATTACHMENT S



PROTOCOL FOR RESPONDING TO STUDENTS AT RISK FOR SUICIDE

The following is a summary checklist of general procedures for the administrator/designee and/or Suicide Prevention Liaison to respond to any reports of students exhibiting suicidal behavior/ideation. For a complete description of each procedure, refer directly to Section IV of Bulletin 2637.3.

The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed.

- A. **RESPOND IMMEDIATELY**
 - Report concerns to administrator/designee immediately or as soon as practically possible.
 - Do not leave the student unsupervised.

- B. **SECURE THE SAFETY OF THE STUDENT**
 - Supervise the student at all times.
 - Conduct an administrative search for access to means to hurt themselves.
 - If appropriate, contact LASPD, local law enforcement, the Los Angeles County Department of Mental Health or consult with Crisis Counseling and Intervention Services, School Mental Health.

- C. **ASSESS FOR SUICIDE RISK (see Attachment B, Suicide Risk Assessment Tool)**
 - Administrator/designee or designated school site crisis team member gathers essential background information.
 - Administrator/designee or designated school site crisis team member meets with the student at risk for suicide.
 - The assessing party should collaborate with at least one other designated school site crisis team member to determine level of risk. See Table 1, Levels of Suicide Risk in BUL-2637.3.

- D. **COMMUNICATE WITH PARENT/GUARDIAN**
 - Share concerns & provide recommendations for safety.
 - Communicate a plan for re-entry.
 - Provide resources and parent/caregiver handout.

- E. **DETERMINE APPROPRIATE ACTION PLAN (see Attachment C – Suicide Risk Assessment Levels, Warnings Signs & Action Plan Options)**
 - Determine action plan based on level of risk.
 - Develop a safety plan.
 - Follow student re-entry guidelines.
 - Mobilize a support system and provide resources.
 - Monitor and manage.

- F. **IMPORTANT CONSIDERATIONS**
 - Certificated Staff Accompany a Student to the Hospital
 - Provide Information for a Psychiatric Evaluation

- G. **DOCUMENT ALL ACTIONS (Maintain records and complete RARD on iSTAR within 24 hours.)**

Suspected Child Abuse or Neglect

Report the incident to the appropriate child protective services agency, following the District's *Child Abuse and Neglect Reporting Requirements*, BUL-1347, if child abuse or neglect by a parent/guardian is suspected or there is reasonable suspicion that:

- contacting the parent/guardian may escalate the student's current level of risk;
- the parent/guardian is contacted and unwilling to respond; and/or
- the parent/guardian refuses treatment for the student of concern.

The report should include information about the student's suicide risk level and any concerning ideations or behaviors. The reporting party must follow directives provided by the child protective services agency personnel.



SUICIDE RISK ASSESSMENT TOOL

Student Name/DOB: _____ Location: _____ Date: _____

The purpose of this checklist is to determine a student's level of suicide risk. The assessing party should be the administrator/designee or Suicide Prevention Liaison(s).

DIRECTIONS: For the items with the **ASK** specification, please directly pose these questions to the student. Take note of the student's responses in the space provided and mark the check boxes, as appropriate. The * indicates *Unable to Assess*. The items with the **ASSESS** specification should not be asked directly, but rather explored by the assessing party to gather additional background information. Gathering of additional information may also include interviewing other involved individuals, reviewing student history, and referring to other sources (e.g., MISIS, ISTAR, teacher reports/observations).

CATEGORY	ASSESSMENT QUESTIONS			
1. Current Problem/Situation	ASK: <i>Tell me what happened.</i>			
2. Current Ideation	ASK: <i>Are you thinking about suicide/killing yourself now?</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> *
	ASK: <i>How long have you been feeling this way?</i>			
3. Communication of intent	ASSESS: Has the student communicated directly or indirectly ideas or intent to harm/kill themselves? (Communications may be verbal, non-verbal, electronic, written. Please note that electronic communications may include texting and social media.) Indicate what was said and how this was communicated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> *
	ASK: <i>Have you ever shared your thoughts about suicide with anyone else?</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> *
	ASK: <i>To whom? What did they say when you told them?</i>			

4. Plan	ASK: Do you have a plan to harm/kill yourself now?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Yes No *	ASK: What is your plan?		
5. Means and Access	ASK: Do you have access to weapons, guns, medication?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Yes No *	ASSESS: Does the student have the means/access to kill themselves?		
	Yes No *	ASSESS: Indicate means and access.		
6. Past Ideation	ASK: Have you ever had thoughts of suicide in the past?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Yes No *	ASK: How long ago? Tell me what happened then.		
7. Previous Attempts	ASK: Have you ever tried to kill yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Yes No *	ASK: How long ago?		
	ASK: What did you do? What happened?			

8. Changes in Mood / Behavior	ASK: <i>In the past year, have you ever felt so sad that you stopped doing things you usually do or things that you enjoy?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ASK: <i>What are the activities that you no longer do?</i>	Yes	No	*
	ASSESS: <i>Has the student demonstrated abrupt changes in behaviors? Describe.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Yes	No	*
	ASSESS: <i>Has the student demonstrated recent, dramatic changes in mood and/or appearance? Describe.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Yes	No	*
9. Stressors	ASK: <i>Has anyone close to you ever died by suicide? Who? How long ago? How?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Yes	No	*
	ASK: <i>Has someone close to you died recently or have you been separated from someone who is important to you? (e.g., death, parent separation/divorce, relationship breakup)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Yes	No	*
	ASK: <i>Has anything stressful/traumatic happened to you? (e.g. domestic violence, community violence, natural disaster)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Yes	No	*
	ASK: <i>Have you been the target of bullying/harassment/discrimination? Describe.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Yes	No	*
10. Mental Illness	ASSESS: <i>Does the student have a history of mental illness (e.g. depression, conduct or anxiety disorder)?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Yes	No	*
11. Substance Use	ASK: <i>Do you use alcohol or drugs? Which ones? How often? How much?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Yes	No	*
12. Protective Factors	ASK: <i>Do you have an adult at school that you can go to for help?</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Yes	No	*
	ASK: <i>Do you have an adult outside of school, such as at home or in the community that you can go to for help?</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Yes	No	*
	ASK: <i>What are your plans for the future?</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Yes	No	*
	ASSESS: <i>Can the student readily name plans for the future, indicating a reason to live?</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Yes	No	*

ASSESSMENT RESULTS:

RISK LEVEL/DEFINITION	WARNING SIGNS MAY INCLUDE:
<input type="checkbox"/> No Known Current Risk No known current evidence of suicidal ideation	<ul style="list-style-type: none"> • No known history of suicidal ideation/behavior or self-injurious behavior • No current evidence of depressed mood/affect. For example, statement made was a figure of speech, intended as a joke, or was a repetition of song lyrics or movie script.
<input type="checkbox"/> Low Risk Does not pose imminent danger to self; insufficient evidence for suicide risk.	<ul style="list-style-type: none"> • Passing thoughts of suicide; evidence of thoughts may be found in notebooks, internet postings, drawings • No plan • No history of previous attempts • No means or access to weapons • No recent losses • No alcohol/substance abuse • Support system is in place • May have some depressed mood/affect • Sudden changes in personality/behavior (e.g., distracted, hopeless, academically disengaged)
<input type="checkbox"/> Moderate Risk May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.	<ul style="list-style-type: none"> • Thoughts of suicide • Some details indicating a plan for suicide • Unsure of intent • History of self-injurious behavior • History of previous attempts and/or hospitalization • Difficulty naming future plans or feeling hopeful • History of substance use or current intoxication • Recent trauma (e.g., loss, victimization)
<input type="checkbox"/> High Risk Exhibits extreme or persistent high risk behaviors, such as current access to means, self-injury, or suicide attempts (e.g., abusing drugs/alcohol, running into traffic, jumping from high places); poses imminent danger to self with a viable plan to do harm; may qualify for hospitalization.	<ul style="list-style-type: none"> • Current thoughts of suicide • Plan with specifics - indicating when, where and how • Access to weapons or means in hand • Making final arrangements (e.g., giving away prized possessions, good-bye messages in writing, text, or on social networking sites) • History of previous attempts or hospitalization • Isolated and withdrawn • Current sense of hopelessness • No support system • Currently abusing alcohol/substances • Mental health history • Recent trauma (e.g., loss, victimization)

Please refer to BUL-2637.3, Section IV for guidelines on determining an appropriate safety/re-entry plan and for protocol on documenting actions in RARD on ISTAR.

Please use additional paper if space is needed to document complete response.



SUICIDE RISK ASSESSMENT LEVELS, WARNING SIGNS & ACTION PLAN OPTIONS

The assessing party should collaborate with at least one other designated school site crisis team member to determine appropriate action(s) based on the level of risk. Action items should be based upon the severity and risk of suicide. There are circumstances that might increase a student's suicide risk.

RISK LEVEL/DEFINITION	WARNING SIGNS MAY INCLUDE:	ACTION PLAN OPTIONS:
<p><input type="checkbox"/> No Known Current Risk</p> <p>No known current evidence of suicidal ideation</p>	<ul style="list-style-type: none"> • No known history of suicidal ideation/behavior or self-injurious behavior • No current evidence of depressed mood/affect. For example, statement made was a figure of speech, intended as a joke, or was a repetition of song lyrics or movie script. 	<ul style="list-style-type: none"> • Communicate with parent/guardian, even if it is determined that there is no current risk: <ul style="list-style-type: none"> ○ Provide information regarding the incident or statement made. ○ Explore with the parent/guardian if there are any concerning behaviors at home, school or community. Concerns expressed by parent/caregiver may change the level of risk. ○ Reinforce the importance of student safety and use of appropriate language. ○ Provide Attachment M - <i>Suicide Prevention Awareness for Parents/Caregivers</i> or Attachment N - <i>Self-Injury Awareness for Parents/Caregivers</i> handouts and school/community resources, as needed. • Document all actions in the RARD on ISTAR; include student identification number in the Persons Involved tab of ISTAR.
<p><input type="checkbox"/> Low Risk</p> <p>Does not pose imminent danger to self; insufficient evidence for suicide risk.</p>	<ul style="list-style-type: none"> • Passing thoughts of suicide; evidence of thoughts may be found in notebooks, internet postings, drawings • No plan • No history of previous attempts • No means or access to weapons • No recent losses • No alcohol/substance abuse • Support system is in place • May have some depressed mood/affect • Sudden changes in personality/behavior (e.g., distracted, hopeless, academically disengaged) 	<ul style="list-style-type: none"> • Reassure and provide support to the student. • Communicate concerns with parent/guardian (see Section IV D), including recommendations to seek mental health services. • Provide Attachment M - <i>Suicide Prevention Awareness for Parents/Caregivers</i> or Attachment N - <i>Self-Injury Awareness for Parents/Caregivers</i> handouts and school/community resources, as needed. • Assist in connecting with school and community resources, including suicide prevention crisis lines (Attachment R) • Develop a safety plan that identifies caring adults, appropriate communication and coping skills (see Attachments D2 and D4 - <i>My Safety Plan</i> templates). • Manage and monitor, as needed. • Document all actions in the RARD on ISTAR; include student identification number in the Persons Involved tab of ISTAR.

<p><input type="checkbox"/> Moderate Risk</p> <p>May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.</p>	<ul style="list-style-type: none"> • Thoughts of suicide • Some details indicating a plan for suicide • Unsure of intent • History of self-injurious behavior • History of previous attempts and/or hospitalization • Difficulty naming future plans or feeling hopeful • History of substance use or current intoxication • Recent trauma (e.g., loss, victimization) 	<p>MODERATE & HIGH RISK ACTION PLAN RECOMMENDATIONS ARE THE SAME</p> <ul style="list-style-type: none"> • Supervise student at all times (including restrooms). • Reassure and provide support to the student. • Contact the Psychiatric Mobile Response Team (PMRT) (800) 854-7771 for a mental health evaluation or LASPD at (213) 625-6631 for possible transport to an emergency hospital for a mental health evaluation. • See <u>Important Considerations</u> on page 8 of BUL-2637.3 for clarification regarding accompanying a student to a hospital and providing relevant information to the evaluating psychiatrist. • Develop a safety plan that identifies caring adults, appropriate communication and coping skills (see Attachments D2 and D4 - <i>My Safety Plan</i> template). • Establish a plan for re-entry, manage and monitor, as needed (see Attachment E – <i>Student Re-Entry Guidelines</i>). • Communicate concerns with parent/guardian (see Section IV E 3), including: <ul style="list-style-type: none"> ○ Re-entry plan and recommendations to seek mental health services. Request Attachment F – <i>Parent/Guardian Authorization for Release/Exchange of Information</i> ○ Provide Attachment M - <i>Suicide Prevention Awareness for Parents/Caregivers</i> or Attachment N - <i>Self-Injury Awareness for Parents/Caregivers</i> handouts and school/community resources, as needed. • Document all actions in the RARD on iSTAR; include student identification number in the Persons Involved tab of iSTAR.
<p><input type="checkbox"/> High Risk</p> <p>Exhibits extreme or persistent high risk behaviors, such as current access to means, self-injury, or suicide attempts (e.g., abusing drugs/alcohol, running into traffic, jumping from high places); poses imminent danger to self with a viable plan to do harm; may qualify for hospitalization.</p>	<ul style="list-style-type: none"> • Current thoughts of suicide • Plan with specifics - indicating when, where and how • Access to weapons or means in hand • Making final arrangements (e.g., giving away prized possessions, good-bye messages in writing, text, or on social networking sites) • History of previous attempts or hospitalization • Isolated and withdrawn • Current sense of hopelessness • No support system • Currently abusing alcohol/substances • Mental health history • Recent trauma (e.g., loss, victimization) 	

Please refer to BUL-2637.3, for guidelines on determining an appropriate safety/re-entry plan and for protocol on documenting actions in RARD on iSTAR.

For support and consultation, contact:

Student Health and Human Services, School Mental Health Crisis Counseling and Intervention Services (SMH CCIS)
Monday-Friday (8:00 a.m.-4:30 p.m.)
(213) 241-3841

In case of an emergency, call 911. For law enforcement and/or after hours response, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.



Recommendations for Developing a Student Safety Plan for Secondary School Students



A student safety plan should be completed after an incident involving a student who expresses suicidal ideation, is engaging in self-harm, receives a psychiatric evaluation or is hospitalized. Initial safety planning should be developed in collaboration with the student's input and should emphasize strategies that are practical. Complete a safety plan (Attachment D2) when the suicide risk assessment level is deemed low, moderate or high. Update the safety plan as needed.

Refer to the definitions and examples below as a guide to help a student complete their safety plan (Attachment D2):

Triggers: Any situation, person, place or thing that may elicit a negative reaction or cause the student to engage in negative behaviors/self-harm. Some examples include *being alone at home, English class-writing about myself, seeing my ex best friend, gossip on social media.*

Warning Signs: These are the actions, behaviors, and observations that inform adults/staff that a student might be feeling suicidal and needs help. These can be thoughts, images, moods, situations, or behaviors. Some warning signs in students include talking, writings, posting or thinking about death; displaying dramatic mood swings; alcohol and drug use; socially withdrawing from friends, family and the community; drastic personality changes; and neglect of personal appearance. Students may indicate some of the following warning signs: *can't get out of bed, heavy breathing, failing my classes, agitated by my friends and family, feeling like I can't express myself, not wanting to do the things I used to enjoy, not caring what I look like, and/or sleeping too much/not enough.*

Coping Skills/Healthy Behaviors: These are positive actions and behaviors that a student engages in to help them through their struggles on a daily basis. Some coping strategies include activities that students can do in order to regulate his/her emotions (include some things he/she can do in classroom and on the school yard, and some things he/she can do at home); ask the student for input, and teach him/her additional strategies if necessary. Strategies may include *slow breathing, yoga, play basketball, draw, write in journal, take a break from class to drink water, listen to music.*

Places I Feel Safe: These are places that the student feels most comfortable. It should be a safe, healthy, and generally supportive environment. This can be a physical location, an imaginary happy place, or being in the presence of safe people. Help students identify a physical and/or emotional state of being. Places may include *my 2nd period class, health office, with my friends, youth group at church, imagining I am on a beach watching the waves.*

School Support: Any school staff member or administrator can reach out and check in with a student regularly. Notify student's teacher(s) and request monitoring and supervision of the student (keeping in mind not to share confidential information).

Emphasize that teacher(s) must notify school-site crisis team members about any safety issues or concerning observations. Some examples of school support may include *Counselor Mr. Jones, Teacher Mr. Doe, Teacher Assistant Ms. Jane, and After-School Staff Ms. Smith.*

Adult Support: It is important that a student feels connected with healthy adults at home or in their community. The student should trust these adults and feel comfortable asking for help during a crisis. Identify how student will communicate with these individuals and include a phone number when available. Some adults may include *family members (e.g., grandparent, aunt, uncle, and adult sister), family friends, and religious leaders (e.g., clergy, youth pastor).*

Parent/Guardian Support:

- Parent(s)/guardian(s) should follow-up with hospitalization discharge, medications and recommendations.
- Parent(s)/guardian(s) should be mindful of the following warning signs: suicidal ideation, talking, writing posts and thinking about death, dramatic mood changes, impulsive or reckless behavior, withdrawal from friends, family or community, and previous attempt.
- Parent(s)/guardian(s) should:
 - Secure all objects and materials that could be dangerous to student. If student states she would kill herself with a knife, then plan should include securing knives and sharp objects in home. If student states she would use a gun, then plan should include removing/securing firearms from home.
 - Alter home environment to maintain safety (e.g., if student talks about killing herself by jumping out a window, plan should include recommending ways to secure).
 - Monitor and supervise the student. Help parent/guardian think about who will monitor the child when they cannot (e.g., while parent/guardian is at work student will stay with a trusted adult; student will accompany parent to run errands), and parents/guardians should have access to students' social media accounts.
- Ask for ideas from the student regarding ways their parent/guardian can support them, such as *spending time with family and friend;, watching movies with mom; dad will pick me up from school; or going to counseling with mom once a month.*

Case Carrier Support: The case carrier is a school-site crisis team member who has been identified by the administrator/designee to follow-up with the student and monitor action/safety plans developed for the student. The support offered may include strategies to manage, monitor, and check-in with the student. The case carrier may collaborate with the outside mental health agency providing services and ensure that there is a Release/Exchange of Information form signed and on file. Additional case carrier support may include: *monitor daily logs; check-in meeting with student twice a week for the first month, then reassess safety and determine appropriateness of meeting once per week; monitor grades and attendance; maintain weekly contact with community agency/therapist that may be providing services.*



Student's Name: _____

DOB: _____

Date: _____

Triggers

There are certain situations or circumstances that make me uncomfortable and/or agitated:

- 1.
- 2.
- 3.

Signs

When I experience these warning signs (behaviors):

Coping Skills/Healthy Behaviors

Things I can do to calm myself down when I feel nervous or stressed (e.g. favorite activities, hobbies, relaxation techniques):

- 1.
- 2.
- 3.

Places I Feel Safe

Places that make me feel safe (can be a person, place, or being in the presence of someone):

School Support

Healthy adults at school and/or within my school staff can give me support:

- 1.
- 2.
- 3.

Adult Support

Healthy adults in home or community, whom I trust and feel comfortable asking for help during a crisis (include phone number):

- 1.

Parent Support

Actions my parent/guardian can take to help me stay safe:

- 1.
- 2.
- 3.

Support

Actions that can help me stay safe:

Outside Mental Health Agency Providing Me Support

Mental Health Agency: _____

Clinician Name: _____ **Office #:** _____

Clinician Email: _____ **Cell #:** _____

During a crisis, I can also call:

- **911** for immediate support
- *Los Angeles County Department of Mental Health ACCESS (800) 854-7771* – (24 hours)
- **Suicide Prevention Lines (24 Hours)**
 - *National Suicide Prevention Lifeline* (800) 273-TALK or (800) 273-8255
(800) SUICIDE or (800) 784-2433
 - *Didi Hirsch Suicide Prevention Center* (877) 727-4747
- *California Youth Crisis Line (800) 843-5200* – 24 hours, bilingual
- **TEEN LINE (310) 855-HOPE** or **(800) TLC-TEEN** – a teen-to-teen hotline with community outreach services, from 6pm-10pm PST daily. Text, email and message board also available, with limited hours-visit <http://teenlineonline.org> for more information.
- *The Trevor Project (866) 4-U-TREVOR* or **(866) 488-7386** – a 24 hour crisis line that provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24. Text and chat also available, with limited hours-visit www.thetrevorproject.org for more information.

Signatures

Student Signature

Date

Parent/Guardian Name (please print)

Phone#

Parent /Guardian Signature

Date

Administrator/Case Carrier (please print)

Title

Administrator/Case Carrier Signature

Date



Recommendations for Developing a Student Safety Plan for Elementary School Students



A Student Safety Plan should be completed after an incident involving a student who expresses suicidal ideation, is engaging in self-harm, receives a psychiatric evaluation or is hospitalized. Initial safety planning should be developed in collaboration with the student's input and should emphasize strategies that are practical. Complete a Safety Plan (Attachment D4) when the suicide risk assessment level is deemed low, moderate or high. Update the Safety Plan as needed.

Please note: **Attachment D4- My Safety Plan** (for Elementary School Student), was developed, but not limited to, students ranging from kindergarten to fourth grade. School staff may utilize this template with students in other grade levels taking into consideration the student's cognitive functioning, learning disability, and/or learning styles.

Refer to the definitions and examples below as a guide to help a student complete their Safety Plan (Attachment D4):

My Triggers: Any situation, person, place or thing that may elicit a negative reaction or cause the student to engage in negative behaviors/self-harm. Some triggers include *fights at home, being home alone, problems in the classroom/playground, seeing an ex best friend, gossip on social media, or getting a low score/grade.*

When this happens, I feel: This section allows students the ability to identify what emotion is manifested when there is a trigger. Some examples of emotions may be: *sad, mad, hurt, scared, worried.*

My Warning Signs: These are the actions, behaviors and observations that inform adults/staff that a student might be feeling suicidal and needs help. These can be thoughts, emotions, body sensations, and/or behaviors. Some warning signs that adults/staff may notice in students include talking, writings, postings or thinking about death; displaying dramatic mood swings; alcohol and drug use; socially withdrawing from friends, family and the community; drastic personality changes; and neglect of personal appearance.

On their safety plan, students may utilize page two to draw/write some of the warning signs they experience when they are upset that affects their thoughts, emotions, body, and behaviors. Students, especially younger students, may need some guidance and direction when developing their warning signs. Some examples include *having negative thoughts, heavy breathing, picking fights, feeling like I can't express myself, not wanting to do the things I used to enjoy, not caring what I look like, and/or sleeping too much/not enough.*

My Coping Skills/Healthy Behaviors: These are positive actions and behaviors that a student engages in to help them through their struggles on a daily basis. Some coping strategies include activities that a student can do in order to regulate his/her emotions (include some things he/she can do in the classroom and on the school yard, and some things he/she can do at home); ask the student for input, and teach him/her additional strategies if necessary. Strategies may include *slow breathing, yoga, playing basketball, drawing, writing in journal, taking a break from class to drink water, listening to music, playing with a pet.*

School Support: Any school staff member or administrator can check in with a student regularly. Notify student's teacher(s) and request monitoring and supervision of the student (keeping in mind not to share confidential information). Have the student list three names of trusted adults they can seek out for support.

Emphasize that teacher(s) must notify school site crisis team members about any safety issues or concerning observations. Some examples of school support may include: *Counselor Mr. Jones, Teacher Mr. Doe, Teacher Assistant Ms. Jane, After-School Staff Ms. Smith.*

Home/Community Support: It is important that a student also feel connected with healthy adults at home or in their community. The student should trust these adults and feel comfortable asking for help during a crisis. Have the student list three names of trusted adults they can seek out for support. Some adults may include *family (e.g. grandparent, aunt, uncle, adult sister/brother); clergy (e.g. youth pastor); or next-door neighbor-Mr. Smith.*

My Other Thoughts: This section provides students with the option to draw or write anything else they would like to highlight or add to their safety plan. This option encourages students to process their thoughts and experiences, especially if students indicate journaling as a coping skill.

My Crisis Plan and Resources: Review this section with the student, as well as with their parent/guardian, to ensure they are aware of the steps to take in the event of a crisis.

PLAN

DOB: _____

Da

(Think about dying.)



mates/Friends

Prob



Hurt

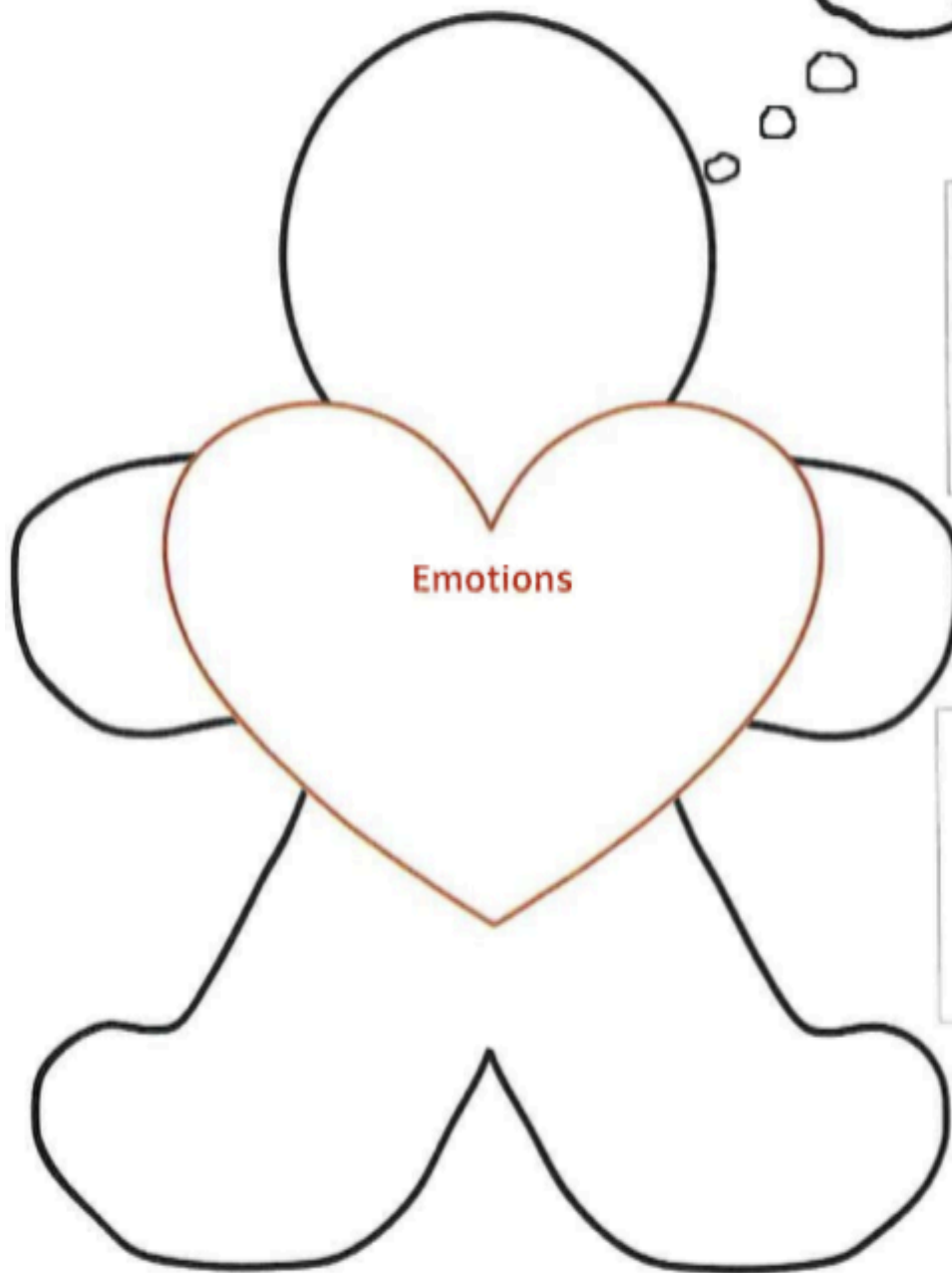


Worried

My Warning Signs

What signs tell me I'm starting to get upset/overwhelmed?

Directions: Write/draw your warning signs in the image below.



Thoughts

Body Sensations

When I am mad I feel my...

- heart racing
- stomach ache
- sweaty palms
- add your own example in the image on the left

Behaviors

When I am mad I...

- hurt myself
- pick fights
- spend time alone or isolate myself
- add your own example in the image on the left

My Coping Skills/Healthy Behaviors: (What are some helpful things that will take my mind off the problem?)

Take deep breath



Relaxation
Techniques



Play with My Pet



Play with My Friends



Draw/Art

Identify your coping skills:

1. _____
2. _____
3. _____

School Support: When I feel this way at school, I can go to...



Teacher



Principal, Counselor, Support staff



Other School Staff

Name three trusted adults at school:

1. _____
2. _____
3. _____

Home/Community Support: When I feel this way at home, I can go to...



Parent/Guardian, Grandparent,
Adult Sibling, Aunt/Uncle



Church Clergy, Coach, Therapist

Name three trusted adults at home or in my community:

1. _____
2. _____
3. _____

My other thoughts...

My Crisis Plan and Resources

I or my trusted adult can call...

- **911** for immediate support
- *Los Angeles County Department of Mental Health ACCESS (800) 854-7771* – (24 hours)
- **Suicide Prevention Lines (24 Hours)**
 - *National Suicide Prevention Lifeline* **(800) 273-TALK or (800) 273-8255**
(800) SUICIDE or (800) 784-2433
 - *Didi Hirsch Suicide Prevention Center* **(877) 727-4747**
- *California Youth Crisis Line (800) 843-5200* – 24 hours, bilingual
- *TEEN LINE (310) 855-HOPE or (800) TLC-TEEN* – a teen-to-teen hotline with community outreach services, from 6pm-10pm PST daily. Text, email and message board also available, with limited hours-visit <http://teenlineonline.org> for more information.
- *The Trevor Project (866) 4-U-TREVOR or (866) 488-7386* – a 24-hour crisis line that provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24. Text and chat also available, with limited hours-visit www.thetrevorproject.org for more information.

Signatures

Student Signature

Date

Parent/Guardian Name (please print)

Phone#

Parent /Guardian Signature

Date

Administrator/Case Carrier (please print)

Title

Administrator/Case Carrier Signature

Date



STUDENT RE-ENTRY GUIDELINES

Student Name/DOB: _____ School: _____ Date: _____

In planning for the re-entry of a student who has been absent or out of school due to a mental health evaluation/hospitalization, or if the student will be transferring to a new school, the school site administrator/designee may consider any of the following action items:

Preparing for Re-Entry	<input type="checkbox"/> If a student has been out of school for any length of time, including for a mental health evaluation or mental health hospitalization, including psychiatric and drug or alcohol inpatient treatment, consider providing the parent Attachment H – Return to School Information for Parent/Guardian which outlines steps to facilitate a positive transition back to school.
Returning Day	<input type="checkbox"/> Have parent/guardian escort student to the main office on first day back to school.
Hospital Discharge Documents	<input type="checkbox"/> Request discharge documents from hospital or Medical Clearance for Return to School (see Attachment I) from parent/guardian on student’s first day back.
Meeting with Parent(s)/Guardian(s)	<input type="checkbox"/> Engage parent(s)/guardian(s), school support staff, teachers, and student, as appropriate in a Re-Entry Planning Meeting. <input type="checkbox"/> If the student is prescribed medication, refer to the health office and/or medication management policy at school (see BUL-3878 <i>Assisting Students with Prescribed Medication at School</i>). <input type="checkbox"/> Offer suggestions to parent/guardian regarding safety planning and removing means/access (e.g., weapons, medication, alcohol) to students at home, as needed. <input type="checkbox"/> Offer suggestions to parent/guardian regarding monitoring personal communication devices, including social networking sites, as needed. <input type="checkbox"/> Review Attachment M - <i>Suicide Prevention Awareness for Parents/Caregivers</i> and/or Attachment N - <i>Self-Injury Awareness for Parents/Caregivers</i> with caregiver.
Student Safety Plan	<input type="checkbox"/> Develop a Safety Plan to assist the student in identifying adults they trust and can go to for assistance at school and outside of school (e.g., home, community). See Attachment D2 and D4, student safety plan templates.

Identify Supports	<input type="checkbox"/> Notify student's teacher(s), as appropriate.
	<input type="checkbox"/> Modify academic programming, as appropriate.
	<input type="checkbox"/> Consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program (see BUL-5577 <i>Counseling and Educationally Related Intensive Counseling Services (ERICs) for Students with Disabilities</i>).
	<input type="checkbox"/> Identify on-going mental health resources in school and/or in the community.
	<input type="checkbox"/> Designate staff (e.g., Psychiatric Social Worker, Pupil Services and Attendance Counselor, School Nurse, Academic Counselor) to check in with the student and parent/guardian during the first couple weeks periodically.
	<input type="checkbox"/> Manage and monitor – ensure the student is receiving and accessing the proper mental health and educational services needed.
Address Bullying, Harassment, Discrimination	<input type="checkbox"/> As needed, ensure that any bullying, harassment, discrimination is being addressed.
Release/Exchange of Information	<input type="checkbox"/> Obtain consent by the parent/guardian to discuss student information with outside providers using the Parent/Guardian Authorization for Release/Exchange of Information (see Attachment F).



Parent/Guardian Authorization for Release/Exchange of Information

Date: _____ To Parent(s)/Guardian(s) of: _____

This document authorizes the release/exchange of information relating to my child between the agency personnel listed below and a representative of LAUSD. The information received shall be reviewed only by appropriate professionals in accordance with the Family Educational Rights and Privacy Act of 1974.

TO: _____ Agency Staff Name/Title		RE: _____ Student Last Name		_____ Student First Name	
_____ Agency, Institution, or Department		Date of Birth: _____ / _____ / _____ Month Day Year			
_____ Street Address		_____ Home Street Address			
_____ City	_____ State	_____ Zip	_____ City	_____ State	_____ Zip
_____ Agency Phone Number		_____ Home Phone Number			
I hereby give you permission to release/exchange the following information to assist in determining student needs:					
<input type="checkbox"/> Medical/Health	<input type="checkbox"/> Speech & Language	<input type="checkbox"/> Educational			
<input type="checkbox"/> Psychological/Mental Health	<input type="checkbox"/> Other – Specify: _____				
THIS INFORMATION IS TO BE SENT TO:					
_____ School Staff Name		_____ Title/School or Office			
_____ School Address & Telephone Number					
This authorization shall be valid until _____ unless revoked earlier.					
I request a copy of this authorization: <input type="checkbox"/> Yes <input type="checkbox"/> No					
_____ Name of Parent/Legal Guardian			_____ Phone Number		
_____ Signature of Parent/Legal Guardian			_____ Date		



Autorización de Padres/Tutor Legal Para Intercambiar Información

Fecha: _____ A los Padres/Tutores de: _____

Este documento autoriza el intercambio de información sobre su niño/a entre el personal de la agencia indicada y un representante del Distrito Escolar Unificado de Los Ángeles. La información recibida será revisada únicamente por profesionales apropiados en acuerdo con Los Derechos Educativos Familiares y Acto de Privacidad de 1974.

TO: _____ RE: _____
Nombre del Personal de Agencia/Título Apellido del Estudiante Primer Nombre del Estudiante

_____ Fecha de Nacimiento: _____ / _____ / _____
Agencia, Institución, o Departamento Mes Día Año

_____ Dirección de Residencia

_____ Dirección
Ciudad Estado Código Postal Ciudad Estado Código Postal

_____ Numero de Teléfono de Agencia Numero de Teléfono de Casa

Por la presente doy permiso para divulgar/intercambiar la siguiente información para determinar las necesidades del alumno:

- Médica/Salud
- Hablar y Lenguaje
- Educacional
- Psicológico/Salud Mental
- Otra: _____

ESTA INFORMACIÓN SERÁ ENVIADA A:

_____ Titulo/Escuela u Oficina

_____ Dirección de Escuela y Número de Teléfono

Esta autorización será válida hasta _____ solo que sea revocada antes.

Yo requiero una copia de esta autorización: Si No

_____ Numero de Teléfono

_____ Firma de Padre / Tutor Legal Fecha



Directions on How to Complete the Summary of Relevant Student Information

The Summary of Relevant Student Information (Attachment G2) is intended to summarize important information regarding a student who might be a danger to himself/herself, a danger to others, or gravely disabled. Background and relevant historical student information provided to the receiving hospital will ensure awareness of all concerns regarding student safety.

- Complete Attachment G2 and provide a copy to the person authorized to transport the student for a psychiatric evaluation, including a law enforcement officer or mobile crisis response team (e.g., PMRT, SMART).
- Please be mindful of **CONFIDENTIALITY**. Only include information that is directly relevant to the safety concerns regarding suicidal/homicidal ideation and the need for the psychiatric evaluation.
- Attach any additional relevant information, including suicide notes, target lists, drawings, social media posts, and text messages.
- Maintain a copy of all documents provided to the transporting agency in a confidential folder separate from the student's cumulative record. This folder may be kept by the school site administrator/designee or the case carrier/Suicide Prevention Liaison for the student.
- Once the student has been transported, ensure that plans are made to have a student re-entry meeting and to develop a safety plan for the student.
- For support and consultation throughout this process, contact:
 - Local District Operations Coordinator
 - Local District Mental Health Consultant
 - School Mental Health Crisis Counseling and Intervention Services
Monday-Friday (8:00 am-4:30 pm)
(213) 241-3841
 - In case of an emergency, call 911. For law enforcement and/or after hours response, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.



Summary of Relevant Student Information

Date

Student Name

Date of Birth

School Name

Student Grade

Parent/Guardian Name

Phone #

Assessed Level of Risk: Low Moderate High

Current Concerns/Behaviors Include:[e.g., specific statement(s) made and/or action(s) taken by student, stated a plan with intent, current suicide attempt, recent death/loss of loved one, access to weapons, current substance use]

Relevant History (e.g., past suicide attempts, prior hospitalizations (5150/5585), history of self-injury, mental health history)



Summary of Relevant Student Information

Psychotropic Medication(s)

Yes None Unknown

If yes, Name of Medication(s) _____ Dosage _____
_____ Dosage _____

Compliant with medication? Yes No Unknown Recent medication change? Yes No Unknown

Source of information regarding psychotropic medication(s):

Student Parent/Guardian Other (explain)

Additional Information regarding Medication: (e.g., specific statement(s) made by student or parent/guardian regarding medication or reasons for not taking medication)

Other Factors to Consider



Summary of Relevant Student Information

Current Mental Health Support*

Mental Health Agency: _____

Therapist/Clinician Name: _____

Office #: _____ Cell #: _____

*If there is not a current Parent/Guardian Authorization for Release/Exchange of Information on file, see Attachment F.

The following copies are attached to this summary (check all that apply):

- Suicide note(s) letter(s)
- Drawing(s)
- Journal entry or other assignment
- Text/chat messages
- Social media postings
- Other: _____

A copy of this summary was provided to (check all that apply):

- Parent/Guardian
- LASPD Officer
- Local Law Enforcement
- PMRT/SMART Clinician
- Other: _____

For additional questions/concerns, please contact:

School Site Crisis Team Member Completing Assessment

Office Phone #

Title

Cell Phone #

School Site Crisis Team Member (2) Completing Assessment

Office Phone # (2)

Title

Cell Phone # (2)



School District
STUDENT HEALTH AND HUMAN SERVICES



Return to School Information for Parent/Guardian

Date: _____

_____ School Name

_____ Student Name and DOB

Dear Parent/Guardian:

Please follow these steps to help facilitate a positive transition back to school after your child returns from a psychiatric evaluation. Please checklist below prior to your child's return to school:

- Communicate with Principal and/or School Site Crisis Team member regarding whether your child was hospitalized, following a psychiatric evaluation. If hospitalized, please notify the school of the name of the hospital.

School Contact Person:

_____ Principal Name _____ School Phone Number To Call

_____ School Site Crisis Team Member _____ School Phone Number To Call

- Request discharge documents from the hospital or have the hospital complete the *Medical Clearance for Return to School* form (attached).
 - Ensure the hospital includes any accommodations/recommendations requested.
 - If medication was prescribed, it is recommended that you inform the school nurse of medication(s) and dosage. However, if the student needs to have medication administered at school by the school nurse, then please be sure to request the appropriate documentation from the treating physician.

- Inform the school contact person, indicated above, when your son/daughter will return to school.

- Escort your child to school the first day back after the hospitalization. Please request

to meet with _____ located in

_____ (School Member) _____ (Office/Room #)

- Participate in your son/daughter's *Student Re-entry Meeting*, which will include creating his/her *Safety Plan*.

Thank you for working with us to support your child at school.



Follow



Dear Doctor:

The student named below is at risk of physical harm, danger to himself/herself, danger to others and/or educational and health needs.

is at risk of physical harm, danger to himself/herself, danger to others and/or the student's safety,

Student Name

Date of Birth

Grade

Please complete the following information. Your cooperation is much appreciated.

Reason for return to school.

If the student no longer poses a risk, please indicate when the student can return to school, please sign below.

If the student no longer poses a risk, please indicate when the student can return to school, please sign below.

The above named student can return to school:

The above named student can return to school:

Without restriction

(See below)

Recommended Modification

Please indicate any prescribed medication.

Doctor's Name

Hospital Name

TO: Practitioner/Staff Name/Title

Student First Name

Hospital/Agency/Clinic

Date of Birth / / Year

I hereby give you permission for the student to return to school. Medical/Health

Other - Specify:

This authorization shall be valid for _____ days.

Name of Parent/Legal Guardian

Signature of Parent/Legal Guardian



Recommendations for RARD Completion

After a critical incident involving a student with suicidal ideation, it is extremely important to generate an iSTAR that accurately reflects what happened, how the school responded, and what plans are in place to support the student. The following are recommendations for completing an iSTAR Incident Report when a student expresses suicidal ideation, including sample summaries and updates.

- Refer to **BUL 2637.3 – Suicide Prevention, Intervention, and Postvention** for policy, procedures, and helpful documents.
- Contact Local District Operations and/or the Local District Mental Health Consultant for training, support and consultation for you and your school staff regarding suicide prevention and documenting interventions.
- For consultation, contact School Mental Health, Crisis Counseling & Intervention Services at **(213) 241-3841** Monday-Friday from 8:00am-4:30pm.

Recommended Information to Include in the iSTAR Incident Report

Persons Involved

1. Identify the student as a Victim, if they are exhibiting any of the categories in Suicidal Behavior.
2. Use the Student's 10 Digit ID Number to enter the information of the student. Once you enter this ID number, the student's information - Name, Gender, Grade, School and DOB - will auto-populate.
3. Entering the 10-digit Student ID will also populate any other incidents related to this student in this tab, just below the student's information. If no incidents appear, there are no incidents reported in iSTAR using that student's ID, however, this does not guarantee that there were never any previous incidents.

Incident Summary

1. Remember to maintain CONFIDENTIALITY at all times. The goal is to explain what happened and how the school responded, without reporting confidential information, such as the student's mental health history, family history or other medical information protected by HIPPA laws. See below for Incident Summary Samples.
2. Describe exactly what the student stated (e.g., *Mark stated, "I want to kill myself."* or *Mark stated, "I don't think life is worth living any more."*), and did (e.g., *Mark wrapped a computer cord around his neck.*).
3. Explain who conducted the Suicide Risk Assessment with the student, and note the student's level of risk (e.g., "low, moderate, or high").
4. Explain the short-term action plan taken by the school. This includes communication with parent(s)/guardian(s), and possibly contact with PMRT (Psychiatric Mobile Response Team) and/or law enforcement. If PMRT is involved, explain their actions and/or specific recommendations.
5. Explain the long-term action plan developed by school. This includes creating a Student Safety Plan – at home and school – identifying caring adults and appropriate communication and coping skills (see Attachment D2 and D4 - *Student Safety Plan* templates). It also includes designating a staff member to carefully monitor student and check-in with student frequently until crisis has stabilized. Finally, the long-term action plan includes linking the student to appropriate mental health services.
6. If the student is hospitalized, explain the plan for re-entry (see Attachment E - *Student Re-entry Guidelines*).
7. Remember to UPDATE the iSTAR as the case evolves (e.g., document the outcome of the re-entry meeting).
8. Under Notify Details, be sure to indicate who you consulted with, adding individuals as appropriate.

Incident Summary Sample #1 ("Suicidal Behavior/Ideation - Non-Injury" Issue Type)

During 4th period, Math teacher Ms. Jones heard student say "I can't take this anymore. I'm going to kill myself after school." PSA Counselor Mr. Smith and APSCS Ms. Rodriguez conducted suicide risk assessment and concluded student was at low risk. Student's parent was contacted. Mr. Smith met with mother to provide the Suicide Prevention Awareness for Parents/Caregivers handout, develop a Safety Plan for student at home and school, and to provide mother with referrals to both school-based and community-based counseling services. Mr. Smith will check in with student and manage the case until crisis is stabilized.

Updated Information (2 days later) - To be added to the Incident Summary of the original iSTAR report.
Mr. Smith contacted parent who reported making appointment with XYZ Mental Health Agency for Monday, May 5, 2016. Mr. Smith provided parent with an Exchange/Release of Information Form to be completed so that school and mental health provider can openly communicate about student's treatment and progress.

Incident Summary Sample #2 ("5150/Hospitalization" Issue Type)

Student spoke with Magnet Coordinator Ms. Harris before school and said, "My family is falling apart – I just don't want to live anymore." Principal Dr. Hill and School Psychologist Ms. Garcia completed suicide risk assessment and concluded student was at moderate risk. PMRT was contacted for consult. Team responded to school at approximately 10:00 a.m., evaluated student, and decided to transport the student to Del Amo Hospital for evaluation. Student's parent was contacted, and father came to school and accompanied student in ambulance transport. School Psychologist will follow-up with father tomorrow to gather more information about student's release, and to schedule re-entry meeting with family.

Updated Information (1 day later) - To be added to the Incident Summary of the original iSTAR report.
School Psychologist Ms. Garcia contacted father who stated student is set to be released after 72-hour hold. Father agreed to bring student for re-entry meeting Tuesday, May 5, 2016 at 8:30 a.m., and will bring discharge paperwork from hospital.

Updated Information (4 days later) - To be added to the Incident Summary of the original iSTAR report.
Student and father met for re-entry meeting with Principal, School Psychologist, School Nurse, and Counselor. Discussed new medication student was prescribed, and developed Safety Plan for student at home and school. Modified student's academic program, and obtained signed Exchange/Release of Information Form from father so that school can openly communicate with student's new therapist about student's treatment and progress. Counselor Mr. Jackson will check-in with student and manage the case until crisis is stabilized.

RARD

1. Complete the entire RARD Tab.
2. Check for previous incidents involving this student under the *Persons Involved* tab.
3. Include an explanation of any action boxes that are checked "no."



RISK ASSESSMENT REFERRAL DATA (RARD)

CONFIDENTIAL

TO BE COMPLETED BY THE ASSESSING SCHOOL SITE CRISIS TEAM MEMBER

Cost Center (School/Office):

DATE OF INCIDENT:

TIME OF INCIDENT:

AM PM

INCIDENT OCCURRED:

- On Campus
- Off Campus
- At another school
- District Office
- District School Bus/Vehicle
- Going to or from school
- Going to or from a school sponsored activity
- Athletics Competition

EXACT LOCATION:

NAME OF STUDENT:

STUDENT ID:

(Last, First Name)

(10-digit number ONLY)

TYPE OF INCIDENT/ISSUE (An Injury Report must also be completed for issue in red.)

SUICIDAL BEHAVIOR

- 5150/5585 Hospitalization
- Self-Injury/Cutting
- Suicidal Behavior/ Ideation (injury)
- Suicidal Behavior/Ideation (non-injury)

INCIDENT SUMMARY

INFORMATION FOR RARD TAB ON ISTAR

Reasons for Referral and Other Associated Factors: (Check all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> Current attempt | <input type="checkbox"/> Signs of depression | <input type="checkbox"/> Frequent complaints of illness/ body aches |
| <input type="checkbox"/> Direct threat to harm self | <input type="checkbox"/> Sudden changes in behavior | <input type="checkbox"/> Psychosocial stressors |
| <input type="checkbox"/> Indirect threat to harm self | <input type="checkbox"/> Drug or alcohol abuse | <input type="checkbox"/> Previous attempt(s) |
| <input type="checkbox"/> Giving away prized possessions | <input type="checkbox"/> Self-injury | <input type="checkbox"/> Hate violence |
| <input type="checkbox"/> Violent behavior | <input type="checkbox"/> Mood swings | <input type="checkbox"/> Other (Specify) |
| <input type="checkbox"/> Threat to harm others | <input type="checkbox"/> Bullying | |
| <input type="checkbox"/> Access to weapons | <input type="checkbox"/> Truancy or running away | |

INFORMATION FOR RARD TAB ON ISTAR

Student Referred By: (Check one or more)

- | | | |
|---|--|--|
| <input type="checkbox"/> Self | <input type="checkbox"/> Administrator | <input type="checkbox"/> PSA Counselor |
| <input type="checkbox"/> Parent | <input type="checkbox"/> Teacher | <input type="checkbox"/> Psychologist |
| <input type="checkbox"/> Student/Friend | <input type="checkbox"/> Psychiatric Social Worker | <input type="checkbox"/> Nurse |
| <input type="checkbox"/> K-12 Counselor | <input type="checkbox"/> Other (Specify) _____ | |

The following action items are MANDATORY.

Refer to BUL-2637.3 Suicide Prevention, Intervention & Postvention for guidelines and attachments.

Was the student assessed for risk using the District guidelines and procedures in Bul-2637.3, Attachment B?

-
- Yes
-
- No If NO, please explain: _____

Assessed Level of Risk: No known current risk Low Moderate High

Was the parent/guardian notified?

-
- Yes Name of person notified: _____ Relationship to student: _____

-
- No If NO, please explain: _____
-
- If parent/guardian was not notified due to suspected child abuse, please follow the mandates of BUL-1347 Child Abuse and Neglect Reporting Requirements, by completing the Suspected Child Abuse (SCAR) form and calling the appropriate authorities.*

Was the parent/guardian provided the appropriate information handouts for suicide/self-injury awareness?

-
- Yes
-
- No If NO, please explain: _____

What action steps listed below were taken? (Check all that apply.)

-
- Contacted the LA County Department of Mental Health ACCESS (PMRT) or Valley Coordinated Services
-
-
- Contacted the Los Angeles School Police Department (LASPD)
-
-
- Contacted local law enforcement
-
-
- Student transported to hospital for psychiatric evaluation (5150/5585)
-
-
- Consulted with School Mental Health (including Mental Health Consultant, Crisis Counseling & Intervention Services)
-
-
- Consulted with Local District Operations
-
-
- Referral to School Mental Health Clinic/Wellness Center
-
-
- Referral to community mental health agency
-
-
- Referral to school-based individual/group counseling
-
-
- Recommendation for program modification (e.g., smaller class, IEP)
-
-
- Developed and discussed Safety Plan
-
-
- Facilitated Student Re-entry Meeting
-
-
- Other (please specify) _____

Assessed by Crisis Team Member:

Employee Number: _____ Email Address: _____

Employee Name: _____ Contact Number: _____

Job Title: _____ Date Student was Assessed: _____

- | | | |
|--------------------------------|--|---|
| <input type="checkbox"/> PSW | <input type="checkbox"/> Psychologist | <input type="checkbox"/> Counselor |
| <input type="checkbox"/> Nurse | <input type="checkbox"/> Administrator | <input type="checkbox"/> Other (please specify) _____ |
| <input type="checkbox"/> PSA | <input type="checkbox"/> School Police | |

**DO NOT MAIL. SUBMIT COMPLETED RARD TO SCHOOL SITE ADMINISTRATOR
 WITHIN 24 HOURS OR BY THE END OF THE NEXT SCHOOL DAY FOR SUBMISSION ON ISTAR.**



Los Angeles Unified School District
STUDENT HEALTH AND HUMAN SERVICES

ATTACHMENT K



Student Re-Entry/Safety Planning Meeting

Student Name: _____ School: _____ Date: _____

	NAME	TITLE/OFFICE	PHONE	EMAIL	INITIAL
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					



Considerations for Supporting Vulnerable Student Populations

Youth suicide is a preventable public health problem. Children and teens spend a significant amount of their young lives in school; the personnel who interact with them daily are in a prime position to recognize the warning signs of suicide and make the appropriate referrals for help. Creating safe, affirming, and inclusive schools is a Tier I strategy for supporting all students.

Suicide risk may increase when an individual experiences several risk factors at the same time. Factors such as discrimination, traumatic life circumstances, stigma, familial and community rejection, mental illness and other factors that compromise life functioning may result in elevated suicide risk, particularly for vulnerable student populations, such as:



STUDENTS WHO MAY BE LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER/QUESTIONING (LGBTQ)

The elevated rate of suicidality among Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ) youth is strongly associated with family and community rejection. LGBTQ students with rejecting families have an eight-fold increased risk for suicidal ideation compared to LGBTQ students with affirming families.

When working with LGBTQ youth, consider the following:

- Do not make assumptions about a student's sexual orientation or gender identity. The risk for suicidal ideation is greatest among students who are in hostile environments and/or struggling to hide or suppress their identity.
- Be affirming. Students who are struggling with their identity are on alert for negative or rejecting messages. Your acceptance can make a big difference.
- Never "out" students to anyone, including parent(s)/guardian(s). Students have the right to privacy about their sexual orientation or gender identity.
- Provide LGBTQ-affirming resources (see Attachment P – Resource Guide).
- Ensure safe campuses.

Resources and Contact

- Human Relations Diversity and Equity, SHHS 213.241.3840
- BUL-6224 Transgender Students - Ensuring Equity and Nondiscrimination
- LGBTQ-affirming resources on BUL-2637.3 Attachment P Resource Guide

LGBTQ



STUDENTS WITH ADVERSE CHILDHOOD EXPERIENCES (ACEs) AND EXPOSURE TO TRAUMA

Students who have experienced multiple adverse experiences are at significantly greater risk for suicide. The Adverse Childhood Experiences (ACEs) study includes categories such as child abuse (physical, sexual, emotional), child neglect (physical, emotional), and household dysfunction (domestic violence, familial substance abuse, incarceration of a family member, separation/divorce, familial mental illness). Research from the ACEs study indicates that those who have experienced four or more ACEs may be up to 12 times more likely to attempt suicide, and those with seven or more are up to 51 times more likely to attempt suicide. Up to 80% of childhood/adolescent suicide attempts may be attributable to ACEs.

Further, children with higher numbers of ACEs are at significant risk for neurobiological effects, such as brain abnormalities and stress hormone irregularities; psychosocial effects, such as poor attachment, poor socialization, and poor self-efficacy; and health risk behaviors, such as smoking, substance abuse, and promiscuity. Some of the long-term consequences of exposure to multiple ACEs include major depression, post-traumatic stress disorder, heart disease, suicide, and early death.

Students with a high number of ACEs may exhibit some of the following behaviors in school and the classroom:

- Difficulty regulating emotions.
- Hyperactivity, unprovoked aggression.
- Pervasive mistrust of authority figures/social withdrawal or difficulty developing close or lasting relationships.
- Difficulty asking for/accepting help.
- Difficulty understanding information and following directions.

STUDENTS BEREAVED BY SUICIDE

Studies show that those who have experienced suicide loss, through the death of a friend or loved one, are at increased risk for suicide themselves. The relative risk of suicide among 15-19 year olds is two to four times greater among those who knew a peer who died by suicide (Survivors of Suicide Loss Task Force, 2015). The process leading to this increased risk of suicide is called contagion. A suicide cluster is comprised of an excessive number of suicides occurring in close time and/or geographical proximity (Lake & Gould, 2014). Schools are encouraged to mitigate contagious behaviors that increase the risk of suicide clusters in school communities by ensuring appropriate implementation of postvention strategies outlined in BUL-2637.3.

When working with students with ACEs, exposure to trauma, or those bereaved by suicide, consider the following:

- Promote the five resilience factors in schools and classrooms: sense of safety, ability to be calm; self-efficacy and community efficacy; connectedness; and hope.
- Support students to feel safe physically, socially, emotionally, and academically. Establish predictability and consistency in the school and classroom.
- Teach students that self-soothing is an important part of self-regulation. Have conversations with students about what they can do to feel better.
- Encourage students to direct their attention to positive experiences in real time and provide them with opportunities to participate in meaningful activities with peers.
- Connect with students using a trauma-informed lens, by asking, "What happened?", not "What's wrong with you?"
- Cultivate optimism while offering students hope for the future.
- Make appropriate referrals to school or community based services for treatment, as needed.



Resources and Contacts

- School Mental Health 213.241.3841
- School Mental Health <http://smh.lausd.net>
- Division of Special Education: Positive Behavior Support
<https://achieve.lausd.net/site/Default.aspx?PageID=4137>

STUDENTS WITH MENTAL HEALTH AND/OR SUBSTANCE USE DISORDERS

Suicide is not simply the result of stress or difficult life circumstances. A key suicide risk factor is an undiagnosed, untreated, or ineffectively treated mental health disorder. It is estimated that over 90 percent of people who die by suicide have a mental disorder at the time of their death. In teens, the mental disorders most closely linked to suicide risk are major depressive disorder, bi-polar disorder, generalized anxiety disorder, conduct disorder, substance use disorder, and eating disorders. The majority of people suffering from these disorders are not engaged in treatment. Most adults are not trained to recognize signs of serious mental health disorders in teens; therefore, symptoms are often misinterpreted or attributed to normal adolescent mood swings, laziness, poor attitude, or immaturity. However, school staff play a pivotal role in recognizing warning signs and risk factors for students exhibiting suicidal ideation/behavior and referring them to treatment that may reduce risk. It is important to remember that the diagnosis of a mental disorder should always be made by a qualified mental health professional.

When working with students with mental and/or substance use disorders, consider the following:

- Consider the type/severity of the student's mental health and/or substance use disorder.
- Promote Social Emotional Learning and resiliency including emotional management and positive coping skills in the classroom.
- Make appropriate referrals to school or community based services for treatment, as needed.
- Develop and foster positive relationships and support networks within home, school, and community settings.

Resources and Contacts

- School Mental Health 213.241.3841
- School Mental Health <http://smh.lausd.net>



STUDENTS WITH DISABILITIES

The definition of "child with a disability" explains how and why children are found to be eligible – or ineligible – for special education and related services under Individuals with Disabilities Education Act (IDEA). A "child with a disability," as defined by IDEA, is entitled to a free appropriate public education that emphasizes special education and related services designed to meet the child's unique needs. IDEA includes 14 primary terms under the main definition of "a child with a disability:"

- Autism
- Deaf-Blindness
- Deafness
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment Including Blindness

When working with students with disabilities, consider the following:

- Consider the type/severity of the student's disability.
- Ensure that all accommodations and modifications in the Individualized Education Program (IEP) are being implemented with fidelity.
- Promote Social Emotional Learning and resiliency including emotional management and positive coping skills in general and special education program settings.
- Support students with disabilities who exhibit behavioral challenges using evidence-based practices found in a Multi-Tiered System of Support (MTSS).
- Identify process and procedure for determining the need to include behavior support and counseling services as part of a student IEP.
- Develop and foster positive relationships and support networks within home, school, and community settings.

For students with disabilities whose behavioral and emotional needs are: documented to be more intense in frequency, duration, or intensity; affect their ability to benefit from their special education program; and are manifested at the school, at home, and in the community, follow guidelines as indicated in BUL-5577.

Students with profound disabilities may exhibit self-injurious behaviors without being indicative of suicide or suicidal ideation. Please follow District guidelines as indicated in BUL-6269.

Resources and Contacts

- Division of Special Education 213.241.6701
- Division of Special Education ERICS Department 213.241.8303
- BUL-5577 Counseling and Educationally Related Intensive Counseling Services (ERICS) for Students with Disabilities
- BUL-6269 Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities
- Division of Special Education <https://achieve.lausd.net/sped>



STUDENTS INVOLVED WITH BULLYING

STUDENTS INVOLVED WITH BULLYING

The relationship between bullying and suicide is highly complex. Youth who are involved with bullying (as a student targeted, engaged in, or witnessing bullying behavior) are more likely to report high levels of suicide-related behavior, particularly when coupled with other risk factors. However, most children who are involved in bullying do not become suicidal.

When working with students who are involved in bullying, consider the following:

- NEVER perpetuate the false notion that suicide is a natural response to bullying.
- Focus on response, support, protection, and treatment instead of blame and punishment.
- Make appropriate referrals for other important risk factors that may need to be addressed (e.g., substance use, mental disorder, or family dysfunction).
- Help the student feel connected to school and teach coping/life skills.
- Follow bullying response protocols delineated in BUL-5212 and contact the Local District Operations staff.
- When students are bullied based on their actual or perceived association with an identity group (such as being Muslim), address both the bias and the bullying.

Resources and Contacts

- Human Relations Diversity and Equity, SHHS 213.241.3840
- BUL-5212 Bullying and Hazing Policy (Student-to-Student and Student-to-Adult)
- BUL-2047 Hate-Motivated Incidents and Crimes – Response and Reporting
- LGBTQ - affirming resources in BUL-2637.3 Attachment P Resource Guide

STUDENTS EXPERIENCING HOMELESSNESS

STUDENTS EXPERIENCING HOMELESSNESS

Rates of suicide attempts are higher for youth experiencing homelessness than they are for the general adolescent population. These young people also have higher rates of mood disorders, conduct disorders, and post-traumatic stress disorder. One study found that more than half of runaway and homeless youth have expressed some form of suicidal ideation. The term homeless is defined as individuals who lack a fixed, regular, and adequate nighttime residence, including but not limited to living in: a shelter, transitional housing program, a vehicle, substandard housing, or living "doubled-up" due to loss of housing stemming from financial hardship. Also included are youth who are not in the physical custody of a parent/guardian, including youth who have run away from home, have been told to leave, or are pregnant/parenting not living with their parents or guardians. For additional definitions, see BUL-6718.

When working with students experiencing homelessness, consider the following:

- Determine if there are additional supports in place, (e.g., mental health).
- Do not make assumptions about why the student is experiencing homelessness. Often this population has experienced a history of trauma and loss.
- Ask student if they have a current place to sleep and if they would complete a Student Residency Questionnaire (reference BUL-6718).

Resources and Contacts

- Homeless Education Program Office 213.202.7581
- BUL-6718 Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System



STUDENTS IN OUT-OF-HOME CARE SETTINGS

Students in out-of-home care settings are those involved in the Child Welfare System (e.g., foster youth) or the Juvenile Justice System. Youth involved in child welfare or juvenile justice systems have a high prevalence of risk factors for suicide. Although comprehensive suicide data on foster care youth does not exist, one researcher found that youth in foster care were more than twice as likely to have considered suicide and almost four times more likely to have attempted suicide than their peers not in foster care. The rate of deaths by suicide for youth involved in the juvenile justice system is four times greater than the rate for youth in the general population.

When working with students in out-of-home settings, consider the following:

- Determine if there are additional supports in place, (e.g., mental health, probation, Child Welfare System).
- Do not make assumptions about why the student is involved in the Juvenile Justice System and/or Child Welfare System. Often this population has experienced a history of trauma and loss.
- Be aware that many of these youth have a significant history of ACEs and victimization.

Resources and Contacts

- Pupil Services 213.241.3844 to identify the specialized program staff, (Foster Youth Achievement Program)
- Student Support Programs 213.241.0761 to identify the specialized program staff, (Juvenile Hall/Camp Returnee Program, Group Home Scholars)
- BUL-6718 Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System



STUDENTS IDENTIFIED AS NEWCOMERS OR IMMIGRANT (Unaccompanied, Accompanied, Undocumented, Mixed Status Families)

Some of the stressors our newcomer or immigrant youth may experience include unaddressed/ unidentified trauma; abuse; persecution or exploitation; mental health needs stemming from traumatic experiences in their countries of origin, their journey to the United States (U.S.) and adjusting to a new family structure; realities of reunification; fear of deportation; catapulted development; school interruption; academic challenges; and acculturation considerations.

The Office of Refugee Resettlement defines an unaccompanied youth as a person under the age of 18 who has no lawful immigration status in the U.S. upon entry and who:

1. Has no parent or legal guardian in the U.S., or
2. Has no parent or legal guardian in the U.S. available to provide care and physical custody.

Most apprehended unaccompanied youth are placed with family members living in the U.S., who are appointed as their sponsor during immigration court proceedings.

An **accompanied youth** is a person under the age of 18 who has no lawful immigration status in the U.S.; and who at the time of entry into the U.S. was apprehended with a biological parent.

An **undocumented youth** is a person under the age of 18 who does not have legal documentation to live in the U.S. or who has overstayed his/her visa.

A **mixed-status family** is a family whose members have different citizenship or immigration statuses. This may include family members that are either undocumented, citizens, or those who have lawful immigration status in the U.S.

When working with immigrant youth, consider the following:

- Students may have limited familial/social supports.
- Be aware that these youth may have a history of abuse and/or victimization.
- Students may be fearful of disclosing any information.
- Do not ask or make assumptions about the student's immigration status.
- Determine if there are additional supports in place, (e.g. legal referrals, mental health, Child Welfare System).
- Contact the School Enrollment, Placement & Assessment (SEPA) Center for support, 213.482.3954.
- Students may have legal concerns and/or must attend immigration court proceedings.

Resources and Contacts

- School Enrollment, Placement & Assessment (SEPA) Center 213.482.3954
- Student Health and Human Services <https://achieve.lausd.net/Page/11883>



STUDENTS WHO EXPERIENCE LABOR OR SEX TRAFFICKING

Under the Trafficking Victims Protection Act of 2000, federal law regards any minor who is induced into forced labor as a victim of labor trafficking. Minors who are forced into sex trafficking are regarded as Commercially Sexually Exploited Children (CSEC)—regardless of whether the trafficker used force, fraud, or coercion. Trafficked youth are commonly involved with the Child Welfare System, Juvenile Justice System, may have a history of poor school attendance, and running away.

When working with labor or sex trafficked youth, consider the following:

- Students may have limited family or social supports.
- Students may be fearful of disclosing information for fear of retaliation.
- Determine if there are additional supports in place, (e.g., mental health, probation, Child Welfare System).
- If you suspect any CSEC involvement or forced labor, you are a mandated reporter and must report this immediately to the appropriate child protective services agency.
- Do not make assumptions about why the student is in these circumstances. Often this population has experienced a history of trauma, abuse, and loss.

Resources and Contacts

- BUL-1347 Child Abuse and Neglect Reporting Requirements
- Student Health and Human Services <https://achieve.lausd.net/Page/11883>



Student Health and Human Services

smh.lausd.net | fccis.lausd.net

Suicide Prevention Awareness for Parents/Caregivers



... toll on families, friends, classmates, co-workers, and ...
... suicide prevention is the collective effort of all adults that support ...
... community organizations, mental health practitioners, and ...
... through education, awareness, and services.

SUICIDE IS PREVENTABLE.

Warning Signs



Risk Factors

While the path that leads to suicidal thoughts is complex and unpredictable, research indicates that predicts suicidal thoughts with certainty, there are several risk factors associated with suicidal thoughts. In isolation, these risk factors are not signs of suicidal thoughts, but when present they increase the risk. Be vigilant for the following warning signs of suicidal thoughts.

- Access to means (e.g., firearms, medications)
- Loss of interest in school, peer relations, or activities (e.g., identity issues)
- Depression, anxiety, or mental health issues
- Substance use (e.g., alcohol, drugs)
- History of suicide in the family or of friends
- History of mental illness in the family

Here's What You Can Do:

LISTEN

- Listen without judgment.
- Ask questions, such as:
 - "What happened?"
 - "How have you been feeling?"
 - "Have you thought about suicide?"

PROTECT

- Remove any potential means immediately.
- Do not leave your child alone. You should supervise/monitor your child.

- Consider developing a safety plan at home and at school.

CONNECT

- Go to your child's school for support from school administration, mental health personnel, or a counselor.
- Contact Department of Mental Health, law enforcement, or child protective services, as needed.
- Help your child identify adults they trust at home and at school.

MODEL

- Remain calm. Establish a safe environment to talk about suicide.
- Be aware of your thoughts, feelings, and reactions as you listen without judgment.

TEACH

- Learn the warning signs and risk factors and provide information and education about suicide and self-injury.
- Teach your child how to ask for help and identify adults they can trust at home and at school.
- Teach healthy ways to cope with stress, including deep breathing, writing/drawing, exercise, or talking.
- Seek options for school and community resources, including referrals to professional mental health services.

SMH Clinics and Wellness Centers

North

Valley Clinic

6651 Balboa Blvd., Van Nuys 91406
Tel: 818-758-2300 | Fax: 818-996-9850

West

Crenshaw Wellness Center

3206 W. 50th St., Los Angeles 90043
Tel: 323-290-7737 | Fax: 323-290-7713

Washington Wellness Center

1555 West 110th St., Los Angeles 90043
Tel: 323-241-1909 | Fax: 323-241-1918

South

97th Street School Mental Health Clinic

Barrett Elementary School
439 W. 97th St., Los Angeles 90003
Tel: 323-754-2856 | Fax: 323-754-1843

San Pedro Clinic

704 West 8th St., San Pedro 90731
Tel: 310-832-7545 | Fax: 310-833-8580

Locke Wellness Center

316 111th St., Los Angeles 90061
Tel: 323-418-1055 | Fax: 323-418-3964

Carson Wellness Center

270 East 223rd St., Carson 90745
Tel: 310-847-7216 | Fax: 310-847-7214

East

Bell/Cudahy School Mental Health Clinic

Ellen Ochoa Learning Center
7326 S. Wilcox, Cudahy 90201
Tel: 323-869-1352 | Fax: 323-271-3657

Ramona Clinic

231 S. Alma Ave., Los Angeles 90063
Tel: 323-266-7615 | Fax: 323-266-7695

Gage Wellness Center

2880 Gage Ave., Huntington Park 90255
Tel: 323-826-1520 | Fax: 323-826-1524

Elizabeth LC Wellness Center

4811 Elizabeth St., Cudahy 90201
Tel: 323-271-3650 | Fax: 323-271-3657

Central

Belmont Wellness Center

180 Union Place, Los Angeles 90026
Tel: 213-241-4451 | Fax: 213-241-4465

Royal Clinic

1200 West Colton St., Los Angeles 90026
Tel: 213-580-6415 | Fax: 213-241-4465

For clinic referrals visit:
smh.lausd.net

School Mental Health
(213) 241-3841

Understanding Suicide: Myths & Facts

To understand why people die by suicide and why so many others attempt to take their own lives, it is important to know the facts. Read the facts about suicide below and share them with others.

Myth: *Suicide can't be prevented. If someone is set on taking their own life, there is nothing that can be done to stop them.*

Fact: Suicide is preventable. The vast majority of people contemplating suicide don't really want to die. They are seeking an end to intense mental or physical pain. Most have a mental illness. Interventions can save lives.

Myth: Asking someone if they are thinking about suicide will put the idea in their head and cause them to act on it.

Fact: When someone you know is in crisis or depressed, asking them if they are thinking about suicide can actually help. By giving a person an opportunity to open up and share their troubles you can help alleviate their pain and find solutions.

Myth: Someone making suicidal threats won't really do it, they are just looking for attention.

Fact: Those who talk about suicide or express thoughts about wanting to die, are at risk for suicide and need your attention. Most people who die by suicide give some indication or warning. Take all threats of suicide seriously. Even if you think they are just "crying out for help"—it is in fact a cry for help — so help.

Myth: It is easy for parents/caregivers to tell when their child is showing signs of suicidal behavior.

Fact: Unfortunately, research shows that this is not the case in a surprisingly large percentage of families. This illustrates the importance for parents/caregivers to be attentive to warning signs and risk factors; to ask direct questions; and be open to conversation.

What Should I Do If I Am Worried About My Child?

If you believe that your child is thinking about suicide, approach the situation by asking. Asking is the first step in saving a life and can let them know that you are here for them and will listen. Here are some examples of how you may ask: *Have you thought about suicide?* or *Sometimes when people feel sad the way you do, they think about suicide. Have you ever thought about it?*

EMERGENCY INFORMATION / After Hours Services

If you need IMMEDIATE help, call 911.

For a psychiatric emergency, contact the Department of Mental Health 24-hour ACCESS Center at (800) 854-7771.

Resources for Parents/Caregivers & Children/Adolescents

Community Hotlines

Didi Hirsch Suicide Prevention Hotline
(877) 727-4747 (24-hour)

National Suicide Prevention Lifeline
(800) 273-TALK (8255) (24-hour)

Trevor Lifeline (866) 488-7386 (24-hour)

Teen Line (800) 852-8336 (6pm-10pm daily)

Text and Chat Resources

Crisis Text Line – Free, 24/7, confidential
Text LA to 741741

Crisis Chat (11am-11pm, daily)

<http://www.crisischat.org/chat>

Teen Line - text "TEEN" to 839863 (6pm-10pm)

Online Resources

<http://www.didihirsch.org/>

<http://www.thetrevorproject.org/>

<http://teenline.org/>

<http://www.afsp.org/understanding-suicide>

Smartphone Apps

MY3

Teen Line Youth Yellow Pages





Los Angeles Unified School District
Student Health and Human Services
 School Mental Health

333 S. Beaudry Avenue, 29th Floor
 Los Angeles, CA 90008
 (213) 241-3841
smh.lausd.net | oos.lausd.net

Self-Injury Awareness for Parents/Caregivers

Self-injury is a harmful behavior, separate and distinct from suicide that some individuals engage in for various reasons such as: to take risks, assertively express their personal values, state their individuality, or merely to be accepted. Others, however, may injure themselves out of self-hatred or a desire for self-punishment, to show their feelings of hopelessness and worthlessness, or because they have suicidal thoughts. Such individuals may suffer from mental health disorders such as depression or Posttraumatic Stress Disorder (PTSD). Some young children may engage in self-harm from time to time but often grow out of it. Children with an intellectual disability or autism, as well as children who have been abused or neglected may also show these behaviors.

If you become aware that your child or someone you know is engaging in self-injurious behavior, take action and get help.

Why is my child engaging in self-injurious behavior?

If your child is engaging in self-injurious behaviors, remain calm and nonjudgmental. If the injury appears to pose a medical emergency (e.g., excessive bleeding; need for stitches), call 911 immediately. If the injury does not appear to pose a medical emergency, there are other actions you may take:

- Seek professional help from a health professional (e.g., therapist, psychologist, psychiatrist)
- Seek family support
- Seek family therapy (e.g., family therapy)
- Seek understanding and understanding way

After Hours Services

If you are unable to reach your child's health professional, call 911. For more information, contact the Department of Mental Health 24-hour ACCESS Center at (800) 854-7771.

LISTEN

- Address the behavior as soon as possible by asking open-ended questions. For example:
 - *Tell me what happened.*
 - *How long have you been feeling this way?*
 - *Have you thought about suicide?*
- Talk to your child with respect, compassion, calm and caring.
- Understand that this is his/her way of coping.

PROTECT

- Take action immediately and get help.
- Foster a protective home environment by talking openly, listening, and modeling appropriate behaviors to your child.
- Set limits and provide supervision and consistency to encourage successful outcomes.
- Provide firm guidance, supervise, and set limits around technology

- Be cautious about giving out punishments or negative consequences as a result of the self-injurious behavior, as these may unintentionally encourage the behavior to continue.

CONNECT

- Check in with your child on a regular basis.
- Become familiar with support available at home, school, and community. Contact appropriate person(s) at the school, for example, the school social worker, school psychologist, school counselor, or school nurse.

MODEL

- Model healthy and safe ways of managing stress and engage your child in these activities, such as taking walks, deep breathing, journal writing, or listening to music.
- Be aware of your thoughts, feelings, and reactions about this behavior.
- Be aware of your tone. Expressing anger or shock can cause your child to feel guilt or shame.

TEACH

- Learn the warning signs and risk factors and provide information and education about suicide and self-injury.
- Teach your child how to ask for help and identify adults they can trust at home and at school.
- Teach healthy ways to cope with stress, including deep breathing, writing/drawing, exercising, or talking.

SMH Clinics and Wellness Centers

North

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6651 Balboa Blvd., Van Nuys 91406
Tel: 818-758-2300 | Fax: 818-996-9850

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San Pedro Clinic

704 West 8th St., San Pedro 90731
Tel: 310-832-7545 | Fax: 310-833-8580

Locke Wellness Center

316 111th St., Los Angeles 90061
Tel: 323-418-1055 | Fax: 323-418-3964

Carson Wellness Center

270 East 223rd St., Carson 90745
Tel: 310-847-7216 | Fax: 310-847-7214

East

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7326 S. Wilcox, Cudahy 90201
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Ramona Clinic

231 S. Alma Ave., Los Angeles 90063
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Gage Wellness Center

2880 Gage Ave., Huntington Park 90255
Tel: 323-826-1520 | Fax: 323-826-1524

Elizabeth LC Wellness Center

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Tel: 323-271-3650 | Fax: 323-271-3657

Central

Belmont Wellness Center

180 Union Place, Los Angeles 90026
Tel: 213-241-4451 | Fax: 213-241-4465

Roybal Clinic

1200 West Colton St., Los Angeles 90026
Tel: 213-580-6415 | Fax: 213-241-4465

For clinic referrals visit:
smh.lausd.net

School Mental Health
(213) 241-3841

General Information

- Self-injury provides a way to manage overwhelming feelings and can be a way to bond with peers (rite of togetherness).
- Self-injury is defined as intentional tissue damage that can include cutting, severe scratching, pinching, stabbing, puncturing, burning, and ripping or pulling skin or hair.
- Tattoos and body piercings are not usually considered self-injurious behaviors unless they are done with the intention to hurt the body.
- Individual mental health services can be effective when focused on reducing the negative thoughts and environmental factors that trigger self-injury.

Non-Suicidal Self-Injury

There is a difference between self-injury and suicidal acts, thoughts, and intentions.

With suicide, there is an intent to die; whereas, with non-suicidal

self-injury the reasons may include to:

- Feel emotionally better
- Express desperation or anger
- Manage painful feelings of current or past trauma
- Punish oneself
- Feel pain or relief
- Have control of one's body

A professional clinical assessment may be necessary to determine risk.



Signs and Symptoms of Self-Injury

- Frequent or unexplained bruises, scars, cuts, or burns
- Frequent inappropriate use of clothing designed to conceal wounds (often found on the arms, thighs, or abdomen)
- Unwillingness to participate in activities that require less body coverage (swimming, physical education class)
- Secretive behaviors, spending unusual amounts of time in the bedroom, bathroom, or isolated areas
- Bruises on the neck, headaches, red eyes, ropes/clothing/belts tied in knots (signs of the "choking game")
- General signs of depression, social-emotional isolation, and disconnectedness
- Possession of sharp objects (razor blades, shards of glass, thumb tacks)
- Evidence of self-injury in drawings, journals, pictures, texts, and social networking sites
- Statements of helplessness, hopelessness, or worthlessness

Resources for Parents/Caregivers & Children/Adolescents

Community Hotlines

Didi Hirsch Suicide Prevention Hotline
(877) 727-4747 (24-hour)

National Suicide Prevention Lifeline
(800) 273-TALK (8255) (24-hour)

Trevor Lifeline (866) 488-7386 (24-hour)

Teen Line (800) 852-8336 (6pm-10pm daily)

Text and Chat Resources

Crisis Text Line - Free, 24/7, confidential
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<http://teenline.org/>

<http://www.afsp.org/understanding-suicide>

Smartphone Apps

MY3

Teen Line Youth Yellow Pages





Sample Letter to Parent/Guardian
RE: Self-Injury

USE SCHOOL LETTERHEAD

DATE

Dear Parents/Guardians:

On _____, some students in a ____ grade classroom were involved in hurting themselves outside of their classrooms. These students were involved in using razor blades to cut themselves. Our mental health staff has advised us that this is known as a "rite of togetherness" in which students choose to bond together by hurting themselves. The _____ School Crisis Team and staff are working collaboratively with the Department of Mental Health, Los Angeles School Police Department and Local District Office staff. We believe that we have identified all of the students involved and have responded to each individually.

I would like to take this opportunity to invite you to attend an important informational meeting for parents/guardians regarding youth who self-injure and how we can help our children. We hope that you can join us. The parent/guardian meeting will be held as follows:

SCHOOL NAME
LOCATION
DATE
TIME

Also, please see the attached handout *Self-Injury Awareness for Parents/Caregivers* for suggestions on how to respond to your child. At _____ School, the safety and well-being of every student and staff member is very important to us. Should you or your child have any concerns, please feel free to contact _____ (Psychiatric Social Worker, PSA Counselor, School Psychologist, Nurse, or Administrator) at (XXX) XXX-XXXX. We are all involved in creating a safe environment for our students.

Sincerely,

NAME, Principal

For a copy of the sample letter in Microsoft Word and in Spanish,
visit <http://suicideprevention.lausd.net>.



INTERVENTION: PROTOCOL FOR RESPONDING TO STUDENTS WHO SELF-INJURE

Self-injury is the deliberate act of harming one's own body, through means such as cutting or burning. Self-injury is an unhealthy way to cope with emotional pain, intense anger, or frustration. Although this behavior often lacks suicidal intent, it can increase the risk of suicide because of the emotional problems that trigger self-injury. Therefore, students who engage in self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury

- Frequent or unexplained bruises, scars, cuts, or burns
- Consistent, inappropriate use of clothing to conceal wounds (e.g., long sleeves or turtlenecks, especially in hot weather; bracelets to cover the wrists; not wanting to change clothing for Physical Education)
- Possession of sharp objects (e.g., razor blades, shards of glass, thumb tacks)
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury

Although self-injury can affect individuals at any age, there are certain risk factors that may increase the chance of someone engaging in self-injurious behavior, including the following:

- **Age**
Most people who self-injure are teenagers and young adults. Self-injury often starts in the early teen years, when emotions are more volatile and teens face increasing peer pressure, loneliness, and conflicts with parents/guardians or other authority figures.
- **Having friends who self-injure**
People who have friends who intentionally harm themselves are more likely to begin self-injuring, sometimes as a way to bond with their peers.
- **Psychosocial factors**
Some people who injure themselves were neglected or abused or experienced other traumatic events. They may have grown up and remain in an unstable family environment, or they may be young people questioning their personal identity or sexuality. Some people who self-injure are socially isolated.
- **Mental health issues**
People who self-injure are more likely to be highly self-critical and be poor problem-solvers. In addition, self-injury is commonly associated with certain mental disorders, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- **Alcohol or drug abuse**
People who harm themselves often do so while under the influence of alcohol or drugs.

Protocol for Responding to Students Who Self-Injure

The following are general procedures for the school site administrator/designee and/or Suicide Prevention Liaison(s) to respond to reports of students exhibiting self-injurious behaviors.

The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed.

- 1. Respond immediately or as soon as practically possible.
- 2. Supervise the student.
- 3. Seek medical attention, as needed.
- 4. Conduct an administrative search of student for access to means, such as razor blades, shards of glass, or other sharp instruments.
- 5. Assess for suicide risk using the protocol outlined in Section IV.
- 6. Communicate with and involve the parent/guardian so the self-injurious behavior can be addressed as soon as possible. Provide handout **Attachment N - Self-Injury Awareness for Parents/Caregivers**.
- 7. Encourage appropriate coping and problem-solving skills; do not shame the student about engaging in self-injury.
- 8. Listen calmly and with empathy; reacting in an angry, shocked, or shaming manner may increase self-injurious behaviors.
- 9. Develop a safety plan with the student. See **Attachment D1–D4**.
- 10. Provide resources. See **Attachment R – Resource Guide**.
- 11. Document all actions in the RARD on iSTAR; include student identification number in the *Persons Involved* tab of iSTAR.

NOTE: Self-injurious behaviors may be exhibited by students with profound disabilities without being indicative of suicide or suicidal ideation. Please follow District guidelines as indicated in BUL-6269, *Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities* and contact the Division of Special Education at (213) 241-6701 for further assistance.

Self-Injury and Contagion

Self-injurious behaviors may be imitated by other students and can spread across grade levels, peer groups, and schools. The following are guidelines for addressing self-injurious behaviors among a group of students:

- 1. Respond immediately or as soon as practically possible.
- 2. Respond individually to students, but try to identify peers and friends who may also be engaging in self-injurious behaviors.
- 3. As students are identified, they should be supervised in separate locations.
- 4. Each student should be assessed for suicide risk individually using the protocol outlined in Section IV. If the self-injurious behavior involves a group of students, the assessment of each student individually will often identify a student whose behaviors have influenced the behaviors of others in the group. The self-injurious behavior may be indicative of complex mental health issues of this student.
- 5. Consider making a mental health referral for students exhibiting self-injurious behaviors.

Other Considerations for Responding to Self-Injury and Contagion

The following are guidelines for how to respond as a school community when addressing self-injurious behaviors among a group of students:

- 1. Self-injury should be addressed with students individually and never in group settings, such as student assemblies, public announcements, school newspapers, or the classroom.
- 2. When self-injurious behaviors affect the larger school community, schools may respond by inviting parents/guardians to an informational parent meeting at the school. The meeting should be reserved for parents/guardians only. The administrator/designee may decide to invite all parents/guardians from the school community, as the meeting would provide psycho-education, awareness, and tools for addressing self-injurious behaviors in youth. Limiting the invitations may inadvertently leave other parents/guardians feeling uninformed or concerned about their child. Arrangements should be made to supervise students and children during the parent/guardian meeting. See **Attachment O – Sample Letter to Parent/Guardian RE: Self-Injury**.
- 3. Consult and work with the Office of Communications (213) 241-6766 for dissemination of information regarding a parent/guardian meeting or other media matters, as needed.

Suspected Child Abuse or Neglect

Report the incident to the appropriate child protective services agency, following the District's *Child Abuse and Neglect Reporting Requirements*, BUL-1347, if child abuse or neglect by a parent/guardian is suspected or there is reasonable suspicion that:

- contacting the parent/guardian may escalate the student's current level of risk;
- the parent/guardian is contacted and unwilling to respond; and/or
- the parent/guardian refuses treatment for the student of concern.

The report should include information about the student's suicide risk level and any concerning ideations or behaviors. The reporting party must follow directives provided by the child protective services agency personnel.



INTERVENTION PROTOCOL FOR RESPONDING TO A STUDENT DEATH BY SUICIDE

The following are general procedures for the administrator/designee in the event of a student death by suicide.

Gather Pertinent Information

- 1. The administrator/designee should attempt to ascertain the cause of death. This can be done by communication with the parent/guardian; Los Angeles School Police Department or other local law enforcement; or the Department of Medical Examiner-Coroner.
- 2. The administrator/designee should designate one certificated staff member to be the point of contact with the family of the deceased. Information about the cause of death should not be disclosed to the school community without the family's consent for disclosure. The consent may be verbal and given in person or by telephone.

Notify on a Need to Know Basis

- Local District Operations Staff
- Office of Communications (213) 241-6766
- Other offices, as appropriate (see Attachment R - Resource Guide)

Mobilize the School Site Crisis Team

Consider the concerns and wishes of family members regarding disclosure of the death and cause of death when providing facts to students, staff, and parents/guardians.

- 1. Assess the extent and degree of psychological trauma and impact to the school community (see BUL-5800 *Crisis Preparedness, Response and Recovery*).
- 2. Develop an action plan and assign responsibilities.
- 3. Establish a plan to notify staff of the death, when/if consent is obtained by the family of the deceased.
 - a. Notification of staff is recommended as soon as practically possible, such as during an optional emergency meeting before or after school.
 - b. Dispense accurate information and all known facts about the death that the staff are required to share.
 - c. Emphasize that no one person or event is to blame for suicide. Suicide is complex and cannot be over-simplified, for example, blaming individuals, drugs, music, school, or bullying.
 - d. Allow staff to express their own reactions and grief. Identify anyone who may need additional support and provide resources.

- 4. Establish a plan to notify students of the death, when/if consent is obtained from the family of the deceased.
 - a. Develop a plan for notification of students in small group settings, such as the classroom. Do not notify students using a public announcement system.
 - b. Provide staff with a script of information to be shared with the students, recommendations for responding to possible student reactions and questions, and activities to help students process the information (e.g., writing, drawing, or referral to a crisis counselor).
 - c. Review student support plan, making sure to clarify procedures and locations for crisis counseling.

- 5. Establish a plan to notify other parents/guardians of the death, when/if consent is obtained from the family of the deceased. Consult with Local District Operations when preparing a death notification letter for parents/guardians.

- 6. Define triage procedures for students, staff, and/or parents/guardians who may need additional support in coping with the death. Refer to BUL-5800 *Crisis Preparedness, Response and Recovery* for actions to consider, including:
 - a. Identify a lead school site crisis response staff member to assist with coordination of crisis counseling and support services.
 - b. Identify locations on campus to provide crisis counseling to students, staff, and parents/guardians.
 - c. Request substitute teachers. Visit lausd.eschoolsolutions.com to request substitute teachers online.
 - d. Maintain sign-in sheets and documentation to support follow-up efforts (refer to BUL-5800 *Crisis Preparedness, Response and Recovery*, for crisis response forms).
 - e. Provide students, staff, and parents/guardians with after-hours resource numbers such as the 24/7 National Suicide Prevention Lifeline (800) 273-8255 (see **Attachment R - Resource Guide**).
 - f. Request crisis counseling support from Local District Operations.

- 7. Refer students, staff, and parents/guardians who require a higher level of care for additional services such as SMH, a community mental health provider, or their health care provider. Indicators of students, staff, and parents/guardians in need of additional support may include the following:
 - a. Persons with close connections to the deceased (e.g., close friends, siblings, relatives, and teachers).
 - b. Persons who experienced a loss over the past year, experienced a traumatic event, witnessed acts of violence, or had a loved one who died by suicide.
 - c. Persons who appear emotionally withdrawn (e.g., a student who was very close to the deceased but who is exhibiting no emotional reaction to the loss) or those who are angry when the majority are expressing sadness.
 - d. Persons unable to control crying.

- e. Persons with multiple traumatic experiences. These individuals may have strong reactions that require additional assistance.

Document

The administrator/designee shall maintain records and documentation of actions taken at the school by completing an incident report in iSTAR and RARD as needed for students who express suicidal ideation/behavior during postvention response. Refer to section **Important Considerations, 3. Suicide Contagion** on page 4 for more information.

Monitor and Manage

- The administrator/designee, with support from the school site crisis team, should monitor and manage the situation as it develops to determine follow up actions.
- Maintain consistent communication with appropriate parties.
- Update all actions taken at the school in iSTAR.

Important Considerations

1. Memorials

Memorials or dedications to a student who has died by suicide should not glamorize or romanticize the student or the death. If students initiate a memorial, the administrator/designee should offer guidelines for a meaningful, safe approach to acknowledge the loss. Some considerations for memorials include:

- a. Memorials should not disrupt the daily school routine. For example, placement of a memorial in the hallway may interfere with students getting to class on time. Memorials should be placed in a location that is accessible to students (e.g., not outside the school gates), but also in a place that provides students a choice of whether they want to see or contribute to it.
- b. Monitor memorials for content.
- c. Placement of memorials should be time limited. For example, they may be kept in place until the funeral services, after which time the memorial items may be offered to the family upon review of appropriateness of items by administrator/designee.

2. Social Networking

Students will often turn to social networking to communicate about the death and to express their thoughts and feelings about the deceased, death, and suicide. Some considerations regarding social networking include:

- a. Encourage parents/guardians to monitor internet postings regarding the death, including the deceased's personal profile or social media.
- b. Social networking sites may contain inaccurate information about the deceased or other students. Such messages may need to be addressed. In some situations, postings may warrant notification to parents/guardians or law enforcement (see BUL-5688 *Social*

Media Policy for Employees and Associated Persons).

3. **Suicide Contagion**

Some considerations for preventing suicide contagion are:

- a. Identify students who may be at an increased risk for suicide, including those who have a reported history of attempts, are dealing with known stressful life events, witnessed the death, or are friends with or related to the deceased.
- b. Refer students for mental health services (see **Attachment R – Resource Guide**).
- c. Monitor media coverage. Consult and work with the Office of Communications (213) 241-6766 for dissemination of information, as needed.

4. **School Culture and Events**

It is important to acknowledge that the school community may experience a heightened sense of loss in the aftermath of a student death when significant events transpire that the deceased student would have been a part of, such as culmination, prom, or graduation. Depending on the impact, such triggering events may require planning for additional considerations and resources.

- a. Prior to graduation ceremonies for the deceased student's class, check with family about any requests. Acknowledgement of a student who has died by suicide should be consistent with acknowledgement of a student who has died by any other means.
- b. Be aware of special events, holidays, and anniversaries, as these may activate possible stress/grief responses in students or staff.
- c. The risk of contagion may be heightened on the anniversary of the death as well as on other meaningful days.

For more detailed information and recommendations for postvention services, please visit <http://suicideprevention.lausd.net> or click on the link below for the document *After a Suicide: A Toolkit for Schools*.

<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/662/pdfs/suicide%20prevention/Postvention%20Toolkit%20for%20Schools%20After%20a%20Suicide.pdf>



RESOURCE GUIDE

This list includes selected offices and community resources that can be helpful before, during and after a crisis. **Remember that your first call in a life-threatening emergency should be to 911.** To reach specific personnel, refer to the LAUSD Guide to Offices at www.lausd.net, under "Offices".

EMERGENCY SERVICES

LA County Department of Mental Health ACCESS (Psychiatric Mobile Response Team) - 24/7 -collaborates with School Mental Health Crisis Counseling & Intervention Services for the administration and coordination of all mental health and law enforcement mobile response services in the event of a critical incident, including Psychiatric Mobile Response Teams (PMRT) and School Threat Assessment Response Teams (START). These teams respond to schools, offices, and homes. (800) 854-7771

Valley Coordinated Children’s Services - a County funded resource to provide crisis intervention, assessment, short-term stabilization and treatment, and evaluation and referral for psychiatric mobile response team. This agency serves children ages 3 - 17 years old in the San Fernando Valley. (818) 708-4500

Mental Evaluation Unit (MEU), including SMART - for law enforcement and mental health response, when an individual is a flight risk, violent, or high risk for harm to self or others. (213) 996-1300
(213) 996-1334

CRISIS LINES

National Suicide Prevention Lifeline (24-hour hotline) – a crisis line for individuals who are contemplating, threatening, or attempting suicide, including their family and friends. (800) 273-8255 or (800) 273-TALK
(800) 784-2433 or (800) SUICIDE

Didi Hirsch Suicide Prevention Center (24-hour hotline) - a 24-hour crisis line for individuals who are contemplating, threatening, or attempting suicide, including their family and friends. (877) 727-4747

California Youth Crisis Line (24-hours hotline, bilingual) (800) 843-5200

Trevor Project – Trevor Lifeline (24-hour hotline) - provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24. (866) 4-U-TREVOR
(866) 488-7386

Teen Line (6PM – 10PM) - a teen-to-teen hotline with community outreach services, from 6pm-10pm PST daily.	(800) 852-8336 (800) TLC-TEEN
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Parents, Families and Friends of Lesbians & Gays (PFLAG) Helpline - for individuals or families experiencing issues related to sexual orientation and/or gender identity.	(888) 735-2488
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LA County INFO Line (24-hour hotline) – for community resources and information within Los Angeles County.	211 www.211la.org
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TEXT AND CHAT RESOURCES

Standard data fees and text messaging rates may apply based on your plan.

Crisis Text Line (24-hours) - provides crisis intervention via text message using your mobile device.	Text LA to 741741
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Lifeline Crisis Chat (11am-11pm, 7 days/week) - provides crisis intervention via chat online.	http://www.crisischat.org/chat
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Teen Line (6pm–10pm) - provides teen to teen crisis intervention via text message using your mobile device.	Text TEEN to 839863
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TrevorChat – Trevor Project (3pm-10pm, 7 days/week) – online instant messaging with a TrevorChat counselor. Visit www.thetrevorproject.org and click on the Chat icon on the right at the top of the page.	www.thetrevorproject.org
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TrevorText – Trevor Project (3pm-10pm, Monday-Friday) – provides crisis intervention via text message using your mobile device.	Text TREVOR to 1-202-304-1200
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LAUSD RESOURCES

Los Angeles School Police Department (LASPD) Watch Commander (24/7-entire year)	(213) 625-6631
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School Mental Health (including Crisis Counseling & Intervention Services) For consultation Monday-Friday from 8:00 am-4:30 pm	(213) 241-3841
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Division of Special Education, Behavior Support Unit	(213) 241- 6701
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Education Equity Compliance Office	(213) 241-7682
Human Relations, Diversity and Equity, SHHS	(213) 241- 3840
Local District (LD) Operations Coordinators	Refer to LD Directory
Office of Communications	(213) 241-6766
Office of General Counsel	(213) 241- 6601
Division of District Operations	(213) 241-5337
Student Discipline Proceedings and Expulsion Unit	(213) 202-7555
Student Health and Human Services (SHHS)	(213) 241-3840

ONLINE RESOURCES

School Mental Health, LAUSD - <http://smh.lausd.net> - for information and referral forms for mental health services at clinics and Wellness Centers throughout the District.

Suicide Prevention, Crisis Counseling and Intervention Services - <http://suicideprevention.lausd.net> or <http://ccis.lausd.net> - for information and resources related to suicide prevention, intervention and postvention services.

The National Center for School Crisis and Bereavement (NCSCB) – www.schoolcrisiscenter.org – dedicated to helping schools support their students through crisis and loss.

National Suicide Prevention Lifeline – www.suicidepreventionlifeline.org – for resources including therapy and support group finder, self-care, education on risk factors and warning signs, and safety planning. Also includes information for Spanish speakers, hearing impaired individuals, and service members.

Family Acceptance Project – <http://familyproject.sfsu.edu> - for research-based, culturally grounded approaches to helping ethnically, socially and religiously diverse families decrease rejection and increase support for their LGBT children.

“My3” App - <http://www.my3app.org/safety-planning/> - a safety planning tool that allows users to create a safety plan programmed with 3 supportive contact people, the National Suicide Prevention Lifeline, and 911.

LAUSD Staff/Responder Emergency Plan - <http://achieve.lausd.net/emergencyapps> - mobile application.

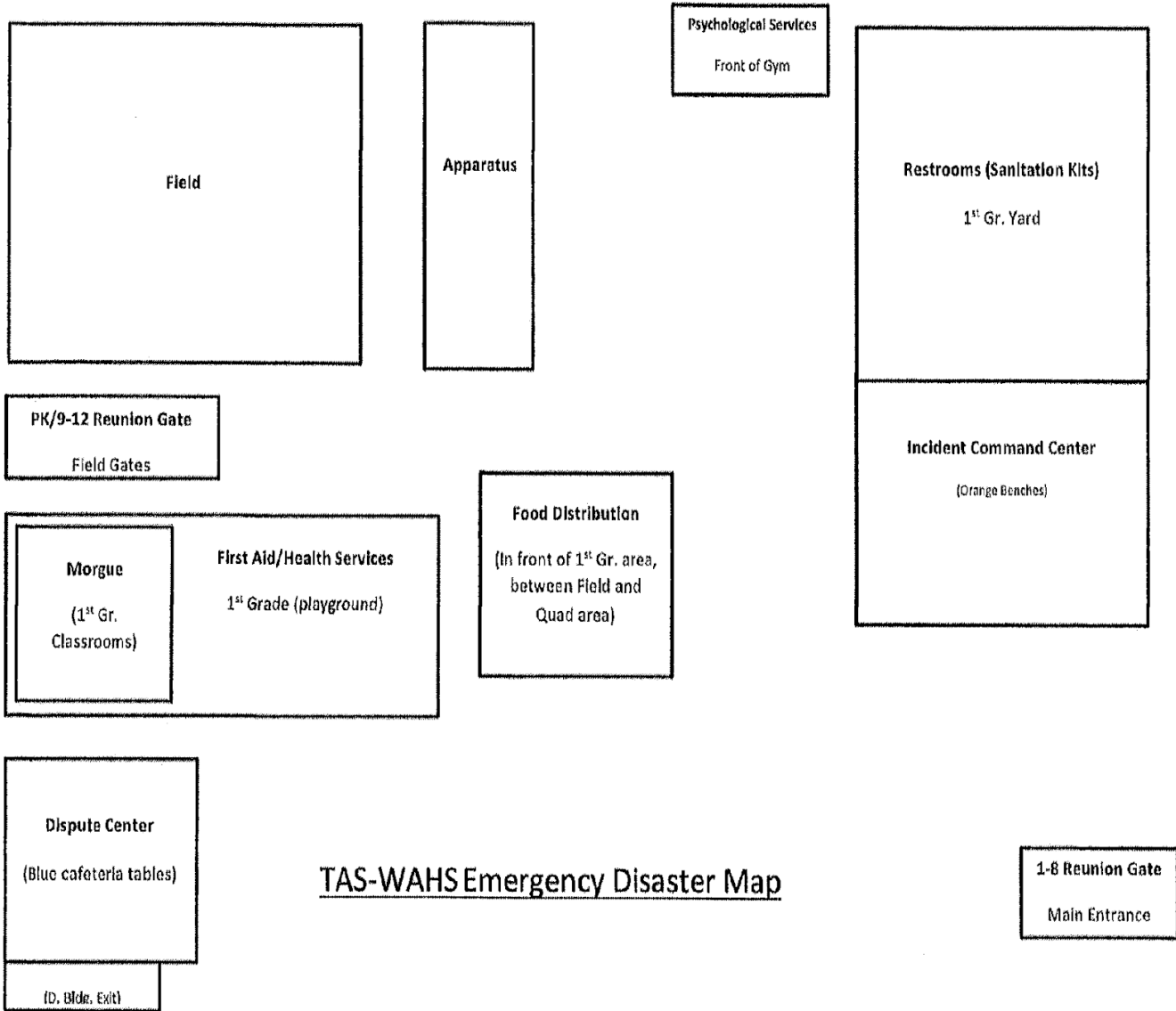
APPENDICES

Appendix A - Emergency Drill Schedule

TAS-WAHS Campus Assigned Evacuation Area

TAS-WAHS Buddy List

TAS & WAHS Emergency Plan Map



TAS-WAHS Emergency Disaster Map

Emergency Student Form

Room #	<input type="checkbox"/> Check if you are a sub
Teacher	
Grade	Date

Circle School: ACES TAS WAHS

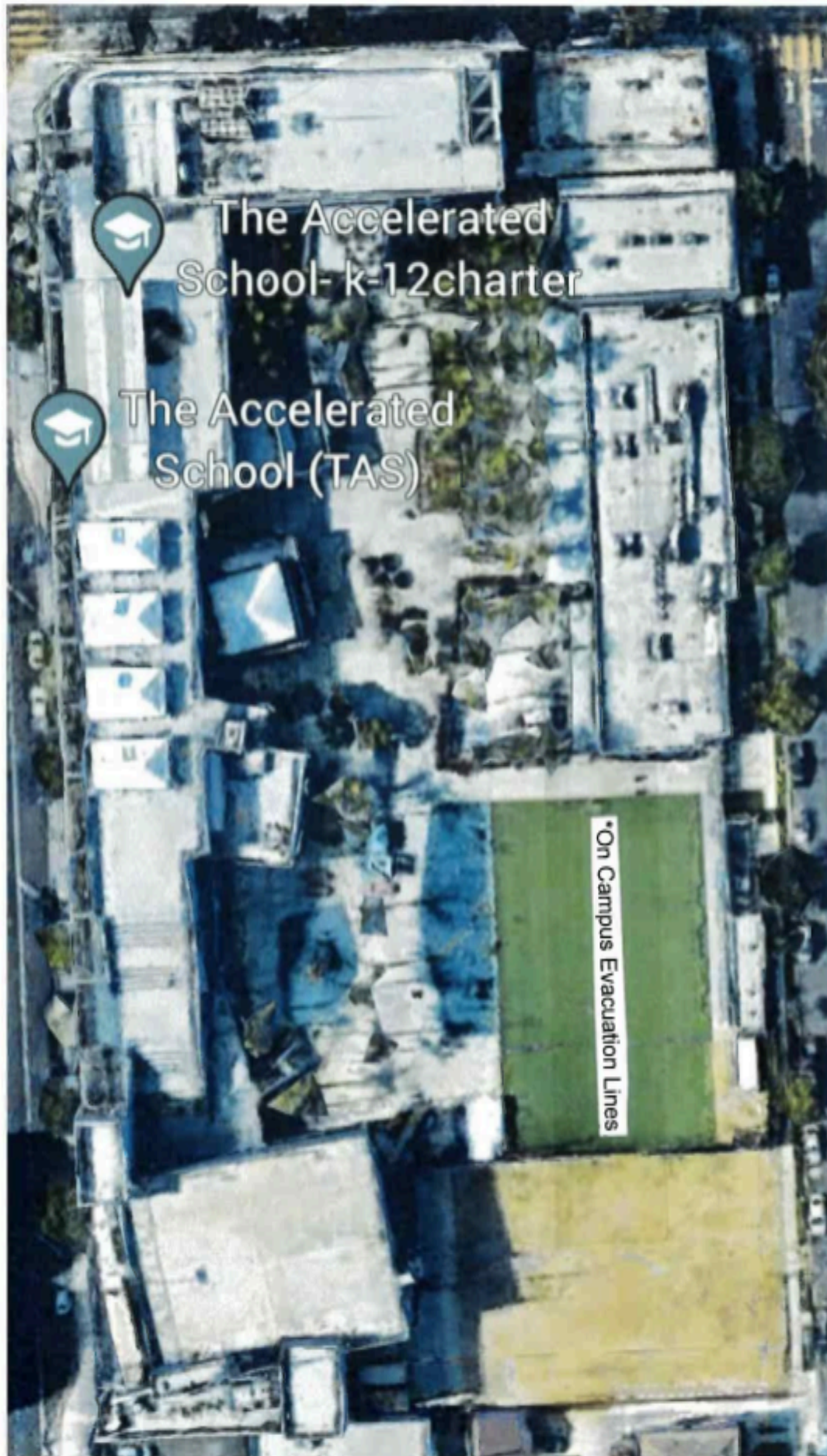
Student absent from class today.

Absent	Name	Grade	Name	Grade

Students who were present at class today but are currently missing.

Missing	Name	Grade	Name	Grade

Indicate injured students and staff on the back.





ACES



SCHOOL EMERGENCY OPERATION ASSIGNMENTS 2024-2025

Planning Intelligence & Operations Chief

Francis Reading

Location: School entrance by the field

Incident Command Center (ICC)

Commander: Carmen Ramos

Alternate: Francis Reading

Location: School entrance by the field

Public Information Office & Communications

Primary: Carmen Ramos

Secondary: Francis Reading

Reunion Gate 1

Leader: Alejandra Espinosa

Alternate/Assistant: Lorena Ramirez

Location: Main Entrance Table 1

First Aid/Medical Team

Mignon Cathey (nurse)

Deborah Michels

Location: Meet on the field, then re-locate to the main courtyard

Safety/Search & Rescue Team

Leader: Nestor Alas

- Tanya Salazar
- Lary Sandoval
- E. Banuelos
- Francisco Aquino
- Marisol Arteaga
- Michael Nguyen

Location: Meet on the field by the emergency storage container

Reunion Gate 2

Leader: Mariana Quintero

Alternate/Assistant: Emilie Santos

Location: Main Entrance Table 2

Psychological First Aid

Leader: Alexandra Cohn

Alternate: Melinda Barajas

Dispute Center

Leader: Angeles Acuahuil

Assistant:

Location: Gate by the library

Assembly Area Team

Leader: Ernesto Baranda

Alternate: Selene Rebollar

Gr. TK/K: C. Duarte, H.

Gonzalez, L. Ramos, M.

Echeverria, L. Ortiz, Castillo

Gr. 1: Arfania, L. Varney, Molina, A. Espinosa

Gr. 2: M. Chávez, G. Galicia, V. González

Gr. 3: A. Claro, V. Vilar, M. Orellana

Gr. 4: R. Oliva, J. Acosta

Gr. 5: S. Reyes, B. Navarro

Gr. 6: E. Reyes, T. Gamboa, A. Sanchez

Location: Field

Public Address System & Sanitation Team

Leader: Daniel Salgado

Co-leader: Bryan Jennings

Location: Field

Food Distribution

Leader: Andrew Robles

Co-Leader: Irene Escobar
Carmen Naranjo
Aldrina Diaz

Stand-by Staff Angie

Villalvazo (Salazar) Dayana

Gutierrez (Aquino)

Kimberly Lezo (Michels)

Antonio Rocha (Arteaga)

Eduardo Velazquez

Location: Field

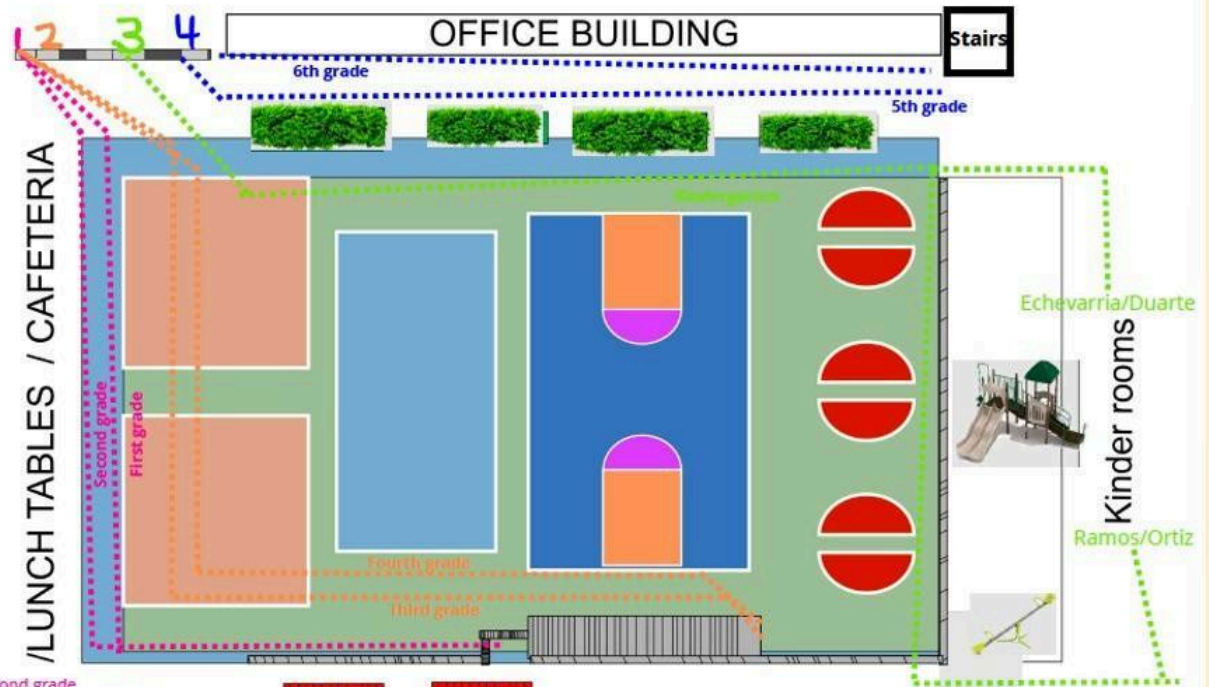
Appendix I - ACES Seating Chart



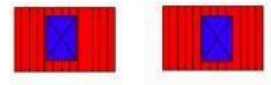
Appendix J - ACES Buddy List

Library - Mrs. Molina (1st) - Ms. Alex/Ms. B	Ms. Chavez (2nd) - Ms. Galicia (2nd)
Miss Varney (1st) - Mrs. Arfania (1st)	Ms. Gonzalez (2nd) - Mr. Vilar (3rd)
Ms. Ramos (K) - Ms. Ortiz (K)	Ms. Claro (3rd) - Mr. Aquino (3rd)
Ms. Echevarria (K) - Mrs. Duarte (TK)	Ms. Oliva (4th) - Ms. Michels (4th)
B106 - <u>RSP</u> Room	Ms. Reyes (5th) - Mrs. Salazar (5th)
Mr. Alas - Speech	Mrs. Gamboa (6th) - Mr. O'Neil (6th)
Ms. Ramos/Ms. Quintero - Mr. Reading	Coach Nguyen - Mr. Velazquez
Nurse Mimi - Ms. Espinosa/Ms. Ramirez/Ms. Santos	

Appendix K - ACES Evacuation Pathways

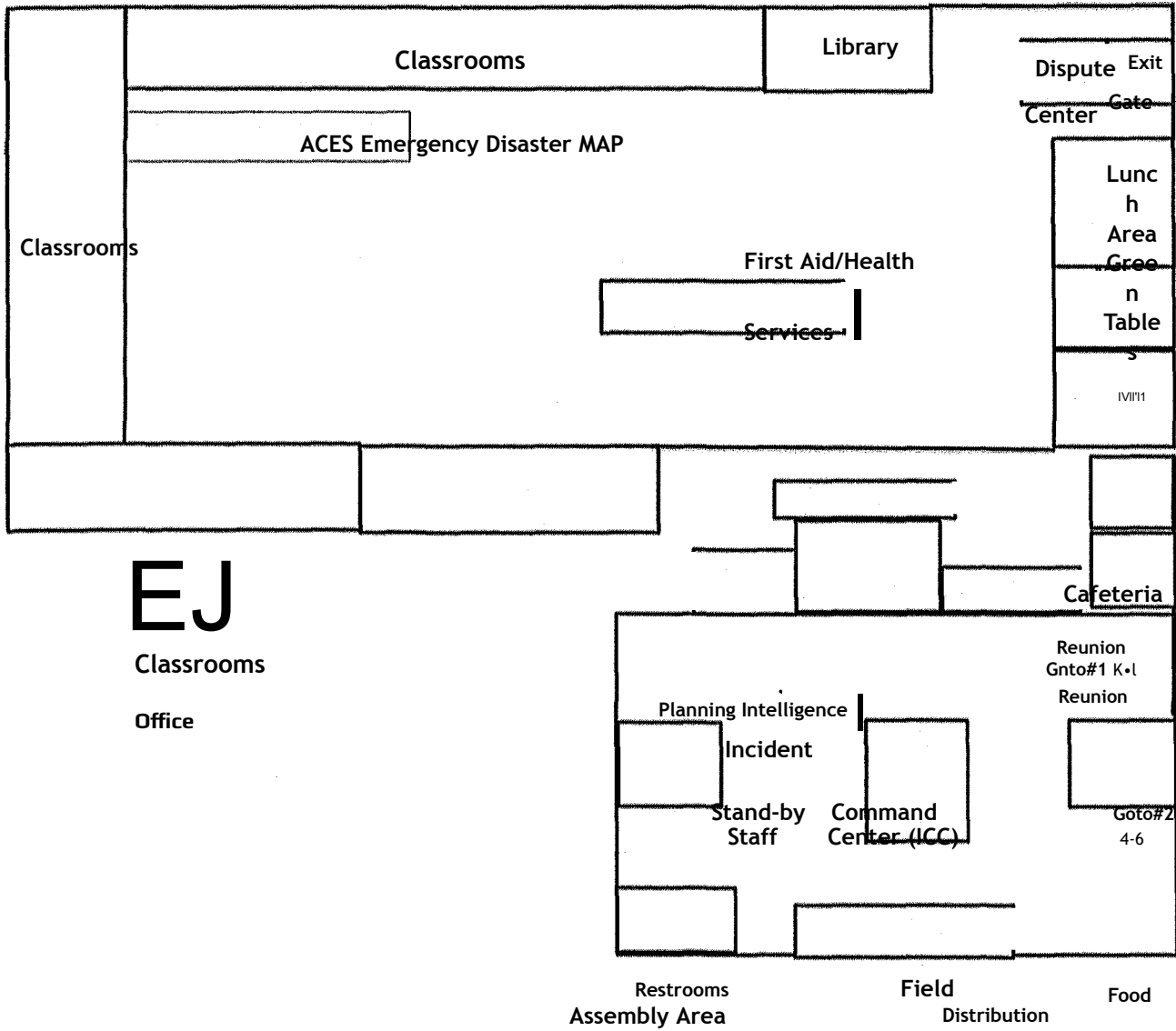


- Gate 1 - First/second grade
- Gate 2 - Third (outer side of stairs by 1st floor bathroom)/fourth grade (inner side of stairs by 1st floor bathroom)
- Gate 3 - TK/K
- Gate 4 - 5th (side of stairs closer to room B106)/6th grade (side of stairs closer to office)



First Grade Rooms

ACES Emergency Plan Map



Exit

Gate Mental Health Services

Appendix M

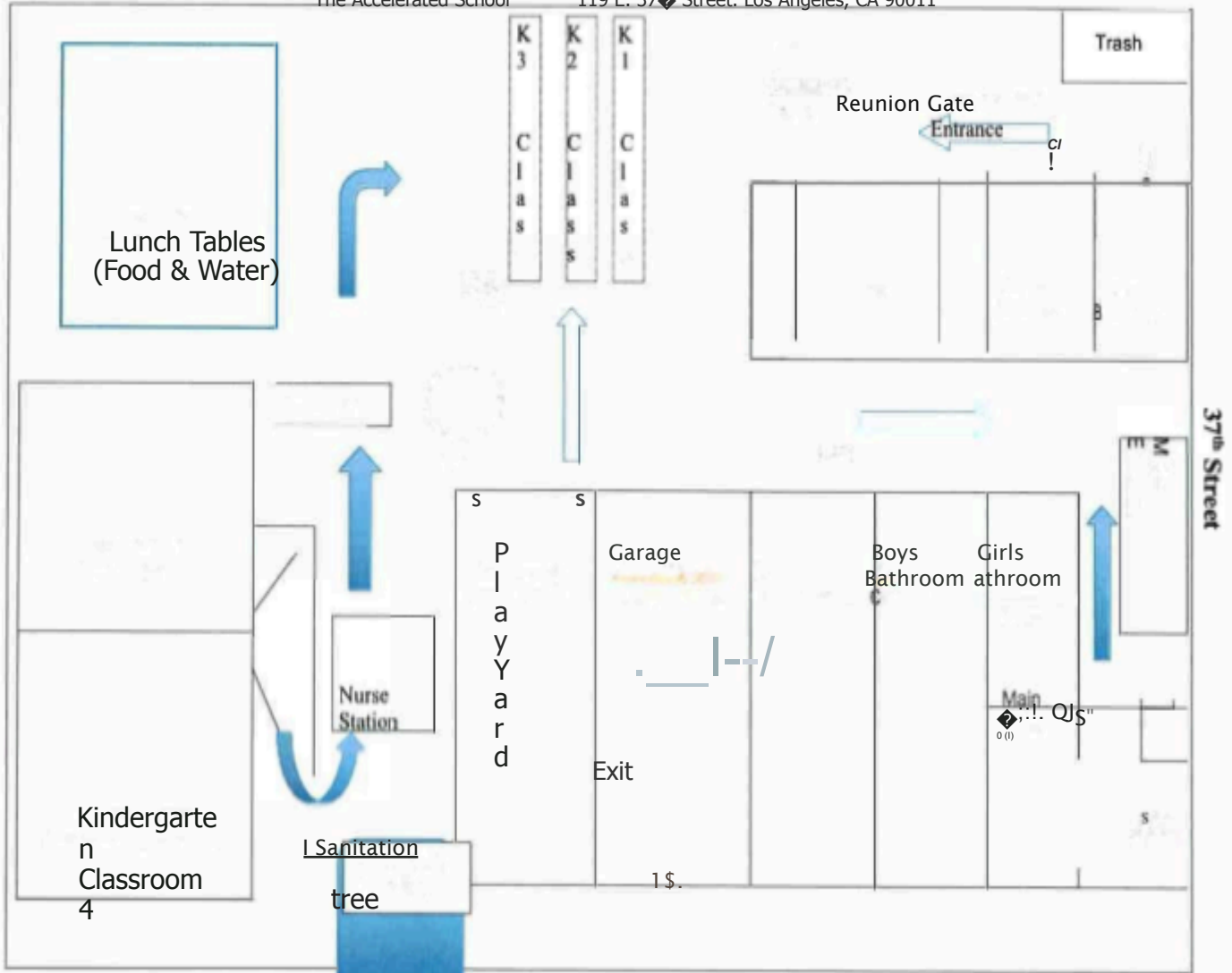
TAS 2 Emergency Preparedness Response Team

Response Team Commander	Primary	Alternate	Response Team	Location
Chief Incident Commander	Admin on Duty	Blanca Atkins (Front Office)	All Staff	ICC
Public Information Officer	Admin on Duty	Admin on Duty	Chief Incident Commander	ICC
Public Address System	IT on Duty	IT on Duty	Chief Incident Commander	ICC
Planning and Intelligence Chief	Admin on Duty	Teacher #3 (Hernandez)	Chief Incident Commander	ICC
Operations Chief	Admin on Duty	Teacher #3 (Hernandez)	Chief Incident Commander	ICC
Chief of Safety & Rescue	Supervision	Supervision	Supervision	ICC
Chief of Student Manager	Teacher #3 (Hernandez)	Teacher #1 (Provin)	Teachers	Student Lines
Reunion Gate Chief	Blanca Atkins (Front Office)	Supervision	Supervision	Back Gate
Health Services Chief	Lourdes Soto (Front Office)	Teacher #2 (Ramirez)	Office Clerk	Morgue Class #3
Psychological First Aid Chief	Lourdes Soto (Front Office)	Teacher #2 (Ramirez)	Office Clerk	Nurse Station
Facilities Chief Sanitation Chief	Jose Rodriguez (Facilities Director)	Facilities Assistant	Facilities	ICC
Food and Water Chief	Facilities Assistant	Facilities Assistant	Facilities	Cafe Tables

TAS 2 Evacuation Lines & Emergency Plan Map

TAS 2 SITE & EVACUATION MAP

The Accelerated School 119 E. 37th Street, Los Angeles, CA 90011



Kindergarten
◆
K

Classroom 2b

Classroom 2a

Classroom 1 b

Classroom 1 a ◆ Office

Office

1m² R)llmom

Kindergarten Classroom (Morgue) 3

Emergency Supplies

Alley

Appendix O

Evacuation Plans for Disabled Students

Disabled Students Evacuation Protocol:

In case of an evacuation in regards to our Special Needs Students, the staff member assigned to the student at the time of the emergency should be in immediate contact with the special needs student(s).

In the case of students needing mobility assistance, the staff member assigned to the student should be in charge of assisting the student in utilizing the front entrance ramp or the Main Street ramp, depending upon the closest means of egress.