

2019-2020 Comprehensive School Safety Plan



Accelerated Charter Elementary School



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This document is available for public inspection at ACES (3914 S. Main Street, Los Angeles, CA 90037) and on website at www.accelerated.org.

School Site Mission

ACES will be a national model for public/private partnerships that comprehensively serves the needs of its students in preparation for them to take their rightful place as confident and courageous citizens eager to achieve and contribute to a global society. ACES will graduate students who are prepared to succeed in rigorous college preparatory middle and high schools so that upon high school graduation each student will be prepared to succeed in the university of his/her choice; will enter the workplace as an informed and productive employee, entrepreneur, and community leader; and will act as a responsible citizen.

Preparing students for success in college through their mastery of state content standards and the state-adopted Common Core standards is the primary goal of ACES. Other goals include providing students better educational opportunities than what is currently available in this section of the city; providing additional student seats in an impacted area; training local educators in the use of effective teaching practices; and encouraging innovation in other public schools that serve educationally disadvantaged students.

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Assessment of the Current Status of School Crime

At ACES school crime committed on our school campus and at school-related functions is minimal and overall our school campus has been safe from crime. We had 12 incidents of graffiti in restrooms from August 2018 to February 2019. There have been no incidents of intruders but there was no damage to school property or any theft in the last school year. There has been no entry to the school through the trash bin gate leading to the alley since locks were placed to prevent entry. School security cameras and the alarm system help to avert further intrusions and theft. The front gate is maintained locked except for morning entry and at dismissal.

In reviewing local Newton Crime Statistics (<http://assets.lapdonline.org/assets/pdf/nwtprof.pdf>) there has been a decrease in Child/Spousal Abuse of 30.0% YTD from 120 to 84 incidents from 2017 to 2019. Aggravated Assault (includes domestic violence) has increased 23.4% YTD from 47 to 58 incidents from 2017 to 2019 and Violent Crimes increased 1% YTD from 201 to 203 incidents from 2017-2019.

Last year ACES had 0.2% suspensions for our 2017-18 school year. ACES has 0% expulsions to date. For 2017-2018 on average there were 8-10 office referrals per week from the playground or classroom for minor behavior incidents between students. There are on average 2-3 referrals per month for a serious behavior incident that involved the support of the Principal or Assistant Principal for fighting.

Attendance for students at ACES was an overall rate of 96.6% for 2017-2018. ACES has a Chronic Absenteeism Rate of 6.5% for 2017-2018 which decreased from 7.7% from the 2016-2017 school year. Our attendance goal is 5 or less absences for the school year with a goal of 98% attendance rate. Incentives are given out monthly and at the end of the school year by presenting Perfect, Outstanding, and Green Ribbon awards and recognition.

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

- School property theft/vandalism –signs advising surveillance video cameras on premises; entry by library had higher gate installed to prevent anyone from climbing into the school as well as privacy netting installed; locks placed on gates leading to the alley (trash collection area)
- Continue alternatives to suspension and supporting strong positive relationships among staff and students through school incentives, activities, and events; reinforce school rules and rationale along with student input to improving school culture; create leadership opportunities for students during the school day; initial implementation of Restorative Justice practices; Scholar Debit Card and Store used as incentive to reinforce positive behaviors
- Hold group and individual attendance meetings with parents to support students attending school daily and on time; continue monthly and end of the year attendance awards; continue monthly trophy award to two highest classes with best attendance; provide information/workshops (Families in Schools) 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 and academic success in school and at home
- Referrals to Shields for Families for students needing social skill building support (groups) or individual counseling services to be provided at school with consent of parent(s) or guardian
- Hold informal or formal (School Success Progress Teams) parent meetings to address serious behavior incidents interfering with academic and social success at school and at home using a multi-tiered system of support for behavior

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 section 11164 and 11166 and EC 44691 all ACES 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 make sure 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.

ACES 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 to provide 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 the DCS or law enforcement, ACES will obtain the contact information of the agency person removing the student. This information will be available to the parent/guardian.

Disaster Response Procedures

ACES is concerned for the safety of the children in the event of an earthquake, fire, or other possible emergency situation that may arise. Teachers are trained in CPR/First Aid and are familiar with the emergency plan in place at ACES. In the event that you are a parent assisting, please familiarize yourself with this emergency plan. Also included in this plan is the procedure for picking up your child following an emergency situation.

There is a safe evacuation area on the ACES site located on the playing field on the north side of campus. In the event of an emergency at ACES, students and staff are to go to this area.

A. Earthquake Procedures

In any emergency:

- Do not run or let the children run.
- Preserve calm by remaining calm.
- Maintain control of children at all times. Do not allow children to wander around.
- Encourage children to turn away from windows. duck, cover, and hold for at least 60 seconds.
- Talk calmly to the children.
- Listen to instructions from the teacher, who will give the command to evacuate the children.
- Remember to never return to the building until it has been inspected for damage.

- In the event of an earthquake, if students are outside the school, teachers and parents will move the children away from buildings, trees, and exposed wires.

Parents should:

- Encourage children to drop to the ground for at least 60 seconds.
- Keep out of the building.
- Listen to instructions from the teacher, who will give the command to evacuate the children.

B. Fire Procedures

In the event of a fire, parents should assist teachers in:

Conducting children in your area quickly, quietly, and calmly to the nearest safe exit as outlined on the Emergency Escape Map located in your emergency binder and posted by all the exit doors of the classrooms and school. All children will assemble outside of the school on the green turf play area north of the Main Office. Count the number of children in your group, take roll and keep them calm and together. Report any missing students immediately using the forms in your emergency binder. Await instruction from your administrators or fire officials. Keep a safe distance from the fire and the fire-fighting equipment.

C. School Preparedness

In the event of an earthquake, fire, or other disaster please be aware of the following:

ACES Staff are trained in emergency first aid and update their CPR certificates as required. The students have routine earthquake, lock down, shelter-in-place, and fire drills. An emergency first aid kit, and disaster/earthquake supplies are stored in an outside storage unit on the west side of the green turf play field for easy access. A binder with the Identification and Emergency Information is kept by each teacher in the classroom and is taken out as the facility is evacuated. The Main Office also has a copy of our Identification and Emergency Information and is taken out during evacuation.

You will receive a Robocall or may also call the school main office for information if another location besides the school campus has been chosen for safety reasons for evacuation. Administrators and teachers will remain with students until all students have been picked up by a parent or guardian. Please make sure that the office has updated contact information on your child's emergency card. Emergency cards should be renewed each school year.

D. Outside Agencies use of School Facility in a Disaster or Emergency

School facilities may be used by outside agencies during a declared or proclaimed disaster or emergency, subject to the procedures laid out in section V of this section. School facilities may be used for the following purposes:

1. Shelter and associated activities of displaced persons by the American Red Cross.
2. Welfare Center – Administrative headquarters and facility for provision of direct aid to individuals by city or county agencies.
3. Medical – Medical point of dispensing (MPOD) for medication or vaccination dispensing; first aid station (in extreme emergencies only).

PROCEDURES FOR SCHOOL PERSONNEL

Procedures outlined below abide by applicable disaster laws and regulations and disaster agreements between TAS and various entities. School administrators shall follow the below procedures when a request is made by an outside agency to use school facilities in a declared or proclaimed emergency:

1. A school site may not be used by any agency without first contacting the Incident Commander at the school site (323) 846-6694.
2. School administrators or their designees shall receive authorization from the incident commander to permit use of any school facilities.
3. The American Red Cross is the agency designated to operate emergency shelters at The Accelerated Schools.
4. Personnel, supplies and equipment necessary for emergency use must be provided by the agency requesting their use.
5. School materials may be used, pending the arrival of those from the agency, provided that a receipt, specifying type and quantity, is obtained from an authorized agency representative. The outside agency is to reimburse the schools for all costs. All costs associated with outside emergency use will be reimbursed by the requesting agency.
6. The incident commander may assign an employee to provide logistical support for the event.

PROCEDURES TO OBTAIN USE OF SCHOOL FACILITIES

1. The person in charge from the outside agency or his designee shall call then school site to request use of school
2. The request should indicate the name and address, or general location of the school facility needed, the purpose for which it will be used (medical, shelter, welfare), and the name and complete contact information of the agency submitting the request.
3. In the event that communication by telephone is not possible, notify the police department to assist in contacting The Accelerated School.
4. Declares that public employees are Disaster Services Workers, subject to such disaster service activities assigned to them by their superiors or by law. Public employees include all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases: 1) When a local emergency has been proclaimed; 2) When a state emergency has been declared; or 3) When a federal disaster has been declared.

Good Samaritan Law – California Civil Code, Section 1714.2

No one will be liable for civil damages from acts or omissions while rendering emergency care in compliance with standard Red Cross or American Heart Association guidelines.

Designates the American Red Cross as the lead agency in providing mass care shelters for the public. Schools may be used for mass care shelters, but school activities take precedence. Schools are to provide their own resources for sheltering students during an emergency.

Fire Drill Procedure Checklist

(As each step is completed, please mark the circle with an “x.”)

Please complete the following steps once the fire alarm has rung:

- Stop the students from working and have the students line up at the classroom door (Students are not to take any items with them);
- Take the Red Emergency Binder and Emergency kit or backpack;
- Students are to leave the classroom with their teacher in a straight line (ensure all students have left the classroom) and report to the Emergency Evacuation area;
- Have the class line-up next to the number listed on the Emergency Evacuation area map that is located in each classroom;
- At the Evacuation Emergency Area, take attendance and complete the Missing or Absent Student Form.

Please remember...

Students are not allowed to return to the classroom for any reason

Complete the Absent or Missing Student Form. A Safety Team Member will collect the form from the teacher. While lined-up in the Emergency Evacuation Area, teacher will need to ensure that the students are standing or seated in line.

Teachers may not report back to their classrooms until the Principal/Principal Designee has made an all-clear announcement

DUCK AND COVER procedures:

This action is taken to protect students and staff from flying or falling debris.

1. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
2. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
3. Teachers and students should move away from windows.

Lock Down Procedure Checklist

After the Principal/Principal Designee has made the announcement on the PA system stating the code for a Lock Down, please complete the following steps:

Teachers inside of the classroom:

- Instruct students to lie or sit on the floor;
- Lock the doors;
- Close any shades or blinds;
- Remain in the classroom away from doors and windows;
- Take attendance and complete the Missing or Absent Student Form.

Teachers outside of the classroom:

- Proceed to assigned classroom (if safe); report to the closest classroom or nearby building if directed to by Supervision Staff Member/Teacher/Administrator;
- Instruct students to lie or sit on the floor;
- Lock the doors,
- Remain in the classroom/nearby building away from doors and windows;
- Take attendance and complete the Missing or Absent Student Form.

Please remember...

- ✓ **Students are not allowed to leave the classroom *for any reason*. If there is an emergency inside of the classroom, please contact the Main Office and a Supervision Member or Administrator will assist with the situation.**
- ✓ **Remain in the classroom/nearby building until an all-clear announcement is made by the Principal/Principal Designee.**
- ✓ **Complete the Missing or Absent Student Form. A Safety Team Member will collect the form from the teacher.**

LOCKDOWN VS. SHELTER-IN-PLACE

What is a lockdown?

A lockdown is an action that is taken when there is a threat of violence or gunfire identified/directed by a law enforcement agency or Administrators. A lockdown prevents potentially dangerous perpetrators from entering the school grounds. During a lockdown procedure, students are to remain inside of the classroom/building away from any windows and doors. Movement in the classroom is limited.

What is shelter-in-place?

Shelter-in-place is an action that is taken place when the students need to be protected from airborne contaminants that are in the outside air. Shelter-in-place procedures prevent the students from being exposed from the harmful contaminants in the air. To effectively prevent the students from being exposed to the harmful contaminants, students must remain inside of the classroom/building with the HVAC systems (air conditioning, heat, stove pilots, etc.) shut off. Movement inside of the classroom is normal.

What is the difference between a lockdown and shelter-in-place?

The similarity between these two emergency procedures is that they both require the students to remain inside of the classroom/building. The difference between these two emergency procedures is the action steps that need to be completed by the teachers and administrators to ensure the safety of the students. A lockdown limits the movement inside of the classroom while a shelter-in-place allows free movement. A lockdown allows the teacher to keep the HVAC systems on while a shelter-in-place requires for the HVAC systems to be shut off.

INCIDENT: BOMB THREAT

Bomb threats may come via different mediums, e.g., telephonic, written, email, etc. To effectively respond to any bomb threat, there are precautionary steps that need to be taken. They are:

- understand your school emergency plan,
- have pre-established notification procedures,

- know where to evacuate students if directed to evacuate,
- be familiar with the facilities—know what belongs and what doesn't belong.

After you are aware of a bomb threat, follow these steps:

- All PA announcements are to be made in the CLEAR.
- Announce the following over the PA system:
 "We have a bomb threat. DO NOT USE YOUR CELL PHONE. DO NOT TURN ON YOUR CELL PHONE. DO NOT TURN OFF YOUR CELL PHONE. DO NOT ANSWER ANY INCOMING CALLS. IF YOUR CELL PHONE IS CURRENTLY ON, PLACE IT ON VIBRATE. A SIGNAL FROM ANY CELL PHONE MAY ACTIVATE THE BOMB."
- when it is determined to evacuate, do so immediately—DO NOT STOP FOR PERSONAL EFFECTS,
- treat ALL bomb threats seriously, regardless of how many times they occur,
- know what to do if news media shows up—DO NOT ANSWER QUESTIONS, REFER TO PRINCIPAL,
- do not evacuate people into a parking lot—a bomber may lure people outside during a hoax, into the blast zone of a bomb planted inside a vehicle or fixed object,
- stay clear of classroom windows if you hear an explosion,
- know the chain of command to direct actions,
- exercise your action plan.

Telephonic Bomb Threat Actions

- Keep the caller on the line as long as possible.
- DO NOT HANG UP THE PHONE THAT THE CALL CAME IN ON
- Use another telephone to contact the administration.
- Using the Bomb Threat Information Form, record what the caller said—every word is the goal. If possible, record the entire conversation. PAY PARTICULAR ATTENTION TO BACKGROUND NOISES.
- Identify voice characteristics, accents, gender, age, etc.
- Get specifics on the bomb, i.e., location, detonation time, etc.
- Record the number the call was received on.
- Record the time, date, and duration of the call.
- Be available to law enforcement personnel for interviews.

Written Bomb Threat Actions

- Do NOT disturb or excessively handle the document/envelope.
- Report it to the administration.

Email Bomb Threat Actions

- Do NOT delete or disturb the email until law enforcement personnel have seen it.
- Report it to the administration.

If a Bomb is Found During a Security Check

- DO NOT TOUCH IT!!
- Do NOT disturb the surrounding area.
- Leave the room and report it to the administration immediately.
- Insure that people evacuating know a device was found and to stay clear of the affected area.

Suspicious Mail

- Do NOT shake or submerge the package or letter in water.
- DO NOT OPEN IT!!
- Report it to the administration.

Indicators of Possible Mail or Package Bombs

- An unusual or unknown place of origin
- No return address
- Excessive postage
- Abnormal size and/or weight
- Oily stains on the wrapping or package
- Wires or strings protruding from or attached to the package/letter
- Different return address than the postmark
- Misspellings on the package
- Peculiar odors, e.g., almonds, shoe polish, etc.
- White or color powdery substance on or inside the envelope

INCIDENT: TERRORIST THREAT

Terrorists carefully plan their operations, using time as their greatest asset. They will attack or seize what they consider a “soft target.” Criminals will do the same - looking for patterns or people who either let their guard down or are not aware of their surroundings.

Prior to a terrorist threat, do the following:

- As much as possible, stay unpredictable (try to vary daily activities);
- Stay situational aware;
- Report suspicious activities to an administrator or school deputy; and
- Know where and whom to go to for information or help.

If a general threat against the school or district is indicated, coordinate all measures with the school administration. The measures below will be applied:

- Be alert for people not associated with the school loitering near the office or classrooms, or watching your activities;
- Do not hesitate to question them as to their reasons for being there; and
- Be aware of people, vehicles, workmen and delivery people.

ACTIONS TO TAKE IF YOU BELIEVE YOU ARE UNDER SURVEILLANCE:

- Conceal your suspicions
- Do not force a confrontation
- Contact the administration and report your suspicions
- Observe general description/characteristics of the person(s) such as unique features, race, gender, height, weight, hair color, etc.
- Observe general description of their vehicles such as make, model, year, color, unique stickers, and—most important—license plate number

INCIDENT: CHEMICAL AND BIOLOGICAL WEAPONS 3

In case of a chemical or biological weapon attack at school, the administration will instruct you on the best course of action. This may be to evacuate the area immediately, to seek shelter at a designated location, or to take immediate shelter where you are and seal the premises. The best way to protect you is to take emergency preparedness measures ahead of time and to get medical attention as soon as possible, if needed.

CHEMICAL

Chemical warfare agents are poisonous vapors, aerosols, liquids, or solids that have toxic effects on people, animals or plants. They can be released by bombs, sprayed from aircraft, boats, or vehicles, or used as a liquid to create a hazard to people and the environment. Some chemical agents may be odorless and tasteless. They can have an immediate effect (a few seconds to a few minutes) or a delayed effect (several hours to several days). While potentially lethal, chemical agents are difficult to deliver in lethal concentrations. Outdoors, the agents often dissipate rapidly. Chemical agents are also difficult to produce.

There are six types of chemical agents:

- Lung-damaging (pulmonary) agents such as phosgene,
- Cyanide,
- Vesicants or blister agents such as mustard,
- Nerve agents such as GA (tabun), GB (sarin), GD (soman), GF, and VX,
- Incapacitating agents such as BZ, and
- Riot-control agents (similar to MACE).

BIOLOGICAL

Biological agents are organisms or toxins that can kill or incapacitate people, livestock and crops. The three basic groups of biological agents that would likely be used as weapons are bacteria, viruses, and toxins.

1. **Bacteria.** Bacteria are small free-living organisms that reproduce by simple division and are easy to grow. The diseases they produce often respond to treatment with antibiotics.
2. **Viruses.** Viruses are organisms that require living cells in which to reproduce and are intimately dependent upon the body they infect. Viruses produce diseases that generally do not respond to antibiotics. However, antiviral drugs are sometimes effective.
3. **Toxins.** Toxins are poisonous substances found in, and extracted from, living plants, animals, or microorganisms; some toxins can be produced or altered by chemical means. Some toxins can be treated with specific antitoxins and selected drugs.

Most biological agents are difficult to grow and maintain. Many break down quickly when exposed to sunlight and other environmental factors, while others such as anthrax spores are very long lived. They can be dispersed by spraying them in the air, or infecting animals which carry the disease to humans as well as through food and water contamination.

- **Aerosols**—Biological agents are dispersed into the air, forming a fine mist that may drift to files. Inhaling the agent may cause disease in people or animals.
- **Animals**—Some diseases are spread by insects and animals, such as fleas, mice, flies,

and mosquitoes. Deliberately spreading diseases through livestock is also referred to as agroterrorism.

- Food and water contamination—Some pathogenic organisms and toxins may persist in food and water supplies. Most microbes can be killed, and toxins deactivated, by cooking food and boiling water. Anthrax spores formulated as a white powder were mailed to individuals in the government and media in the fall of 2001. Postal sorting machines and opening of letters dispersed the spores as aerosols. Several deaths resulted. The effect was to disrupt mail service and to cause a widespread fear of handling delivered mail among the public.
- Person-to-person spread of a few infectious agents is also possible. Humans have been the source of infection for smallpox, plague, and the Lassa viruses.

3 Are You Ready? A Guide to Citizen Preparedness, FEMA 2002

WHAT TO DO TO PREPARE FOR A CHEMICAL OR BIOLOGICAL ATTACK

1. Maintain disaster supplies; and
2. Rehearse emergency procedures.
3. Keep a complete, spare set of clothing in your room/office in a tightly sealed container.

WHAT TO DO DURING A CHEMICAL OR BIOLOGICAL ATTACK

1. Listen to announcements over the PA system for instructions from the administration such as whether to remain inside or to evacuate.
2. If you are instructed to remain indoors:
 - Turn off heating and air conditioning unit and any fan in the room/office.
 - Cover all ventilation vents.
 - Seal the room/office with duct tape. Ten square feet of floor space per person will provide sufficient air to prevent carbon dioxide build-up for up to five hours.
 - Keep students calm and quiet. Try to get people to sleep, as you remain awake.
 - Remain in room/office until you receive additional instructions.
3. If you are caught in an unprotected area, you should:
 - Attempt to get up-wind of the contaminated area.
 - Attempt to find shelter as quickly as possible.
 - Listen for instructions from the administration.

WHAT TO DO AFTER A CHEMICAL ATTACK

Immediate symptoms of exposure to chemical agents may include blurred vision, eye irritation, difficulty breathing and nausea. A person affected by a chemical or biological agent requires immediate attention by professional medical personnel. If medical help is not immediately available, decontaminate yourself and assist in decontaminating others. Decontamination is needed with minutes of exposure to minimize health consequences. (However, you should NOT leave the safety of a shelter to go outdoors to help others until the administration announces that it is safe to do so.)

1. Use extreme caution when helping others who have been exposed to chemical agents:
 - Remove all clothing and other items in contact with the body.
 - Contaminated clothing normally removed over the head should be cut off to avoid contact with the eyes, nose, and mouth.
 - Put all removed clothing into a plastic bag.
 - Decontaminate hands using soap and water if available.
 - Remove eyeglasses or contact lenses.
 - Decontaminate eyeglasses in a pan of household bleach.
2. Flush eyes with lots of water.
3. Gently wash face and hair with soap and water; then thoroughly rinse with water.
4. Decontaminate other body areas likely to have been contaminated. Blot (do not swab or scrape) with a cloth soaked in soapy water and rinse with clear water.
5. Change into uncontaminated clothes. Clothing stored in drawers or closets is likely to be uncontaminated.
6. If possible, proceed to a medical facility for screening.

WHAT TO DO AFTER A BIOLOGICAL ATTACK

In many biological attacks, people will not know they have been exposed to an agent. In such situations, the first evidence of an attack may be when you notice symptoms of the disease caused by an agent exposure, and you should seek immediate medical attention for treatment. In some situations, like the anthrax letters sent in 2001, people may be alerted to a potential exposure. If this is the case, pay close attention to all official warnings and instructions on how to proceed. The delivery of medical services for a biological event may be handled differently to respond to increased demand. Again, it will be important for you to pay attention to official instructions via radio, television, and emergency alert systems.

If your skin or clothing comes in contact with a visible, potentially infectious substance, you should remove and bag your clothes and personal items and wash yourself with warm soapy water immediately. Put on clean clothes and seek medical assistance.

For more information, visit the website for the Centers for Disease Control and Prevention: www.bt.cdc.gov

Active Shooter on Campus

An **Active Shooter on Campus** involves one or more individuals armed with a firearm on school grounds who have already shot or attempted to shoot someone with the firearm **AND at least one of the following factors applies:**

- **Continues to shoot others**
- **Actively seeks or attacks others**
- **Has access to additional victims**

Procedure

Note 1: An Active Shooter on Campus incident may be an incident that began as a LOCKDOWN. If you are experiencing a lockdown, follow the procedures for a Lockdown.

Note 2: The decision to initiate a rapid relocation in response to an active shooter on campus must be determined as the safest course of action to preserve the lives of students. Consider the age, mobility, cognition, school layout, and other school factors beforehand.

1. If there is an active shooter and students are in imminent danger, the administrator *may* initiate a rapid RELOCATION if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion. If in imminent danger, teachers *may* initiate rapid RELOCATION for their students without being directed by an administrator.

If initiating a rapid RELOCATION for an active shooter on campus, the following actions are recommended:

The school administrator should:

1. Encourage students and staff to quickly relocate by any safe and available exit. If relocating off campus, the established offsite relocation point is the preferred destination, if the route is safe.
2. Call 9-1-1 and/or inform the LAPD Newton Station (323) 846-6524 of the decision to leave campus and the destination. Keep the LAPD Commanding Officer/Patrol updated with information about any students and staff who do not arrive at the designated relocation point.
3. Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.

Teachers and other school staff members should:

- Relocate quickly by any safe and available exit. If relocating off campus, the pre-identified offsite relocation point is the preferred destination, if the route is safe.
- Choose a safe path of travel and find a safe destination if the offsite relocation point is not a feasible destination.
- Supervise and calm students in their care along the route and at destination.
- Account for students upon reaching destination. Report student accounting information to school administrator if present. If no school administrator is present at destination, call the LAPD Commanding Officer/Patrol and report location, student and staff accounting and injury information.

School Incident Commander with support of school staff may do and include the following as feasible:

- Contact a Crisis Team to the school relocation point.
 - Arrange for transportation and a second (receiving) school so the students can be moved to a safe location at another school.
 - Send out a Robo-call message to parents with additional information.
 - Meet with parents at a safe staging location, outside the relocation point perimeter secured for students, and keep the parents informed using bilingual support staff.
 - Assist with reunification.
2. The LAFD/First Aid/Medical Team and school staff will work with local authorities to ensure injured students and staff receive medical attention.
 3. The Request and Reunion teams will reunify students and guardians using available resources and coordinate assistance from school staff and first responders.
 3. The school administrator will prepare a verified list of any wounded, and the locations to which they were transported. The school administrator will confer with the Crisis Team and the Psychological First Aid Team to ensure notification of parents and family members of the wounded.
 4. All media inquiries will be referred to the designated TAS Public Information Officer.
 5. The school administrators will debrief with staff and school police officers.

EXTREME HEAT (Heat Wave)

Heat kills by pushing the human body beyond its limits. Under normal conditions, the body's internal thermostat produces perspiration that evaporates and cools the body. However, in extreme heat and high humidity, evaporation is slowed and the body must work extra hard to maintain a normal temperature.

Most heat disorders occur because the victim has been overexposed to heat or has over-exercised for his or her age and physical condition. The elderly, young children, and those who are sick or overweight are more likely to succumb to extreme heat.

Conditions that can induce heat-related illnesses include stagnant atmospheric conditions and poor air quality. Consequently, people living in urban areas may be at greater risk from the effects of a prolonged heat wave than those living in rural areas. Also, asphalt and concrete store heat longer and gradually release heat at night, which can produce higher nighttime temperatures known as the "urban heat island effect."

WHAT TO DO BEFORE AN EXTREME HEAT EMERGENCY

Know the terms associated with extreme heat:

1. **Heat wave**—Prolonged period of excessive heat, often combined with excessive humidity;
2. **Heat index**—A number in degrees Fahrenheit (F) that tells how hot it feels when relative humidity is added to the air temperature. Exposure to full sunshine can increase the heat index by 15 degrees;
3. **Heat cramps**—Muscular pains and spasms due to heavy exertion. Although heat cramps are the least severe, they are often the first signal that the body is having trouble with the heat;
4. **Heat exhaustion**—Typically occurs when people exercise heavily or work in a hot, humid place where body fluids are lost through heavy sweating. Blood flow to the skin increases, causing blood flow to decrease to the vital organs. This results in a form of mild shock. If not treated, the victim's condition will worsen. Body temperature will keep rising and the victim may suffer heat stroke;
5. **Heat stroke**—Heat stroke is life-threatening. The victim's temperature control system, which produces sweating to cool the body, stops working. The body temperature can rise so high that brain damage and death may result if the body is not cooled quickly; and
6. **Sun stroke**—another term for heat stroke.

Consider the following preparedness measures when faced with the possibility of extreme heat:

1. Install window air conditioners snugly, insulate if necessary;
2. Close any floor heat registers nearby and use a circulating or box fan to spread cool air;
3. Check air-conditioning ducts for proper insulation;
4. Install temporary reflectors, such as aluminum foil covered cardboard, to reflect heat back outside and be sure to weather-strip doors and sills to keep cool air in; and
5. Cover windows that receive morning or afternoon sun with drapes, shades, awnings or louvers. Outdoor awnings or louvers can reduce the heat by up to 80 percent.

WHAT TO DO DURING EXTREME HEAT OR A HEAT WAVE EMERGENCY

1. Stay indoors as much as possible.
 - If air conditioning is not available, 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 who have epilepsy or heart, kidney, or liver disease, are on fluid-restrictive diets, or have a problem with fluid retention should consult a doctor before increasing liquid intake.
5. Never leave children 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 normal body temperature.
8. Protect 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 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 spasm. 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. Normal body temperature is possible but temperature will likely rise. Fainting or dizziness, nausea or vomiting, exhaustion and headaches are possible.
21. First Aid: Get victim to lie down in a cool place. Loosen or remove clothing. Apply cool, wet cloths. Fan or move victim to air- conditioned place. Give sips of water if victim is conscious. Be sure water is consumed slowly. Give half glass of cool water every 15 minutes. If nausea occurs, discontinue. If vomiting occurs, seek immediate medical attention.
- 22.
23. Heat stroke (sun stroke)
24. Symptoms: High body temperature
25. (105+). Hot, red, dry skin. Rapid, weak pulse; and rapid, shallow breathing. Possible unconsciousness. Victim will likely not sweat unless victim was sweating from recent strenuous activity.

26. 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 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 air conditioner.

Pandemic Flu Checklist for Local Educational Agencies in California

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 that up to 30 percent of the population may be sick at the same time. 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.

ACES 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>)

Suspension and Expulsion Policies

Consistent with our preference for intervention over consequences, ACES implements a discipline structure that, when student behavior requires removal from the classroom, favors the least severe sanction necessary to maintain school safety and maximize student learning.

Except where suspension and recommended expulsion are mandatory, as described below, the Principal or their designee (Assistant Principal) may authorize an in-school or out-of-school suspension following the process described. Because the goal of the discipline policy is to address infractions with as little disruption to the learning process as possible, ACES prefers in-school to out-of-school suspensions when safety permits. Students assigned to in-school suspension are removed from their regular class and placed in another learning environment. In addition to the regular classwork, they are provided an opportunity to reflect on the actions leading to their suspension and how those actions contravene the core values. They are given an opportunity and assistance to develop a plan to make amends and restore the good order of the community. Procedures for suspension as well as expulsion are described below.

The decision to recommend suspension or expulsion of a student will be at the discretion of the principal or their designee (Dean or Assistant Principal) when he or she determines that a student has committed any of the offenses outlined in this section at any time, including but not limited to the following contexts:

- While on school grounds
- While going to or coming from school
- During, or while going to or coming from, a school-sponsored activity

1. Grounds for Expulsion (Mandated)

The following offenses are those which mandate immediate suspension and recommendation for expulsion if committed at school or at a school activity off school grounds:

- a) Possessing, selling, or furnishing a firearm.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery.
- e) Possession of an explosive.

Note: Pursuant to E.C. Section 48915 (g), “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 3½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.

2. Grounds for Expulsion (Limited Discretion)

The following offenses are subject to Limited Discretion; the Principal or Designee shall make a recommendation to expel a student if it is determined that the student committed one or more of the following acts at school or at a school activity off school grounds unless the Principal or Designee also determines that expulsion is inappropriate, in which case the Principal may initiate suspension procedures:

- a) Causing serious physical injury to another person, except in self-defense.
- b) Possession of a knife or other dangerous object of no reasonable use to the pupil.
- c) Unlawful possession of any controlled substance, except for either of the following:
 - i. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
 - ii. The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
- d) Robbery or extortion.
- e) Assault or battery upon any school employee.

Note: A serious physical injury includes, but is not limited to: “loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, wound requiring extensive suturing, and serious disfigurement.” (California Penal Code Section 243)

In determining whether an offense warrants expulsion or a lesser sanction, the Principal or Designee considers:

- a) Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and
- b) Whether 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.

3. Grounds for Suspension or Expulsion (Broad discretion)

The Principal or Designee has maximum discretion whether or not to recommend expulsion when he or she determines that a student has committed any of the following offenses at any time, including but not limited to while on the premises of a Value Schools campus; while going to or coming from school; during the lunch period whether on or off campus; and during, or while going to or coming from, a school-sponsored activity:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except in self-defense.
- c) Possessed not more than one ounce of marijuana (applicable to the first offense only) or possessed alcohol.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- e) Caused or attempted to cause damage to school or private property.
- f) Stole or attempted to steal school property or private property.
- g) Possessed or used tobacco or any tobacco products.
- h) Committed an obscene act or engaged in habitual profanity or vulgarity.
- i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- j) Knowingly received stolen school or private property.
- k) Possessed an imitation firearm. “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 it is a firearm.
- l) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- m) Committed sexual harassment (applicable to grades 4 through 12 only).
- n) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only).
- o) Intentionally engaged in harassment, threats, or intimidation against school district personnel or pupils (applicable to grades 4 through 12 only).
- p) Made terroristic threats against school officials or school property, or both.
- q) Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- r) Engaged in, or attempted to engage in, hazing.
- s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

In determining whether an offense warrants expulsion or a lesser sanction, the Principal considers:

- a) Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and
- b) Whether 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.

Out-of-School Suspension Procedures

General

The Principal or Designee (Assistant Principal) has the authority to suspend and to recommend expulsion subject to the due process rights of students and parents/guardians. The maximum consecutive number of school days for a suspension for a single incident is five (5) unless the administration and parents/guardians agree to a longer term or under the circumstances set forth in the expulsion procedure. For suspensions exceeding five days, a second conference will be scheduled with the parent/guardian upon completion of the fifth day of suspension to discuss the progress of the suspension. The maximum number of days for suspension during the school year is twenty (20) unless it is necessary to extend a suspension pending resolution of an expulsion hearing or appeal and unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of school days may be increased by ten (10) days for a total of thirty (30) suspension days in that school year.

At all steps during the suspension and expulsion process, necessary translation or interpretation services are provided to ensure parents/guardians are able to understand and participate in the process. Reasonable accommodations are made to ensure parents/guardians who wish to attend a conference or hearing are able to do so.

Students with an IEP or 504 Plan

In the case of a student who has an IEP or a student who has a 504 Plan, ACES will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. An IEP team, including an ACES representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing The Accelerated Schools Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 plan, the ACES Principal or Designee will convene a Link Determination meeting which asks 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 ACES' failure to implement the 504 Plan?

Suspension in Emergency Situations

An "emergency situation" involves a danger to the lives, safety or health of students or school personnel. When the Principal or the Designee determines that a student must be removed to ameliorate an emergency situation, the student may be suspended without a conference.

In the case of an emergency suspension without a conference, both the parent/guardian and the student are notified of the student's right to return to school, for purposes of a conference with the Principal or the Principal's designee as soon thereafter as reasonably possible. The notice includes the anticipated length and conditions of the emergency suspension, the specific reasons for it, and an invitation to attend the conference with or without counsel or other advisor. Parents/guardians are assured that reasonable accommodations and language support will be available. They are also informed that a conference with the student is required for the student to return to school, but that they are not required to attend the conference and that no penalty will be imposed on the student if they do not attend. If information presented at the conference proves the suspension was in error, the suspension shall be removed from the student's record.

Suspension in Non-Emergency Situations

In all non-emergency situations that appear to warrant suspension, the Principal/Assistant Principal/Office staff will attempt to contact, by telephone or in person, the student's parent, guardian, or educational rights holder to explain the situation and to schedule a pre-suspension conference. A written notice is also sent that explains the behavior or events that appear to warrant the suspension, whether it will be an in-school or out-of-school suspension, and the length of the anticipated suspension. The notice either confirms the conference details

scheduled orally or, if no contact has been made, details the right to a pre-suspension conference and the time and place it will be held. Whenever practical, the conference will include the teacher, supervisor or other school employee who referred the student for disciplinary action. Unless the student waives the right to a conference or is physically unable to attend, the student's presence is required. Parents, guardians and educational rights holders are encouraged but not required to attend. No penalty, including non-reinstatement, may be imposed on the student for the failure of a parent or guardian to attend the conference.

In the event a suspension is imposed, whether a pre-suspension conference is held or waived, written notice is given to the student and to the person responsible for him or her to indicate the reason suspension was imposed and the date and time the student may return to school (or, for in-school suspensions, return to the regular classroom).

Activities During Suspension

During a period of suspension the student is given assignments and homework by the student's teacher(s) to minimize the loss of schooling. Upon return to school, the student is given an opportunity to make up any missed tests. The assignments are listed on PowerSchool, which the student and parent have access to at home or in school. This gives the student and parent(s) the knowledge of all classroom and homework assignments that are assigned during the days of suspensions. The Principal or Designee meet with the suspended student upon return to ensure that assignments have been completed.

Appeal of Suspension

The Accelerated Schools have a fair and impartial process for investigating and confirming the appropriateness of the suspension or expulsion of any student. This process will preserve due process rights of students and parents.

Parents may appeal the suspension by meeting with the designated site assistant principal/principal on the day of the suspension if the parent arrives before 4:00 pm or on the morning of the day after the suspension, after 7:45 am. The appeal will be made to an administrator different from the administrator who suspended the student. Without a scheduled appointment, the parent(s) may have to wait up to one (1) hour to meet with authorized assistant principal/principal of the school. The principal/assistant principal 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 an assistant principal/principal will review the document and make a determination within two-hours upon receipt, between the times of 7:45 am to 4:30 pm. With the approval of the assistant principal/principal, the suspension can be removed from the student's record and the student can return to the classroom. If the assistant principal/principal denies the appeal and enforces the suspension, the parent can appeal to the Chief Executive Officer (CEO). The Chief Executive Officer will hear the appeal. An appeal will not reinstate the student in school for the day(s) to be suspended. In reviewing the appeal, the CEO may remove the suspension from the student's records.

Suspension Pending Expulsion Hearing

A student who is suspended for an offense likely to lead to expulsion may only return to school if the Principal or Designee determines that the suspension should not be continued pending the expulsion hearing. The student and/or parent will be given an opportunity to be heard as part of this determination. The suspension and, if necessary, interim placement, will be continued until the expulsion hearing if:

- The student's presence will likely be disruptive to the educational process, and/or
- The student poses a threat or danger to others.

The total number of days for which a pupil may be suspended from ACES shall not exceed twenty (20) school days in any school year, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed thirty (30) days in any school year. ACES will offer a suitable interim placement, such as at a grade-appropriate opportunity school or class, continuation school, or off-site supervised

suspension classroom where the student will have meaningful access to education during the term of the suspension pending the outcome of the expulsion process.

For suspension periods not requiring an interim placement, the suspended student's teachers will continue to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. The assignments are also listed on PowerSchool, to which the student and parents have access. Completed student work sent or delivered to the ACES main office are graded in a timely manner by the teacher of each subject, and returned to student on a regular basis, either at the ACES main office or by mail if parents so request. Completed assignments are given credit toward semester grades. When completion of regular assignments would otherwise depend on classroom attendance or participation (e.g., group projects), alternative, comparably challenging assignments are accepted.

Expulsion Procedures

Expulsion Hearing

Students recommended for expulsion by the Principal or Designee (Assistant Principal) are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the principal or Designee determines that an act subject to expulsion has occurred. The hearing will be presided over by a Disciplinary Action Committee (DAC), which will consist of an Assistant Principal/Principal (will not be the administrator who made the expulsion recommendation), one teacher and a counselor. The DAC after hearing all evidence will make a recommendation to the Board of Trustees regarding expulsion. If a recommendation is made to the Board of Trustees for expulsion, the Board will hold a special meeting, within 15 working days, to act on the recommendation in closed session with the parent/guardian present. All due process rights and applicable California law will be followed.

Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of ACES disciplinary rules, which relate to the alleged violation.
- The opportunity for the student or the student's parent/guardian to appear in person at the hearing.
- Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
- Notice that the student will be permitted to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf.

A reasonably accurate and complete record of the hearing shall be made and may be maintained by any means, including electronic recording or minutes taken of the proceeding. If electronic recording is used, it must permit a reasonably accurate and complete transcription of the proceedings. Minutes or transcripts are provided to parents/guardians.

Notice of Decision

Based on its investigation and considering all the evidence introduced by the student, parent/guardian, and counsel or advisor, the DAC decides whether there is enough evidence to support the assertion that the student committed an infraction warranting expulsion. The DAC will prepare a written summary of its findings of fact and its conclusions concerning expulsion or non-expulsion.

After the DAC delivers its findings of fact and conclusions to the Principal, the Principal or Designee attempts to notify the parents/guardians by telephone or in person of the decision. Whether or not such oral notice is

accomplished, if a decision to expel is made, ACES sends the parents/guardians written notice of the decision, including the findings and conclusions. This notice also includes the following: notice of the specific offense committed by the student; notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; notice of any appeal options; and information about alternative placement options, such as Community Day Schools, Opportunity Schools or Independent Study School, other charter schools, and placements suggested by the District.

Appeal of Expulsion

Expulsion Appeals shall be brought to a panel of The Accelerated Schools Board of Trustees.

In the case of an expulsion recommendation appeal, the student will be considered suspended until a meeting of the Board of Trustees is convened to hear the recommendation for expulsion and the appeal (within 15 working days) at which time the parent(s) must attend to present their appeal. In the event of a decision to expel a student from ACES, the parent can appeal to a 3-member panel of the Board of Trustees. The appeal should be sent to the Board within 5 days of the decision to expel. The appeals panel will hear the appeal within 10 school days and render a decision within 5 school days of hearing the appeal. The decision of the appeal panel is final. The school will work cooperatively with schools of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious behavior shall be communicated to the school to which the student matriculates.

Rehabilitation Plans

Pupils who are expelled from ACES shall be given a rehabilitation plan upon expulsion as developed by the charter school's Board of Trustees at the time of the expulsion order. While tailored to the individual situation, the rehabilitation plan typically will include evidence of improved behavior, attendance and academic performance in the alternative placement setting. The plan may also set out a schedule for 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.

Readmission

When the term of expulsion has expired and the student is presented for reinstatement, the Principal or Designee reviews compliance with the conditions of the rehabilitation plan and recommends to the Board of Trustees that the student be reinstated, or explains why he or she does not find reinstatement is warranted. The Board decides whether to authorize reinstatement.

The decision to readmit a pupil or to admit a previously expelled pupil from another school shall be in the sole discretion of the Board of Trustees 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 charter school at the time the pupil seeks readmission.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. ACES has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "*" next to the students 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**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the 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

Accelerated Charter Elementary School

To: ALL CERTIFICATED STAFF
From: **Susan Raudry, Principal**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. The Accelerated Schools has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "" next to the students 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**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

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

- E.C. 48900**
- (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/Cyber bullying
 - (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

If you have any questions or want more information, please see me.



Confidential Memorandum
Accelerated Charter Elementary School

To: _____, Teacher
From: _____, Principal
Date:

Re: **Students having committed specified crime**

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

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

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

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.

Susan Raudry
Principal

Sexual Harassment Policy

Sexual Harassment is not tolerated on campus. During the professional development week prior to the start of every academic year or at time of being hired all of the ACES staff is informed about the school's sexual harassment policy. The CEO and Administrators/Managers participate in Sexual Harassment 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 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.

Schoolwide Dress Code prohibiting gang-related apparel

In July 2004, all parents and staff overwhelmingly agreed 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.

BOYS	GIRLS
<ul style="list-style-type: none">• Khaki (cotton twill) pants• Khaki shorts• Navy blue polo shirt• Shoes with flat, rubber soles, no open-toed shoes• No baseball caps, No bandanas• Well-fitting pants, worn at waist level that can stay up without a belt. And the child must be able to fasten and unfasten clothing by himself.• Physical Education wear recommended: gray t-shirt and solid navy blue shorts or sweats	<ul style="list-style-type: none">• Khaki (cotton twill) pants, shorts, skorts, jumpers• Khaki pleated skirt (with shorts underneath)• Navy blue polo shirt• Shoes with flat, rubber soles, no open-toed shoes• No platform shoes• <i>No baseball caps, No bandanas</i>• Well-fitting pants, worn at waist level that can stay up without a belt. And the child must be able to fasten and unfasten clothing by herself.• Physical Education wear recommended: gray t-shirt and solid navy blue shorts or sweats

FREE DRESS DAYS WILL BE ISSUED AT THE DISCRETION OF SCHOOL ADMINISTRATOR:

Responsible attire: shoes with flat, rubber soles are required. No halter-tops, midriff shirts, or cut-off tops.

DESIGNATED COLLEGE DAY: Your child may wear college sweatshirts, t-shirts, hats, ties, pants, pins, etc. from any college or university on designated days.

CLOTHING WITH OFFENSIVE LOGOS, LANGUAGE, OR INSIGNIA ARE NOT ALLOWED

OUT OF DRESS CODE NOTICES

Parents will receive "Out of dress code" notices if the child is not adhering to the dress code policy. The notice should be returned to the school with the parent's signature.

If you would like additional information or support regarding the dress code please speak to an administrator

Parents wishing to "Opt-Out" of the unified student dress code can submit their request to school principal by completing an "Opt-Out" application. Opt-out options can include medical, religious, and philosophical reasons. Students will have 5 days from the time they enroll at the school to apply for an opt-out option

Procedures for Safe Ingress and Egress from School

This information is posted on our website and located in the Main Office:
3914 S. Main Street, Los Angeles, CA 90037
(See Page 46 for map)

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 ACES will feel valued and that they have a voice to express themselves

Objective: Students in grades 4-6 will take a school culture survey by November 2019 to reassess indicators, identify areas of need, and to prioritize indicators for ACES to improve. Principal, staff, and SSC will determine activities, resources, and timelines for the 2019-2020 school year to implement plan created collaboratively. Results of plan will be measured with focus groups in January 2020 to monitor effectiveness. School Principal, PLC Leadership team, and ACES parents will be responsible and participate in implementation of a school plan.

ACES 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 ACES 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 student 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 training for student and staff on dangers of drugs and alcohol
- p. ACES works with Shields for Families or other Mental Health organizations 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. ACES 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.

Component Two: Place

Create and maintain a safe and clean physical environment

Goal: ACES students will have a clean, safe school environment where they can learn and play

Objective: Students will participate in focus groups and/or take a survey to determine areas to address by prioritizing area(s) to improve. Principal, staff, School Leadership Team (comprised of teachers and parents) and SBC will determine activities, resources, and timelines for the 2019-2020 school year to implement plan created collaboratively. Results of plan will be measured by a student & parent survey in March 2020 to determine effectiveness. School Principal and Leadership team will be responsible for implementation.

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

- a. Maintaining classrooms and grounds as pleasant places to meet and learn
- 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 student with current textbooks and materials
- k. Maintaining a variety of playground equipment
- l. Providing a classroom library, school library, 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 ACES 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 ACES students are expected to be safe, orderly, and respectful of the rights of others. All students at Accelerated Charter Elementary School:

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 regards 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

Accelerated Charter Elementary School 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.

ACES 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.

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

ACES 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 District's Discipline Foundation Policy. If the student receives or is eligible for special education, ACES 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.

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



Accelerated Charter Elementary School School-Wide Behavior Discipline Plan

Major Components of School-Wide Positive Behavior Support (PBS)

- 🟢 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 PBS?

- Learn and model the ACES 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.)

ACES 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
ACES Scholar Card	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
ACES 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 or further medical attention</u>
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 teasing, name-calling, insulting, excluding, and/or discriminating that can be accompanied by threats of injury or harm</u>
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

ACES School-Wide Progressive Discipline Plan

Addressed By Staff ***All offenses can be followed-up with Community Service			
Behavior	Low Severity or First Offense	Moderate or Second Offense	Severe or 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
Major 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.
Severe 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 cyber-bullying 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 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 over-all 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 district'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 district'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 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 district, 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 district 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 rumor or derogatory message; 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 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

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:

- 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.

The Accelerated Schools prohibit any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of bullying or harassment shall be in accordance with district policies, procedures, and agreements.

The Accelerated Schools require school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus/van. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff.

**The Accelerated Schools
INVESTIGATION REPORT FORM – COMPLAINT/INVESTIGATION RECORD**

Confidential--For School/District Recording Purposes Only

Send a copy of the completed Incident Report Form-Complaint/Investigation Record to the Local Principal.

When investigating allegations of bullying, discrimination, harassment, or hate-motivated incidents/crimes, a copy of the completed Incident Report Form-Complaint/Investigation Record should also be given to the CEO.

School		Date of Report	
		School Phone#	
Name/Title of Reporting Party		Phone #	Ext.

BRIEF DESCRIPTION OF INCIDENT:

INCIDENT INFORMATION:

Date/Time		Place/Incident	
Names of Any Witnesses			

Name of person who is the target of the behavior			
Student/Grade/DOB		Adult/Position	M <input type="checkbox"/> F <input type="checkbox"/>

Name of person who is the target of the behavior			
Student/Grade/DOB		Adult/Position	M <input type="checkbox"/> F <input type="checkbox"/>

Name of person who is accused of the behavior			
Student/Grade/DOB		Adult/Position	M <input type="checkbox"/> F <input type="checkbox"/>

Name of person who is accused of the behavior			
Student/Grade/DOB		Adult/Position	M <input type="checkbox"/> F <input type="checkbox"/>

BRIEF DESCRIPTION OF SCHOOL ACTIONS TAKEN/ADMINISTRATIVE FOLLOW-UP:

CATEGORY OF INCIDENT/COMPLAINT:

Discrimination/Harassment	<input type="checkbox"/> Yes <input type="checkbox"/> No	Hate-Motivated Incident/Crime	<input type="checkbox"/> Yes <input type="checkbox"/> No
Bullying	<input type="checkbox"/> Yes <input type="checkbox"/> No		

If yes is indicated above, then the attached Complaint/Investigation Record MUST be used to document the actions taken to address the complaint and to monitor or assess the effectiveness of those actions.

NOTE: FOR ALL INCIDENTS/ACCIDENTS INVOLVING AN INJURY TO STUDENTS, EMPLOYEES, OR VISITORS, PLEASE HAVE THE PRINCIPALS FOLLOW UP SO THEY MAY INVESTIGATE USING INCIDENT REPORT FORMS. EMPLOYEE ACCIDENTS NEED ADDITIONAL FOLLOW UP WITH HUMAN RESOURCES.

**COMPLAINT/INVESTIGATION RECORD
BULLYING, DISCRIMINATION, HARASSMENT, OR HATE-MOTIVATED INCIDENT/CRIME**

I. RECORD OF INVESTIGATION:

Interview alleged target of incident/crime	Date	Interview accused person	Date
Interview witnesses (if any)	Date		
Seek assistance from supervisor, other administrators, or other sources, as needed:			
Person/Office			Date
Person/Office			Date
Person/Office			Date
Person/Office			Date

II. FINDINGS/DETERMINATION:

<input type="checkbox"/>	Findings indicate that discrimination/harassment occurred.
<input type="checkbox"/>	Findings indicate that a hate-motivated incident/crime occurred.
<input type="checkbox"/>	Findings indicate that inappropriate or bullying behavior occurred.
<input type="checkbox"/>	Nature of incident/complaint (check all that apply): <input type="checkbox"/> race <input type="checkbox"/> color <input type="checkbox"/> national origin <input type="checkbox"/> Other: <input type="checkbox"/> religion <input type="checkbox"/> disability <input type="checkbox"/> sex <input type="checkbox"/> sexual orientation <input type="checkbox"/> gender identity
<input type="checkbox"/>	There are no findings of discrimination/harassment, hate motivated incidents/crimes, or inappropriate/bullying behavior

III. ACTIONS TAKEN:

	Involving Accused Person(s)	Date		Involving Alleged Target(s)	Date
<input type="checkbox"/>	Review/discuss District Nondiscrimination & Harassment policy/procedures		<input type="checkbox"/>	Review/discuss District Nondiscrimination & Harassment policy/procedures	
<input type="checkbox"/>	Review/discuss District policy "Hate-Motivated Incidents and Crimes"		<input type="checkbox"/>	Review/discuss District policy "Hate-Motivated Incidents and Crimes"	
<input type="checkbox"/>	Review/discuss District policy and procedures on "Bullying and Hazing"		<input type="checkbox"/>	Review/discuss District policy and procedures on "Bullying and Hazing"	
<input type="checkbox"/>	Disciplinary Conference		<input type="checkbox"/>	Administrative Conference	
<input type="checkbox"/>	Parent Informed of Incident <input type="checkbox"/> Conference <input type="checkbox"/> Letter <input type="checkbox"/> Telephone		<input type="checkbox"/>	Parent Informed of Incident <input type="checkbox"/> Conference <input type="checkbox"/> Letter <input type="checkbox"/> Telephone	
<input type="checkbox"/>	Education/Behavior Contract		<input type="checkbox"/>	** <u>Caution:</u> In incidents involving sexual orientation or gender identity, consult with the student to determine an appropriate way to inform the student's parent(s) or guardian(s) of the incident or harassing conduct. Student sexual orientation and/or gender identity cannot be divulged without permission of the student.	
<input type="checkbox"/>	Detention Assigned		<input type="checkbox"/>		
<input type="checkbox"/>	Class Schedule Change		<input type="checkbox"/>		
<input type="checkbox"/>	Referral for School Counseling		<input type="checkbox"/>		
<input type="checkbox"/>	Suspension		<input type="checkbox"/>		Referral for Counseling
<input type="checkbox"/>	Accused Person's Parents Notified of Resolution of Incident		<input type="checkbox"/>	Target's Parents Notified of Resolution of Incident	
<input type="checkbox"/>	Opted to check out of school		<input type="checkbox"/>	Monitor to Check that Unwanted Behavior Has Stopped	
<input type="checkbox"/>	Expulsion		<input type="checkbox"/>	<input type="checkbox"/> After One Week <input type="checkbox"/> After Two Weeks	

IV. DESCRIBE ANY OTHER ACTIONS TAKEN OR FURTHER REMEDIAL ACTION TO BE UNDERTAKEN TO PREVENT RECURRENCE OF THE INCIDENT/BEHAVIOR:

V. NOTIFICATION OF FINDINGS AND ACTIONS TAKEN:

<input type="checkbox"/>	Targeted Person	Date			<input type="checkbox"/>	Parents	Date	
<input type="checkbox"/>	Accused Person	Date			<input type="checkbox"/>	Parents	Date	

School Community Agreement

At The Accelerated Schools all members of the school community (faculty, students, and families) are committed to a fostering a safe learning environment. These differences may be physical, mental, social, emotional and/or spiritual. We will use school appropriate language and we will not tolerate any abuse or harassment. Choosing words and actions that help, not hurt others, we will work to keep our school free of verbal and nonverbal put-downs regarding the following:

- Academic progress
- Age
- Gender
- Appearance/body image/mannerisms
- Athletic ability
- Belief systems
- Cultural, ethnic, and/or racial background
- Family background and family composition
- Friendships
- Languages
- Learning styles
- Physical challenges
- Sexual harassment of any type including gender stereotypes and homophobic taunts

Random Searches Policy

Schools are faced with instances of violence, including the use of weapons on or adjacent to school campuses. The Accelerated Schools reserves the right to implement random metal detector searches under the settled principles of constitutional construction, which permits reasonable application of metal detectors in schools. The purpose of these searches is to deter weapons such as guns, knives, or any other item, which might cause harm or injury from being brought to schools. Therefore, metal detectors should not be used for the purpose of searching students who might be suspected of having violated other school rules.

A pre-established random plan should be used to select which students and what articles are to be searched. It is important that sufficient staff be involved in the search to prevent the possibility of any selected student disposing of contraband or weapons while walking to the location where the metal detector search is to be conducted. School administrators may conduct searches of individual students when they have reasonable suspicion to believe that the student has violated or is violating the law or a school rule. "Reasonable suspicion" includes the following: Reasonable suspicion that the search will turn up evidence of the student's violation; the extent of the search is reasonably related to the suspected violation; and the search is not excessively intrusive considering the student's age, gender and the nature of the violation.

No student or persons shall be selected to be searched based solely upon their gender, race, ethnicity, physical appearance, manner of dress, or association with any particular group of persons. Active Shooter Policy, random searches, utilizing metal detectors, and searching students suspected of having dangerous objects is applicable to all students within The Accelerated Schools.

I. Frequency of Metal Detector Searches

- A. Schools may conduct daily random metal detector searches of students. Search operations should be conducted at various hours of the school day to avoid predictability.
- B. Schools are to keep a record of their random metal detector searches. A logbook of the searches must be kept for the entire school by the administrator in charge and be readily available for review. These logs must be kept on file for three years.

II. Public Advisory of Searches

Parents will be advised of the possibility that their child may be searched in the Parent-Student Handbook, schools must send written communication to parents at the opening of the school year. This communication is to be provided for all students enrolling after the school year has begun. Signs must be posted in several prominent site locations advising that all persons on the premises are subject to search for weapons by metal detector. Schools in need of new or additional signs shall contact Maintenance and Operations for replacements.

III. Selection of Search Team Members

- A. The search team should be comprised of certificated employees, both male and female, and augmented with other staff as necessary.
- B. Personnel selected to be members of the search team must be respectful and sensitive to the right of privacy and other concerns of the individual being searched.
- C. The searching of any student, employee or visitor shall only be conducted by a search team member of the same gender.
- D. School Police may be requested to accompany and observe the search team, but may not participate in the actual searching. School Police participation in random searches must be limited to handling arrests or other criminal situations that might occur during the course of a search. School Safety Officers (SSOs) who are properly trained may assist with random metal detector searches as they are not sworn officers.
- E. Metal detector search team members must be familiar with both school policy and the operation of the wands.

IV. Locations For Conducting Metal Detection Searches

Whenever possible, searches should be conducted in locations that do not expose students or other persons being searched to the view of the general student body population, particularly to the view of those who are not being subjected to the search.

A nearby vacant classroom, office or workroom should be available in the event that it becomes necessary to more thoroughly search a particular student. This would be the case when a wand activates and it is not possible to satisfactorily determine the cause, either through questioning or a light pat-down of the person. Whenever it is necessary for a student to be removed for a more thorough search, the student shall be accompanied by at least two adult employees, one of whom must be of the same gender as the student. California Education Code Section 49050 prohibits removal or rearranging of a pupil's clothing in a manner to permit a visual inspection of the underclothing, breast, buttocks, or genitals of the pupils.

V. Procedures for Conducting Random Searches

- A. A random search establishes a specific, unbiased pattern of who is to be searched, i.e., every third person. Search personnel may not deviate from the search pattern during the course of that particular search.
- B. All students selected will be required to bring all of their personal effects in their possession at the time they are selected, e.g., coat, purse, book bag, backpack, or other similar articles.

- C. Upon entering the search location, the selected student shall be advised of the purpose of the search, the method in which the search will be conducted, and the fact that the selection was made in a random manner.
- D. A student or person to be searched shall be directed to remove all metal objects from their pockets, including coins. The student is to give their personal belongings, as described above, to a search team member or place them on a table or desk in plain view. The belongings shall then be physically searched only to the degree necessary to affirm that no weapons are concealed therein. The student shall then be scanned using a wand. Staff operating the device must use an identical scanning technique/pattern for each student.
- E. The staff member will scan the entire student, including socks, legs, front and back pockets, waist, and chest.
- F. If the wand activates, the student shall be asked if they are in possession of any metal object in the area scanned. After determining that the object is not a weapon and is removable, staff will request that the student remove the object and re-scan the student. If an activation reoccurs and the object cannot be removed, the operator shall visually confirm the student's explanation, e.g., jewelry, belt, buckle, rivets on pants or as a second alternative, by lightly touching (not grabbing) the area which is causing the repeated activation.
- G. If, during the course of a search, contraband is observed that is a violation of District or school policy and/or regulations, such items may be confiscated and the student may be subject to disciplinary action.
- H. Students who refuse to submit to a wand search consistent with these guidelines may be subject to disciplinary action for defying the valid authority of school personnel. Other persons refusing a search consistent with these guidelines must be escorted off campus.

VI. Random Search Versus Total Population Search

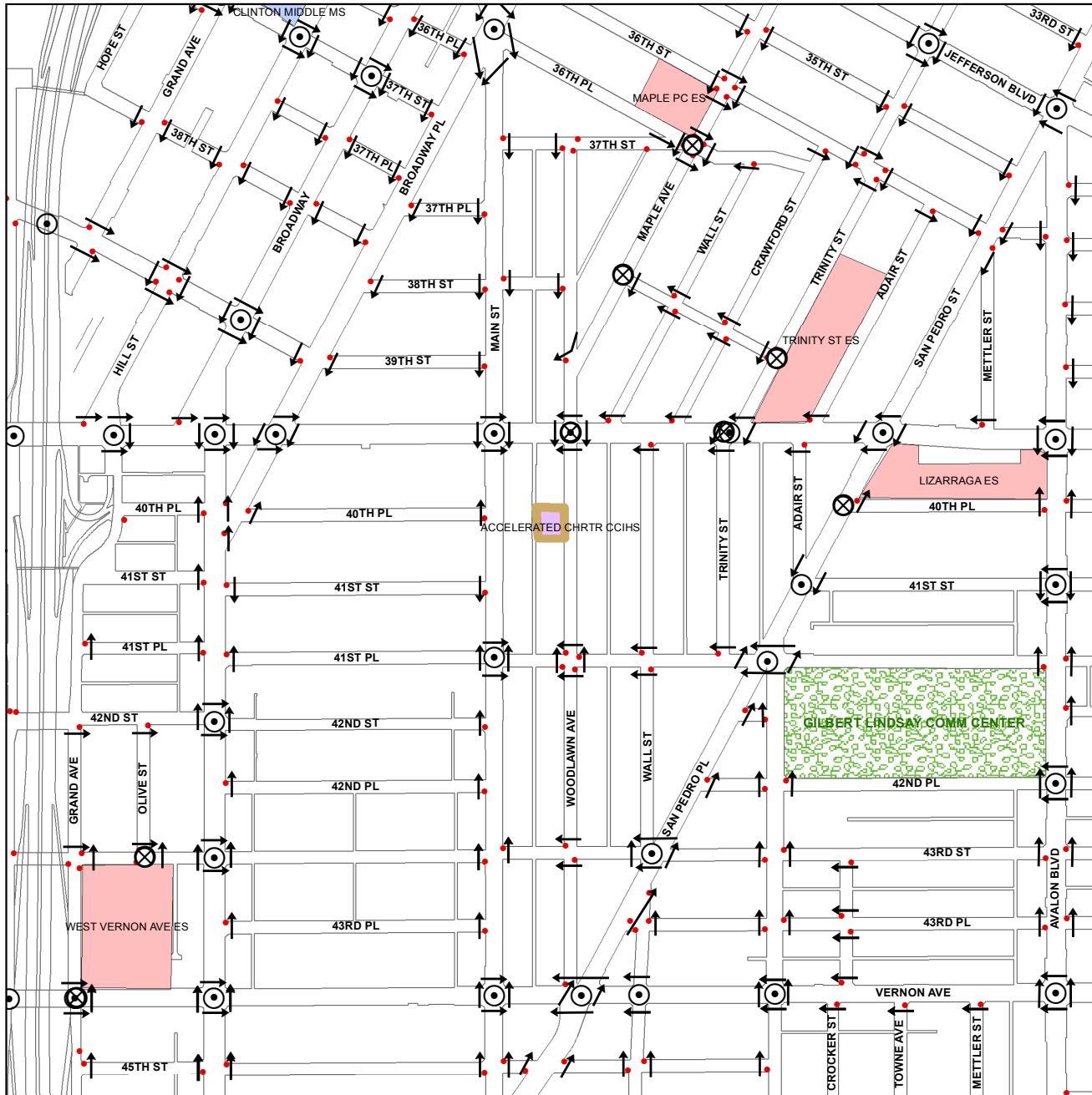
A total population search is one wherein every person who enters the premises is searched, such as at an athletic event or after-school dance.

VII. Searching Other Areas Of The School

- A. A locker search plan may be implemented in which a minimum of ten lockers are searched daily. Prior to the implementation, notification must be given to both students and parents. This may be accomplished by announcements over the public address system or a letter to parents.
- B. When lockers are searched, written notification must be left within the locker informing the student that the locker was searched. Schools can request school police K-6 participation in locker searches.

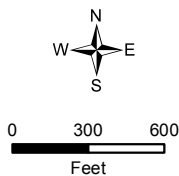


PEDESTRIAN ROUTES FOR ACCELERATED CHARTER SCHOOL



Legend

- Recommended Crossing
- Stop Sign
- ⊙ Traffic Signal
- ⊗ Crossing Guard
- ⚡ Flashing Warning Light
- XXXX Stairs or Walkway
- ⌒ Pedestrian Bridge
- ⌒ Pedestrian Tunnel
- ⊞ Parks



Parents:

This map shows the recommended crossings to be used from each block in your school attendance area. Following the arrows, select the best route from your home to the school and mark it with a colored pencil or crayon. This is the route your child should take. Instruct your child to use this route and to cross streets only at locations shown. You and your child should become familiar with the route by walking it together. Obey marked crosswalks, stop signs, traffic signals and other traffic controls. Crossing points have been located at these controls wherever possible, even though a longer walk may be necessary. Instruct your child to always look both ways before crossing the street. If no sidewalk exists, your child should walk facing traffic.

Estimados Padres:

Este mapa muestra los cruzados recomendados para los peatones de cada cuadra en el área de su escuela. Siguiendo las flechas en el mapa, seleccione la ruta mas segura de su casa a la Escuela y marquelo con un lapiz o tiza de color. Esta es la ruta que su hijo (a) debe de usar. Digale a su hijo (a) que use esta ruta y que cruce las calles solamente en los lugares indicados. Usted y su hijo (a) deberian de familiarizarse con esta ruta. Obedezcan los rotulos de peatones, de altos, semaforos y todos los señales de trafico. Puntos para cruzar estan localizados en areas controladas, aunque sea necesario de alargar el tiempo para cruzar. Instruye a su hijo (a) que siempre se fije de los dos lados antes de cruzar la calle. El estudiante debe de siempre caminar en la direccion opuesta del trafico si no existe una banqueta.