



Draft TAS/WAHS School Safety Plan

2018-19

2019-20

The Accelerated School Wallis Annenberg High School

**4000 S. Main Street
Los Angeles, CA 90037**

**Plan Reviewed by School Safety Committee on 11/08, 11/20 & 12/06 and
Safety Sub Committee on: 11/16 & 11:30**

With Consultation from Law Enforcement Representative: 12/06/18

**Draft Plan Approved by The Accelerated Schools Governing Board on:
02/26/19**

School Site Vision

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

School Site Mission

The Accelerated School and Wallis Annenberg High School will graduate students who are prepared to succeed at the University of his/her choice; who will enter the workplace as informed and productive employees, entrepreneurs, and community leaders; and who will act as responsible citizens.

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1. Assessment of the Current Status of School Crime (to include TAS Data)

At TAS/WAHS, school crime committed on the school campus and at school-related functions is minimal and overall both school campuses are safe from crime. School security cameras provide monitoring of potentially unsafe areas and outdoor lighting is present to avert intrusions and theft.

In reviewing local Newton Crime Statistics, (<http://assets.lapdonline.org/assets/pdf/nwtprof.pdf>) there has been an increase in Child/Spousal Abuse of 31.6% YTD in the area from 2016 to 2018. Local property crime has decreased 2% from 2016-2018 and violent crimes decreased 6.9% from 2016-2018.

In 2016 WAHS suspension rate was 5.1%, a decreased of 2.6% as 2017 had a suspension rate of 2.5%. In 2016 TAS had a suspension rate of .9%, a decreased of .5% as 2017 had a suspension rate of .4%. In 2016 LAUSD suspension rate was .8% the same as the next year as 2017 had a suspension rate of .8%. From the data, suspension rates at TAS and WAHS are decreasing each year.

Average Daily Attendance rates for students at WAHS was 94.50% in the 2017-18 school year. Average Daily Attendance rates for students at TAS was 96.22% in the 2017-18 school year.

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

- Surveillance video cameras on premises, monitoring potentially unsafe areas
- Continue alternatives to suspension and 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
- Hold individual attendance meetings with parents to support students attending school daily and on time; continue monthly and end of the year attendance awards; provide information/workshops to parents to reinforce academic benefits of good attendance at school
- Provide local community mental health agency information to parents desiring services and support for increased social/academic success
- Referrals to 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 (\$SPT) parent meetings to address serious behavior incidents interfering with academic and social success at school and at home

2. Appropriate Programs and Strategies that Provide School Safety

(a) 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 TAS/WAHS 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.

TAS/WAHS 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, TAS/WAHS will obtain the contact information of the agency person removing the student. This information will be available to the parent/guardian.

(b) Disaster and Emergency Response Procedures

i. Overview

In the event of an emergency, an administrator or assigned staff member will signal through the PA system by making an **initial announcement**. At the moment, everyone should first follow drop/cover/hold procedures:

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

1. Inside classrooms (or anywhere indoors):

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

2. On school grounds but outside school buildings:

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

A **second announcement** will be made instructing everyone to evacuate the building.

When a drill or a real disaster occurs, teachers, please do the following:

- Pick up your Emergency Binder.
- Check for any injured students. Place green paper on door if your room is all clear. Place red paper on door if you are unable to move injured person.
- Leave doors locked in a drill; unlocked in the event of a real disaster.
- Take your class out to your designated area on the Field, using the safest route and suggested map routes. See map for evacuation route and field location.
- Appoint a responsible student to lead your class while you bring up the rear, seeing that everyone has cleared the room. Follow closely with the class. Emphasize that the class stay together on route to the Field
- If the Field is not safe to use, the Incident Commander will identify the next safest location on campus for all students/staff.

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

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

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

ii. Response Team Commanders / Teams

“ICC” stands for “**Incident Command Center**”, located at the orange benches.

Response Team Commander	Primary	Secondary	Response Team	Location
Chief Incident Commander	Francis Reading (K-8 Principal)	Rosie Hoang (9-12 Assistant Principal)	Chief Commanders, All Staff	ICC
Public Information Officer	Jonathan Williams Grace Lee-Chang (CEO/CAO)	Vincent Shih (Senior Accountant)	N/A	ICC
Planning and Intelligence Chief	Lenita Lugo (Director of Curriculum and Instruction)	Ashley Zartner (TAS) Assistant Principal	N/A	ICC

Operations Chief	Asha Marshall (Human Resources Manager)	Michelle Cerna (Human Resources Assistant)	N/A	ICC
Chief of Safety & Rescue	Rebecca Handzel (9-12 Principal)	Julio Cortez (Academic Advisor)	Supervision Staff Academic Advisor TAS 11, 12, 15, 17	ICC, Floating

Chief of Student Management	Greg Colleton (6-12 Dean)	Erica Eichenstien (6-12 Instructional Math Coach)	Supervision Staff	Field, Dispute Table, Traffic Control
Reunion Gate Chief	Janet Mixquiti (Office Manager)	Alejandra Ortiz (Assistant Office Manager)	Office Staff & Library Clerk	Main Gate (1- 8), Field Gate (9- 12)
Health Services Chief	Felicia Jackson (TAS Assistant Principal)	Hilda Guzman (Health Coordinator)	Health Services Coordinator Facilities (TAS 20, 21, 22)	Early Learning Center Playground, Morgue: Inside Early Learning Center
Psychological First Aid Chief	Randhir Bains (Director of Special Education)	Estela Cuevas (Student Services Coordinator)	Shields for Families & HS Academic Counselor	In Front of Gym
Facilities Chief	Tom Nitezich (Facilities Director)	Jose Rojas (Facilities Manager)	Facilities Team	ICC, Floating, Early Learning Center
Food and Water Chief	Jennifer Dusenbery (Director of Food Services)	Andrew Robles (Cafeteria Manager)	Food Services Team	In front of Early Learning Center
Public Address System & Sanitation Chief	Cong Liu (System/Operations Manager)	Ajax Dominguez (Technology Assistant Manager)	IT Team	1 st Grade Yard

Alternate list of staff members:

- Instructional Aides
- Available YPI and KTAP Staff
- Accounting Clerk

IF YOUR NAME DOES NOT APPEAR ON OUR EMERGENCY ORGANIZATION PLAN OR IF YOU DO NOT HAVE A CLASS, PLEASE REPORT TO THE ICC. DO NOT LEAVE THE CAMPUS!

** If disaster occurs after school, Administrator on duty (Incident Commander) will work with afterschool coordinators and assign duties as needed.

Radio Number / Name

Administrators

0	Johnathan Williams
1	Francis Reading
2	Lenita Lugo
3	Ashley Zartner
5	Felicia Jackson
6	Rebecca Handzel
8	Greg Colleton
41	Gloria Zelaya
42	Rosie Hoang
43	Emily Finch

Supervision / Security

9	Erick Hernandez
10	
11	Salvador Santoyo
12	Anny Perez
13	Guillermo Garcia
14	Natividad Bibiano
15	Michael Franklin
16	Patricia Sandoval
17	Jonathan Chavez
18	Cynthia Sazo
19	Jonathan Gonzalez
24	Julio Cortez

25

26

Facility Dept.

20 Maria Macedo

21 Jose Perez

22 Javier Serrano

34 Tom Nizetich

35 Jose Rojas

IT Dept.

31 Cong Liu

32 Ajax Dominguez

iii. Specific Duties and Responsibilities**Chief Incident Commander***Location: ICC*

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

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

Public Information Officer

Location: ICC

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

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

Planning and Intelligence Chief*Location: ICC*

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

Operations Chief*Location: ICC*

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

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

Safety & Rescue Chief / Team (Supervision: TAS 6, 24, 11, 12, 15, 17)

Location: ICC, Floating

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

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

- Begin clearing all buildings.
- An X will be marked outside of each classroom/building door to indicate that the room/area is cleared and searched. All doors will be locked as well.
- If a supervision team member identifies a classroom or office with an injured person, they will report to the Chief of Safety & Rescue on location, number, and condition of injured. Next, they will take them directly to the First Aid Center or radio for assistance. Assistance will be provided by Facilities Staff Members. Portable gurneys will be used as needed. Gurneys will be located in the First Aid Center.
- After all buildings are cleared, all supervision team members will report to the Operation Chief to confirm that the search and rescue has been completed.
- Supervision staff will also report any leaks, cracks, floods etc. at the ICC. They will report it to the Planning and Intelligence Chief who will then report to the Facilities Manager.
- Lastly, supervision staff will then report to the field to assist in supervising students and to prepare for Reunion Gate duties.
 - Supervision Members needed at Reunion Gates and Exit Gate:
 - Security Guard & TAS 11: Main Entrance (1-8 Reunion Gate)
 - Supervision Member TAS 12 & 17: Field Gates (9-12 Reunion Gate)
 - Supervision Member TAS 15: D. Bldg. Gate (Exit Gate)
 - Supervision Members 14, 16, & 18: Field (& all additional Supervisors)
- Campus Security Guard will maintain communications with Sheriffs, LAUSD Police, Fire Department as directed by ICC & Chief of Safety.

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

Student Management Chief / Team (APs and all teachers)

Location: Field, Dispute Table, Traffic Control (Quad), Floating

The Student Managers Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting

missing persons to the Incident Commander. The Student Managers are also responsible for directing field activities and periodically interacting with the Incident Command to identify problems and report status. Manages the direct response to the disaster and sets up of all disaster stations. Will coordinate with each Chief Commander and ensure that each station has all supplies needed.

- Will assign supervision members to set up all tables at the following locations:
 - Incident Command Post – Orange Benches (no tables or chairs needed)
 - First Aid/Morgue – Early Learning Center: Playground (3 tables & 2 chairs at each table)
 - Restroom Facilities – 1st Grade Yard (1 table & 2 chairs)
 - Psychological First Aid Center – Front of Gym (1 table & 2 chairs)
 - Food Supplies/Water – In front of Early Learning Center (between field and quad, set up 3 tables and 10 chairs)
 - Reunion Gates – 1-8 Main Entrance & 9-12 Field Gates. One table at each gate and two chairs at each table.
- Periodically checking with the Incident Commander for situation briefings and updates.

Responsibilities include:

- Supervise students in the field while supervision staff finishes with search and rescue
- Assist TAS 14, 16 & 18 to collect all Attendance Rosters & Injury and Missing Person Report to give to PI Chief
- Ensures the care and safety of all students on campus and the safe release to parents/guardians
- Monitors the safety and well-being of the students and the staff in the assembly area
- Oversees and manages the activities provided for the students and others left on campus as long as necessary
- Once supervision staff finishes with search and rescue, all student managers will report to their second post:
 - Oversees Dispute Tables (K-8 Middle School Assistant Principal & 9-12 Assistant Principal – Curriculum) – Location: Blue Cafeteria Tables.
 - Office staff will send any family members who are picking up students and are not listed on the emergency card or who simply can't provide any form of ID. Families will dispute this matter at this station.
 - Traffic Control (K-8 Elementary Assistant Principal) – Location: Quad
 - Will assist with escorting students who are being released to their parents and exit them through the exit gate.

Reunion Gate Chief / Team (Main Office Staff)

Locations: Main Entrance for 1-8 and Field Gates for 9-12 grade

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

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

Reference Materials located at the Reunion Gate:

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

Reunion Gate Duties:

- Parents will request for child(ren) at the Reunion Gate only.
- Each Supervision Member assigned to that gate (TAS 11, 12, 13 and TAS 17), will bring in 5 parents at a time.
- Office Clerks assigned will verify authenticity.
 - Those who are not listed on the Emergency Card can dispute at the Dispute Tables: Blue Cafeteria Tables
- Parents/emergency contacts will then sign the early release log. Office Staff will keep record of the release log.
- Office Staff and Supervision Team will work together in locating students being released to parents. Once students are located on the field, supervision members will walk them to the Student Manager: K-8 Assistant Principal who will then reunite them with parents and escort them off campus through the Exit Gate (D Bldg. gate)

Health Services Chief / Team (Facilities Members TAS 20, 21, 22)

Location: Early Learning Center (ELC)

Health Services Center will be located at Early Learning Center. The Health Services Chief will have all medicals supplies available at the First Aid Station (Early Learning Center Playground) and assist the injured. Ambulance, paramedics, and other emergency vehicles will enter through service entrance (Early Learning Center Woodlawn Entrance). Campus Security personnel will monitor the gates as needed.

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

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

Responsibilities of Each Team Member:

- Health Desk (Check-In) – Checking in Injured Students and filling out Student/Employee Injury Report (Health Services Chief & Secondary)
- First Aid – TAS 20
- Morgue – Health Services Coordinator
- Facilities Staff Member TAS 21 & 22 will assist in carrying injured students

Psychological First Aid Chief / Team

Location: In front of Gym

The Psychological First Aid Leader (SPED Administrator) is responsible for the caring and safety of all students on campus during an emergency. It also provides psychological first aid as needed during and immediately after an emergency. The location of the Psychological First Aid center will be at the front of the gym.

Specific duties of the members of the Psychological First Aid Team may include:

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

Public Address System & Sanitation Chief / Team (IT Department)

Location: 1st Grade Yard

Sanitation kits will be available and positioned in the appropriate locations (1st Grade Yard). IT Department will set up the portable restrooms.

The Sound System Set-up Team (IT Dept.) will set up the portable microphone at the Field.

Facilities Chief / Team

Location: ICC, Floating, Early Learning Center - ELC

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

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

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

Food and Water Chief / Team

Location: In front of Early Learning Center (between Field and Quad)

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

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

iv. Additional Emergency Information

Employee Contact Information

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

Inclement Weather

If weather is bad, arrangements will be made for a move into the gymnasium, if the buildings are safe. Coordinate with the ICC and Plant/Utility Team for revised plan.

Overnight

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

v. Initial Response to Emergencies

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections.

1. Identify Type of Emergency

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

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct

Earthquake
Explosion/Risk of Explosion
Fire in Surrounding Area
Fire On School Grounds
Flooding
Loss or Failure of Utilities
Motor Vehicle Crash
Psychological Trauma
Suspected Contamination of Food or Water
Threat of Violence
Unlawful Demonstration/Walkout

2. Identify Level of Emergency

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

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

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

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

3. Determine Immediate Response Actions

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

Duck and Cover
Shelter-In-Place

Lock Down
 Evacuate Building
 Off-Site Evacuation
 All Clear

Immediate Response Actions

DUCK AND COVER

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

Description of Action

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

"Your attention please. As you are aware, we are experiencing some seismic activity. For everyone's protection, all students should follow Duck and Cover procedures, which mean you should be in a protected position under table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shake stops or given further instructions."

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

SHELTER-IN-PLACE

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air. The difference between Shelter-in-Place and Lock Down is that the former

involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Description of Action

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

“Your attention please. Because we have received information regarding a hazard in the community, we are instituting shelter-in-place procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and air conditioning units turned off. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.”

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Facilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

LOCK DOWN

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering

occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter- in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

Description of Action

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

“Your attention please. We have an emergency situation and need to implement lock down procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside the nearest building or classroom.”

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the administrator or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

EVACUATE BUILDING

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

Description of Action

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

“Your attention please. We need to institute an evacuation of all buildings. teachers are to take their students to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to take their rollbook and lock the classroom when all students have exited the classroom.”

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

OFF-SITE EVACUATION

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

Description of Action

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

“Your attention please. We need to institute an off-site evacuation. Teachers are to take their students to the off-site assembly area and report to their designated area. Students are to remain with their teacher.”

Teachers need to take their rollbook and lock the classroom when all students have exited the classroom.”

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

ALL CLEAR

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

Description of Action

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

“Your attention please. It is now ok too return to your classroom and resume normal operations. I would like to thank and commend students and staff for their cooperation.”

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

vi. Emergency Procedures

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

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

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

AIRCRAFT CRASH

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

Procedure

- 1) The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
- 2) If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
- 3) In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify any missing students.
- 4) The School Administrator will call "911" and will provide the exact location (e.g., building or area) and nature of emergency.
- 5) If on school property, the Facilities Team will secure the crash area to prevent unauthorized access.
- 6) 6. The School Administrator will direct the Facilities Team and/or Supervision Team to fire suppression activities until the Fire Department arrives.
- 7) The First Aid/Medical Team will check injuries to provide appropriate first aid.
- 8) The School Administrator will call the office of the CEO. A member of this group will call the Office of Communications with information on this situation as appropriate.
- 9) Any affected areas will not be reopened until appropriate agency provides clearance and the School Administrator issues authorization to do so.
- 10) The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
- 11) If it is unsafe to remain on campus, the School Administrator will initiate an OFFSITE EVACUATION.

ANIMAL DISTURBANCE

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

Procedure

- 1) The School Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING.

- 2) Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
- 3) If additional outside assistance is needed, the School Administrator will call "911", Animal Control and provide the location of the animal and nature of emergency.
- 4) If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.
- 5) The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions at the school.

ARMED ASSAULT ON CAMPUS

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

Procedure

- 1) Upon first indication of an armed assault, personnel should immediately notify the School Administrator.
- 2) The School Administrator will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
- 3) The School Administrator will call "911" and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified.
- 4) Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
- 5) Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
- 6) After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.

- 7) The First Aid/Medical Team will work with local authorities to ensure injured students and staff receive medical attention.
- 8) The Security/Utilities Team will control all points of entry to the school.
- 9) The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will confer with the Psychological First Aid Team to ensure the notification of parents and family members.
- 10) All media inquiries will be referred to the designated Public Information Officer.
- 11) The School Administrator will debrief staff and school police officers.

BIOLOGICAL OR CHEMICAL RELEASE

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

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

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

Procedure

SCENARIO 1: SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING

- 1) The School Administrator will initiate the EVACUATE BUILDING. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
- 2) The School Administrator will call "911" and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of emergency.
- 3) The School Administrator will notify the CEO of the situation.

- 4) The School Administrator will instruct the Facilities Team to isolate and restrict access to potentially contaminated areas.
- 5) The Facilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
- 6) Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
- 7) The Student Managers Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Student Managers will provide the list to the School Administrator.
- 8) The School Administrator will complete the Biological and Chemical Release Response Checklist (located at the end of this document).
- 9) The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
- 10) Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED

- 1) The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the
EVACUATE BUILDING.
- 2) 2. The Facilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
- 3) The School Administrator will call "911" and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location and nature of emergency.
- 4) The School Administrator will notify the CEO of the situation.

- 5) The Facilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
- 6) Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
- 7) The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Student Managers Team will provide the list to the School Administrator and the emergency response personnel.
- 8) The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
- 9) Any affected areas will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.

SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY

- 1) If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE. 2) Upon receiving the SHELTER-IN-PLACE notification, the Facilities Team along with Supervision Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
- 3) Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
- 4) The School Administrator will call “911” and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location and nature of emergency.
- 5) The School Administrator will notify the CEO of the situation.

- 6) The School Administrator will turn on a radio or television station to monitor information concerning the incident.
- 7) The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

BOMB THREAT

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

Procedure

- 1) If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator, "This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number]."
- 2) The person answering the threat call should ask the following questions, record the answers and then immediately notify the School Administrator:
 - When is the bomb going to explode?
 - Where is it?
 - What will cause it to explode?
 - What kind of bomb is it?
 - Who are you?
 - Why are you doing this?
 - What can we do for you to avoid the bomb from exploding?
 - How can you be contacted?
- 3) The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
- 4) If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
- 5) No attempt should be made to investigate or examine the object.

- 6) After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
- 7) When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
- 8) In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Student Managers of missing students.
- 9) The School Administrator will notify "911", if not previously notified, and School and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
- 10) The School Administrator will notify the CEO of the situation.
- 11) The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
- 12) Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR signal.
- 13) The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.
- 14) After the incident is over, the School Administrator will complete the Bomb Threat Report (form found at the end of this document).

BUS or SCHOOL VANS DISASTER

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

Procedure

SCENARIO 1: EARTHQUAKE

- 1) The driver should issue DUCK AND COVER.
- 2) Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
- 3) Set brake, turn off ignition, and wait for shaking to stop.
- 4) Check for injuries and provide first aid as appropriate.
- 5) If the bus is disabled, stay in place until help arrives.
- 6) Contact the School Administrator to report location and condition of students and the bus.
- 7) The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the CEO.
- 8) If instructed to continue route, the driver should:
 - If en route to school, continue to pick up students.
 - If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, refer to Number 9 below.
- 9) If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.
- 10) In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
- 11) The driver will account for all students and staff throughout the emergency.

SCENARIO 2: FLOOD

- 1) DO NOT drive through flooded streets and/or roads.
- 2) Take an alternate route or wait for public safety personnel to determine safety.
- 3) If the bus is disabled, stay in place until help arrives.

- 4) Contact the School Administrator and Bus Dispatch at 1-800-LABUSES to report location and condition of students.
- 5) The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the CEO.
- 6) In all instances, do not attempt to cross damaged bridges or overpasses.
- 7) The driver will account for all students and staff throughout the emergency.

SCENARIO 3: SERIOUS ACCIDENT OR BUS FIRE

- 1) Park the bus in a safe location.
- 2) Set the emergency brake and turn off the ignition.
- 3) Evacuate the bus in the event of a fire.
- 4) Check for injuries and provide appropriate first aid.
- 5) Call "911" and provide exact location of the bus and wait for arrival of emergency responders.
- 6) Contact the School Administrator and Bus Dispatch at 1-800-LABUSES to report location and condition of students.
- 7) The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the CEO.
- 8) Stay with the disabled bus until help arrives.
- 9) The driver will account for all students and staff throughout the emergency.

DISORDERLY CONDUCT

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

Procedure

- 1) Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
- 2) Staff will immediately notify the School Administrator.

- 3) The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
- 4) The School Administrator will call the School Security Guard and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911".
- 5) If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
- 6) If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
- 7) The School Administrator will notify the CEO of the situation.

EARTHQUAKE

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

Procedure

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

- 1) Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER.
- 2) Move away from windows and overhead hazards to avoid glass and falling objects.
- 3) When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

- 4) In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Student Managers of missing students.
- 5) The School Administrator will direct the Facilities Team to post guards a safe distance away from building entrances to prevent access.
- 6) The Facilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
- 7) The First Aid/Medical Team will check for injuries and provide appropriate first aid.
- 8) The School Administrator will direct the Facilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- 9) If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- 10) The School Administrator will contact the CEO to determine additional actions that may be necessary. In turn, the actions will be communicated to the District's Office.
- 11) The School Administrator will contact the Facilities Manager to ensure buildings are safe for re-occupancy. When safe to do so, the Facilities Team will conduct an inspection of school buildings. The Facilities Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander and Planning and Intelligence Chief.
- 12) Any affected areas will not be reopened until Facilities provides clearance and the School Administrator gives authorization to do so.
- 13) The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions at the school.

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

- 1) The School Administrator and the Facilities Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct the Facilities Team to participate in the assessment.
- 2) The School Administrator should confer with the CEO on identified damages to determine if the school should be closed.

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

EXPLOSION/RISK OF EXPLOSION

This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”.

Procedure

SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY

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

- 9) The Facilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
- 10) The School Administrator will notify the CEO of the situation.
- 11) The Facilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
- 12) When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.
- 13) The School Administrator will contact the Facilities Manager to ensure buildings are safe for re-occupancy. When safe to do so, the Facilities Team will conduct an inspection of school buildings. The Facilities Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
- 14) Any areas affected by the explosion will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.
- 15) The School Administrator will initiate an OFF-SITE EVACUATION.

SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY

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

- 6) The School Administrator will advise the Search and Rescue Team to initiate rescue operations.
- 7) The Facilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
- 8) The School Administrator will notify the CEO of the situation.
- 9) All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
- 10) In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
- 11) The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

- 1) The School Administrator will initiate the SHELTER-IN-PLACE response action.
- 2) The School Administrator will notify "911" and will provide the exact location (e.g., building, area) and nature of emergency.
- 3) The School Administrator will take further actions as needed.
- 4) The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance and the School Administrator issues further instructions.

SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS

- 1) The School Administrator will initiate the SHELTER-IN-PLACE response action.
- 2) When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.
- 3) The School Administrator will notify "911" and provide details on the area and personnel affected at the school.
- 4) After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
- 5) The Facilities Team will turn off the school's main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems;

seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

- 6) The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
- 7) At the School Administrator's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
- 8) The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance and the School Administrator issues further instructions.

FIRE IN SURROUNDING AREA

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

Procedure

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

- 9) The School Administrator will notify the CEO of the emergency situation. A member of this group will call the Office of Communications with information of this situation.
- 10) The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

FIRE ON SCHOOL GROUNDS

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

Procedure

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

FLOODING

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

Procedure

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

LOSS OR FAILURE OF UTILITIES

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

Procedure

- 1) If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.

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

MOTOR VEHICLE CRASH

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

Procedure

- 1) The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
- 2) If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
- 3) In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Student Managers Team of missing students.
- 4) The School Administrator will call "911" and will provide the exact location (e.g., building, area) and nature of emergency.
- 5) The School Administrator will notify the CEO of the situation.
- 6) The Facilities and Supervision Team will secure the crash area to prevent unauthorized access.
- 7) The School Administrator will direct the Facilities and Supervision Team to organize fire suppression activities until the Fire Department arrives.
- 8) The First Aid/Medical Team will check for injuries to provide appropriate first aid.
- 9) Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.

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

PSYCHOLOGICAL TRAUMA

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

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

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

Procedure

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

SUSPECTED CONTAMINATION OF FOOD OR WATER

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

Procedure

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

THREAT OF VIOLENCE

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. The School Administrator should ensure all threats are properly assessed.

Procedure

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

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

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

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

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

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

- 4) In categorizing the risk, the School Administrator will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
- 5) The School Administrator will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
- 6) The School Administrator will recommend appropriate action.
- 7) As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff.
- 8) Crisis intervention may be necessary and appropriate.

UNLAWFUL DEMONSTRATION/WALKOUT

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

Procedure

- 1) Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
- 2) The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
- 3) The School Administrator will notify School Security Guard and Supervision Team and CEO to request assistance and will provide the exact location and nature of emergency.
- 4) The Supervision Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate

may create a serious hazard for students leaving or attempting to re-enter the campus.

- 5) If students leave the campus, the Supervision Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
- 6) Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
- 7) The Planning and Intelligence Chief should keep accurate record of events, conversations and actions.
- 8) All media inquiries will be referred to the designated school's Public Information Officer.
- 9) The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
- 10) The School Administrator will notify parents of the incident, as appropriate.

vii. Emergency Phone Numbers

School Name	The Accelerated School/Wallis Annenberg High School	
School Address	4000 S. Main St., Los Angeles, CA 90037	
School Phone	323-235-6343	
Location Code	TAS – 2015 & WAHS – 8828	
Administration		
9-12 Principal	Rebecca Handzel	805-297-9153
K-8 Principal	Francis Reading	213-670-5577
9-12 Assistant Principal	Rosie Huong	760-766-6179
6-12 Dean	Gregory Colleton	323-204-6058
9-12 Assistant Principal	TBD	
K-8 Assistant Principal #1	Felicia Jackson	213-248-2323
K-8 Assistant Principal #2	Ashley Zartner	213-332-0631

Academic Advisor	Julio Cortez	
Director of Special Education	Randhir Bains	
Director of Curriculum & Instruction	Lenita Lugo	310-850-7213
CEO/Co-Founder	Johnathan Williams	323-333-6751
CFO	David Borovay	
Director of Human Resources	Asha Marshall	
Director of Food Services	Jennifer Dusenbery	
Managers		
Facilities Manager	Jose Rojas	323-810-5729
Cafeteria Manager	Andrew Robles	323-351-3221
Systems/Operations Manager	Cong Liu	626-381-9481
Office Manager	Janet Mixquitl	
Assistant Manager/Coordinators		
Technology Assistant Manger	Ajax Dominguez	323-312-7850
Health Services Coordinator	Hilda Guzman	323-828-2298
Student Services Coordinator	Estela Cuevas	
LAUSD Offices		
Office of Communications	213-241-6766	
Office of Environmental Health and Safety	213-241-3199	
Office of Emergency Services	818-704-7298	
School Mental Health	818-997-2640	
Student Medical Services	213-763-8342	
Non-LAUSD		
Fire and Medical Emergencies	911	
Air Quality Management District	909-396-2000	

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

(c) Suspension and Expulsion Policies

TAS/WAHS 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.

TAS/WAHS 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.

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

TAS/WAHS 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, TAS/WAHS 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.

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

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

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

-copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and

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

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

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

TAS/WAHS discipline policy for expulsion and suspension is aligned to California Education Code §48900 as follows:

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

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

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

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

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

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

represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

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

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

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

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

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

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

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

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

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

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

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

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

(1) While on school grounds.

(2) While going to or coming from school.

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

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

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

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

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

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

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

Definition of Terrorist Threat (From §48900.7)

For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a

threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

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

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

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

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

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

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

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

(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.

(2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section §11053) of Division 10 of the Health and Safety Code.

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

(5) Possession of an explosive.

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

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

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

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

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

(1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) That due to the nature of the violation, the presence of the pupil causes a

continuing danger to the physical safety of the pupil or others.

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to

subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

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

blade that locks into place, or a razor with an unguarded blade.

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

Suspension

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

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

appropriate consequences for continued misbehavior will be agreed upon by the school, student, and family.

Suspension: Policies and Due Process

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

Parents may appeal the suspension by meeting with the designated site. The administrator will hear the appeal and the parent may also recommend an alternative fair punishment for the infraction. The appeal can also be delivered in writing, in which case authorized administrative staff will review the document and make a determination. With the approval of the administrator, the suspension can be removed from the student's record and the student can return to the classroom. If the administrator denies the appeal and enforces the suspension, the parent can appeal to the Board of Trustees. The Board of Trustees or designated subcommittee will hear the appeal at its next regularly scheduled meeting. An appeal to the Board of Trustees will not reinstate the student in school for the day(s) to be suspended. In reviewing the appeal, the Board of Trustees, with a majority vote, may remove the suspension from the student's records.

Expulsion: Procedures and Due Process

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

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

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

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

The parent(s) will have 5 school days to file an appeal to the Board of Trustees by writing a letter to the Office of the CEO. The Board of Trustees (or authorized board subcommittee) will decide on the matter within fifteen (15) school days. Members of the Board may hear from the student, parent, teacher, authorized administrator, and other invited speakers in accordance with school policies. The Board may determine expulsion, alternative disciplinary action, or remove the allegations from the students' records. The Board's decision is final.

DAC Hearing Agenda

05 minutes – Introduction

10 minutes – Family Response

15 minutes – Question and Answers from DAC

30 minute – Deliberation

05 minutes – Family Closing Comments

05 minutes – Decision of the Committee

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

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

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

In the case of a student who has an Individualized Education Program (.IEP.), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and

Procedures Manual. Prior to re-recommending expulsion for a student with a 504 Plan, the Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A) Was the misconduct caused by, or directly and substantially related to the student's disability?
- B) Was the misconduct a direct result of the Charter School's failure to implement 504?

(d) 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. TAS/WAHS 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
The Accelerated Schools

To: ALL CERTIFICATED STAFF
 From: **Francis Reading, 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 the incident commander.



Confidential Memorandum

The Accelerated Schools

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 respective principal.

Principal

(E) Discrimination and Harassment Policy

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

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

(f) Schoolwide Dress Code prohibiting gang-related apparel

Uniform Policy/Dress Code – TAS & WAHS

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

TK-8 Uniform Policy/Dress Code

Boys	Girls
<ul style="list-style-type: none"> • Navy blue (cotton twill pants) • Navy blue shorts • White or light blue button down shirt with collar • White or light blue polo shirt • Shoes with flat, rubber soles – NO OPEN TOED SHOES • No sweats or jeans • Only TAS approved headwear (Sold at TAS student store) 	<ul style="list-style-type: none"> • Navy blue pleated skirt with shorts underneath • Navy blue shorts/skirts • Navy blue long pants • Light blue or white blouse • Light blue or white polo shirt • Shoes with flat, rubber soles – NO OPEN TOED SHOES • No sweats or jeans • Only TAS approved headwear (Sold at TAS student store)

9-12 Uniform Policy/Dress Code

BOYS	GIRLS
<ul style="list-style-type: none"> • Khaki (cotton twill) pants • Khaki shorts • White 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. 	<ul style="list-style-type: none"> • Khaki (cotton twill) pants, shorts, skorts, jumpers • Khaki pleated skirt (with shorts underneath) • White 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.

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.

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

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 .

(g) Procedures for Safe Ingress and Egress from School

Safe automobile drop-off procedures

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

Closed Campus Policy

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

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

Arrival/Dismissal Procedures

Arrival

Students can arrive as early as 7:00 a.m. at TAS and WAHS and students can arrive as early as 7:15am. Please make sure that your child enters the school grounds safely. Remind your child not to visit neighborhood businesses on their way to school, to remain in supervised areas and not to run in hallways. Upon entering the school

building, students are under the supervision of school staff and therefore may not leave campus unless escorted by authorized school staff.

Dismissal

At dismissal time, students may be picked up, stay for the after-school program, or walk home. Kindergarten - 5th grade students must be picked up by an adult (18 or older) or have documented parental consent on file with the main office to be escorted off campus by no later than 15 minutes after dismissal time. Students not picked up by the respective guardian and who are on school ground will remain at school. The school may drop off students at the neighborhood Police station or call Child Protective Services to pick up a student left after school for more than 15 minutes without notice or for students who are regularly not picked up for more than 15 minutes after dismissal time.

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

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

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

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

Early Release from School

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

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

Leaving the School During the Day

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

Custodial Arrangements

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

Shortened Days

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

Minimum Days

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

Confidential Medical Services

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

(h) 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 TAS/WAHS will feel valued and that they have a voice to express themselves

TAS/WAHS 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 TAS/WAHS 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 assemblies/guest speakers for students each year on the dangers of alcohol, marijuana, and other drugs as well as how to seek help

- p. Provide training/workshop for parents and staff each year on the warning signs of drug use and how to seek support for the student and ensure the safety of all students on campus
- q. TAS/WAHS works with Shields for Families to ensure students and parents have access to mental health services or can be referred to other agencies especially if students have witnessed a violent act at any time, related to school activity. TAS/WAHS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education to address the threat of sexual abuse and sex trafficking should the situation arise.
- r. Participate in Red Ribbon Week to increase Drug Prevention Awareness for students, staff, and parents.

Component Two: Place

Create and maintain a safe and clean physical environment

Goal: TAS/WAHS students will have a clean, safe school environment where they can learn

Objective: Students will take a survey to determine areas to address by prioritizing area(s) to improve. Principal, staff, School Leadership Team (comprised of teachers and parents) and SSC will determine activities, resources, and timelines for the 2018-2019 school year to implement plan created collaboratively. Results of plan will be measured by a student survey to determine effectiveness. School Principal and Leadership team will be responsible for implementation.

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

- a. Maintaining safe and pleasant classrooms and grounds
- b. Making sure the school is an important part of the community
- c. Sharing information about student crime and truancy with law enforcement
- d. Making our campus secure from outside criminal activity
- e. Limiting loitering
- f. Monitoring and supervising all areas
- g. Providing a pleasant eating area and healthy food
- h. Maintaining clean and safe restrooms

- i. Providing adequate lighting in all areas
- j. Providing student with current textbooks and materials
- k. Maintaining a variety of playground equipment
- l. Providing a classroom libraries and walking trips to the local public library
- m. Communicating procedures for security including NIMS Plan
- n. Dealing with vandalism before students return to school
- o. Inventorying, identifying and storing valuable property
- p. Providing training about security for personnel
- q. Engaging students and the community in campus beautification projects
- r. Promote policies that weapons and drugs are not allowed on campus

(i) Rules and Procedures on School Discipline

The main goal of TAS/WAHS 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 TAS/WAHS students are expected to be safe, orderly, and respectful of the rights of others. All students at TAS/WAHS:

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

TAS/WAHS 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.






TAS/WAHS 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.

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

TAS/WAHS 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, TAS/WAHS 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.

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

Reinforcing the Discipline Plan

-  Learn and model the TAS/WAHS 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 (in order to create 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.)

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

(j) 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 and Prevention

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

- Anti-bullying assemblies at the beginning of each school year for all students (and mid-year if possible) to promote awareness of bullying behaviors and appropriate ways to prevent and respond
- Anti-bullying workshop/presentation for parents at the beginning of each school year in order to increase awareness on parents' part on how to observe the signs of bullying and how to support their students when bullying is occurring
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
- Review process to improve school culture;
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies);
- Adoption of research-based, systemic bullying prevention programs;
- Modifications of schedules;
- Adjustments in hallway traffic;
- Modifications in student routes or patterns traveling to and from school;
- Increased supervision and targeted use of monitors (e.g., hallway, cafeteria...);
- General professional development programs for certificated and non-certificated staff;
- Professional development plans for staff in key disciplinary roles;

- Disciplinary action for school staff who contributed to the problem;
- Parent conferences;
- Referral to family counseling;
- Increased involvement of parent-teacher organizations;
- Increased involvement of community-based organizations;
- Increased opportunities for parent input and engagement in school initiatives and activities;
- Development of a general bullying/harassment response plan;
- Peer support groups;
- Increase communication with and involvement of law enforcement;
- Engage in community awareness events and planning sessions.

Process

The Accelerated Schools require the principal at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy.

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

The Accelerated Schools prohibit reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation

shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

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

***If severity of bullying is pronounced, admin team may adjust progression of steps as appropriate*

Steps to Ensure Follow Up

Bully Prevention & Suicide Prevention

1. ***Identification***: SSPT, Parent Meetings, 1:1 Meetings, Observations, etc.
2. ***Communicate Concerns to Administration***: Phone Call and Email to administrative team
3. ***Follow up with Staff & Family Members***: Email or Meetings depending severity.
4. ***Identified Suicide Ideations get referred to Crisis Response Team***
5. ***Additional Follow with Parents and Staff Members***: Meeting with parents and staff (depends on severity)
6. ***Post Follow Up***: Counsel student, staff, etc.

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	
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School Phone#	
---------------	--

Name/Title of Reporting Party		Phone #	Ext.
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BRIEF DESCRIPTION OF INCIDENT:

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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 <u>MUST</u> 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
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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"/>	Parent Informed of Incident	

<input type="checkbox"/>	<input type="checkbox"/> Conference <input type="checkbox"/> Letter <input type="checkbox"/> Telephone		<input type="checkbox"/>	<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 TAS/WAHS, all members of the school community (faculty, students, and families) are committed to a fostering a safe learning environment. Signing the Parent-Student Handbook Agreement Form located at the back of the book signifies that the parent(s) and student(s) who sign will agree to respect differences among individuals; furthermore, your signature indicates that you will accept responsibility for your words and actions without excuse. 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

(k) Random Searches Policy

The Accelerated 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.

(I) 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:** 1. Continues to shoot others 2. Actively seeks or attacks others 3. 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:

1. 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.
2. Choose a safe path of travel and find a safe destination if the offsite relocation point is not a feasible destination.
3. Supervise and calm students in their care along the route and at destination.
4. 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. The school administrators will debrief with staff and school police officers.

m. Suicide Prevention, Intervention & Postintervention (SPIP) Policies in Schools

INTRODUCTION

Suicide is the second leading cause of death among 10 to 24 year-olds (behind accidents) in the United States (CDC 2016). This alarming statistic leads us to create and implement a policy to help staff feel more confident in intervening with a student they believe to be at risk. Studies have also shown that LGBT youth are up to four times more likely to attempt suicide than their non-LGBT peers.

The Accelerated Schools are committed to providing a safe, civil and secure school environment. It is our charge to respond appropriately to a student expressing or exhibiting suicidal ideation or behaviors and to follow-up in the aftermath of a death by suicide.

AB 2246: Suicide Prevention Policies in Schools

This bill would require the governing board or body of a local educational agency, as defined, that serves pupils in grades 7 to 12, inclusive, to, before the beginning of the 2017–18 school year, adopt a policy on pupil suicide prevention, as specified, that specifically addresses the needs of high-risk groups.

By imposing additional duties on local educational agencies, the bill would impose a state-mandated local program. The bill requires the department to develop and maintain a model policy to serve as a guide for local educational agencies. The bill is authored by Assembly member Patrick O'Donnell (D-Long Beach) and co-sponsored by Equality California and The Trevor Project.

The bill requires the following elements be addressed:

PREVENTION:

- 1) Suicide Prevention Coordinator and a crisis team
- 2) Annual PD for school staff
- 3) Training for mental health professionals
- 4) Content in health curriculum

INTERVENTION:

- 1) Procedure for assessment and referrals for youth at risk
- 2) Procedures to handle in and out of school suicides attempts
- 3) Re-entry procedures after a crisis
- 4) Parental notification and involvement

POSTVENTION:

- 1) Crisis team procedures after a suicide death
- 2) Handling interaction and communication with families
- 3) Handling media inquiries

RESOURCES AVAILABLE:

- 1) Simplify policy version on parent-student handbook
- 2) Resource guide

PURPOSE

The purpose of this policy is to protect the health and well-being of all Accelerated School students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The Accelerated Schools: (a) recognize that physical, behavioral, and emotional health is an integral component of a student's educational outcomes, (b) further recognize that suicide is a leading cause of death among young people, (c) have an ethical responsibility to take a proactive approach in preventing deaths by suicide, and (d) acknowledge each school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Toward this end, the policy is meant to be paired with our current mental health program and restorative practices to continue supporting the emotional and behavioral health of students.

DEFINITIONS: SHIFT IN LANGUAGE

Common misstatements to avoid: Committed suicide, successful suicide, and failed suicidal attempt

Correct statements about suicide to avoid common misstatements:

1. Die by or of suicide: suicide is a means of death and is neither a crime nor a sin. It is not “committed”. The person who dies of suicide is in so much pain that they cannot think rationally at that time. Similarly, one does not commit cancer, a heart attack or other fatal illnesses. The cause of death is the illness not the person who died of the illness.
2. Completed suicide: completed is the term used for an attempt that ended in death.
3. Survive an attempted suicide: When one does not die from an attempt one is a survivor of an attempt. This is not a failed attempt. Suicide is not a “success”. The vast majority of those students who survive an attempted suicide go on to thrive and live full lives.

Suicide attempt – A potentially self-injurious behavior, associated with some evidence of intent to die.

Non-suicidal self-injury behavior (NSSI) - Self-injurious behavior not associated with intent to die (intent may be to relieve distress or communicate with another person), often called “self-mutilation,” or “suicide gesture.”

Youth suicide cluster – A group of suicides or suicide attempts (3 or more in the same community), or both, that occur closer together in time and space than would normally be expected in a given community.

At risk - A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.

Postvention - Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.

Suicide contagion - The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

Suicidal ideation - Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one’s life is still considered suicidal ideation and should be taken seriously.

Self-Injury - Self-injury is the deliberate act of harming one’s own body, through means such as cutting or burning. Although self-injury often lacks suicidal intent, youth who self-injure are more likely to attempt suicide. For this reason, it is crucial that students who engage in self-injury are assessed for suicide risk. Self-injury is an unhealthy way to cope with emotional pain, intense anger or frustration.

Warning signs - Warning Signs are behaviors that signal the possible presence of suicidal thinking. They might be regarded as cries for help or invitations to intervene. Warning signs indicate the need for an adult to immediately ascertain whether the student has thoughts of suicide or self-injury. Warning signs include: suicide

threat (direct or indirect); suicide notes and plans; prior suicidal behavior; making final arrangements; preoccupation with death; and changes in behavior, appearance, thoughts and/or feelings.

GUIDELINES

All employees are expected to:

- Inform the school site administrator/designee immediately or as soon as possible of concerns, reports or behaviors relating to student suicide and self-injury.
- Adhere to the Suicide Prevention, Intervention and Postvention (SPIP) policy.
- Administrator or Designee should:
 - Respond to reports of students at risk for suicide or exhibiting self-injurious behaviors immediately or as soon as possible.
 - Monitor and follow-up to ensure that the risk has been mitigated through support and resources.
 - Ensure that the SPIP policy is implemented.
 - Provide follow-up to relevant staff such as Local District Operations, as needed.

Local District Administrators and Staff should:

- Be responsible for providing training and adherence for the SPIP policy.
- Designate Local District staff to ensure the implementation of the SPIP policy and provide guidance and support, as needed, to the school site.
- District Office Staff should:
 - Support the SPIP policy by assisting Local schools with guidance and consultation, as needed.

PREVENTION EFFORTS

PREVENTION

Suicide prevention involves school-wide activities and programs that enhance connectedness, contribute to a safe and nurturing environment, and strengthen protective factors that reduce risk for students. Suicide prevention includes:

- Promoting positive school climate
- Increasing staff, student and parent/guardian knowledge and awareness of risk factors and warning signs of youth suicide and self-injury.
- Monitoring students' emotional state and well-being, as well as engaging students by providing structure, guidance, and fair discipline.
- Modeling and teaching desirable skills and behavior.
- Promoting access to school and community resources

Policy Implementation – The principals at Accelerated Charter Elementary School, The Accelerated School, and Wallis Annenberg High School are the designated suicide prevention coordinators. They are responsible for overseeing the planning and implementation of this policy at their respective school site.

School Sites - Each school principal will designate a Crisis Response Team (CRT) composed of the following members:

- **Suicide Prevention Coordinator:** Point of contact for issues related to suicide prevention and policy implementation. Acts as the coordinator for the suicide prevention action plan.

- **Team Leader:** With the support and guidance from the Suicide Prevention Coordinator, the Team Leader coordinates the development and dissemination of information and resources to staff, parents, and students at the site level.
- **Triage Crisis Responders/Counselors:** The triage crisis responder identifies and sorts children according to their exposure, identifies preexisting stressors, and the need for mental health support.

Each site must establish a crisis response team that should consist of administrators, parents, teachers, school employed mental health professionals, representatives from community suicide prevention services/school partners, and other individuals with expertise in youth mental health.

Crisis Response Team tasks include:

- Provide support in suggesting courses of action to the administration (e.g., staff meetings, letters to be sent home and announcements to the school body)
- Empower teachers in their efforts to talk with students
- Provide personnel in the classroom to assist staff members who may need emotional support
- Ensure consistency and a continuum of available responding techniques to fit various situations
- Obtain and disseminate accurate information that will help to dispel rumors
- Allow students and staff the opportunity to express their thoughts and feelings and to ask questions in a safe and controlled environment
- Provide support to staff and students during the recovery period

To accomplish these goals, responsibilities in a crisis situation can be divided among various personnel. Best practices recommend assigning staff to specific roles and blending roles is not advised. Practicality will determine how well this can be carried out in each of the schools.

Staff Professional Development - All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.

The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/ or substance use disorders, those who engage in self harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities.

Content in Health Curriculum: Youth Suicide Prevention Programming – Student programs that address suicide can play a significant role in reducing risk for suicide when they are used in conjunction with other strategies such as interventions, protocols and staff training.

- Best practice includes a comprehensive health curriculum for students at all grade levels that meets the health Education Content Standards for California Public Schools. A developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes, community circles, council practices, etc. The content of these age-appropriate materials will include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help.

- Schools may provide supplemental small group suicide prevention programming for students.

Publication and Distribution - This policy will be distributed annually and a summary will be included in all student and teacher handbooks and on the school website.

INTERVENTION PRACTICES

Assessment and Referral: Identify Students Who May Be at Risk for Suicide

Be alert to problems that increase suicide risk

How to conduct a Risk Assessment?

Although schools do not have the power to completely prevent suicides from occurring, counselors can help lower the risk by conducting risk assessments. A risk assessment is essentially a conversation about current ideation, communication of intent, plan, means and access, past ideation, previous attempts, changes in mood/behavior, stressors, mental illness, substance use and protective factors.

You may notice problems facing your students that may put them at risk for suicide. There are a large number of risk factors for suicide. Some of the most significant ones are:

- Prior suicide attempt(s)
- Alcohol and drug abuse
- Mood and anxiety disorders, e.g., depression, posttraumatic stress disorder (PTSD)
- Access to a means to kill oneself, i.e., lethal means
- Non-suicidal self-injury
- Tendency to be aggressive and violent and to engage in dangerous, illegal or risky activities
- History of child sexual abuse
- Family conflict
- Precipitants/triggering events leading to humiliation, shame or despair (i.e. loss of relationship. Conflict with peers or family members)
- Hopelessness, the belief that problems cannot be solved, poor problem solving ability
- Family history of suicide
- Severe insomnia and agitation
- Acute psychosis
- Bullying
- LGBTQ

Suicide risk is usually greater among people with more than one risk factor. For individuals who are already at risk, a “triggering” event causing shame or despair may make them more likely to attempt suicide.

Non-Suicidal Self-Injury Behavior

- Common methods of self-punishment “cutting, burning, scratching, head banging”
- No intent to die

As a best practice share general safety procedures for non-suicidal self-injury behaviors by developing a written personal safety plan that addresses:

- How to keep the home environment safe (i.e. removing firearms).
- Strategies on parental monitoring

- Sharing and recognizing warning signs that a suicidal crisis may be approaching (situations, thoughts, feelings, body sensations, behaviors)
- Coming up with ways to cope personally with suicidal thoughts – internal coping strategies - without calling on other people or resources (relaxation technique, physical activity, review my Hope Box - see page 7 for a full description)
- Make sure to identify the one thing is more important to the youth and what’s worth living for.
- If that doesn’t work, identifying friends, family, and other people to contact for help or distraction
- And if that doesn’t work, identifying mental health agencies and other resources that the youth can call (911) or visit (emergency room); or California Youth Crisis Line (1-800-8435200), National Suicide Prevention Lifeline (1-800-273-TALK), Crisis Text Line (text START to 741-741), and Didi Hirsch Community Mental Health Center (1-800-854-7771), Teen Line (www.teenlineonline.org or 800-TLC-TEEN (852-8336).

Suicide Warning Signs

Talk - if a person talks about:

- Being a burden to others
- Feeling trapped
- Experiencing unbearable pain
- Having no reason to live
- Killing themselves

Behavior - Specific things to look out for include:

- Increased use of alcohol or drugs
- Looking for a way to kill themselves, such as searching online for materials or means
- Acting recklessly
- Withdrawing from activities
- Isolating from family and friends
- Sleeping too much or too little
- Visiting or calling people to say goodbye
- Giving away prized possessions
- Aggression

Mood - People who are considering suicide often display one or more of the following moods:

- Depression
- Loss of interest
- Rage
- Irritability
- Humiliation
- Anxiety

Best practices for youth with low risk: Students with a low risk of suicide display warning signs of suicide and/or express thoughts of killing themselves with no intent to act on these thoughts.

- Activate Crisis Response Team
- Remain with student
- Notify parents

- Refer to counselor for follow-up
- Document
- Follow-up with student and family
- Debrief

Best practices for youth with moderate to high risk: Students with a moderate to high risk of suicidal ideation or behavior with any intent or desire to die. If student does not require emergency medical treatment or hospitalization review the following:

- Activate Crisis Response Team
- Assign a counselor to manage the situation
- Ensure student and parents discuss importance of lethal means restriction
- Provide support and resources for family
- Explain designated Crisis Team member will follow up within 2 days
- Establish a plan for periodic contact from Crisis Response Team member
- Document
- Debrief

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, an administrator will fill this role until a mental health professional can be brought in.

In a suicidal crisis, it is often difficult for youth to identify coping skills. To combat this problem, the youth should be asked to create a “Hope Box” for use during suicidal crises or hopeless moments. The hope box is a box or other type of container in which the youth places items and mementos that provoke positive feelings, cue them to use coping skills (such as distraction and self-soothing), and serve as reminders of reasons to continue living. Examples: photographs of favorite people and places, postcards, paper and colored pencils, letters, gifts, greeting cards, etc. Other items could include: a cuddly toy, stress ball, a journal, puzzles, a book, DVD/CD, the youth is instructed to put the hope box in a place where they can easily access it when feeling down or suicidal.

The “Virtual Hope Box (VHB)” is a smartphone application designed for use by youth as an accessory to treatment. The VHB contains simple tools to help youth with coping, relaxation, distraction, and positive thinking. The VHB provides help with emotional regulation and coping with stress via personalized supportive audio, video, pictures, games, mindfulness exercises, positive messages and activity planning, inspirational quotes, coping statements, and other tools

For information on a “Virtual Hope Box” visit:

<https://play.google.com/store/apps/details?id=com.t2.vhb&hl=en>

<https://itunes.apple.com/us/app/virtual-hope-box/id825099621?mt=8>

Best practices for youth at risk (extremely high/imminent risk):

- Ensure Crisis Team member remains with student at all times.

- The principal and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
- Clear the area and make sure all other students are safe.
- Suicide Prevention coordinator notifies parents. Timing of this call may be related to clinical circumstances.
- The mental health professional or principal will contact the student's parent or guardian, as described in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling 911 and indicate the need for a 5150 or the Psychiatric Mobile Response Teams (PMRT) at (800) 854-7771.
- Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.
- Document.
- Debrief.

In-School Suicide Attempts: In the case of an in-school suicide attempt, the health and safety of the student is vital. In these situations:

1. First aid will be rendered until professional medical treatment and/or transportation can be received.
2. School staff will supervise the student at all times to ensure their safety.
3. Staff will move all other students out of the immediate area as soon as possible.
4. If appropriate, staff will immediately request a mental health assessment for the youth.
5. The mental health professional or principal will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
6. Staff will immediately notify the principal or school suicide prevention coordinator regarding in-school suicide attempts.
7. The school will activate as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being.

When a student commits suicide, or is the survivor of any kind of tragic death, the Crisis Response Team is confronted immediately with a number of serious issues. Some critical questions for the Crisis Response Team to consider after a crisis due to suicide or sudden death are:

- How and when should the staff be informed?
- How and when should the students be informed?
- What specific information will be shared about the tragedy with the teachers and staff?
- How will the school protect the family's privacy?
- What will staff members be told to say if contacted by the media?
- How should the personal possessions of the student be handled?
- If other schools are affected by the crisis, how should they be included in the overall postvention efforts?
- Will you have a "care center" for those students who are upset?
- Where will the "care center" be located?
- Who will supervise the "care center"?
- How will students be identified to come to the "care center"?
- How many days will the "care center" be in existence?

The first 48 hours following a student's suicide or tragic death are crucial. The specific things for The Crisis Response Team to do during the first 48 hours are listed below:

- Suicide Prevention Coordinator verifies the pass of the student. Meet and/or call the family; share with family what school and staff plans to do; protect the family's right to privacy, but also share the critical survivor needs of students and staff.
- Activate all members of the Crisis Response Team.
- Meet with faculty to provide accurate information.
- Assign the case to a counselor. Make counselor available to students, staff and the family of the deceased student.
- Identify a Crisis Team member who will follow the deceased student's class schedule to meet with teachers and classmates and to work the hallways following the crisis.
- Identify students about whom faculty and staff are concerned.
- Provide rooms for students to meet in small groups.

Suspected Child Abuse or Neglect

If child abuse or neglect by a parent/guardian is suspected or there is reasonable suspicion that contacting the parent/guardian may escalate the student's current level of risk, or the parent/guardian is contacted and unwilling to respond, report the incident to the appropriate child protective services agency. This report should include information about the student's suicide risk level and any concerning ideations or behaviors. The reporting party must follow directives provided by the child protective services agency personnel.

Responding to Students with Disabilities

For students with disabilities whose behavioral and emotional needs are: documented to be more intense in frequency, duration, or intensity; affect their ability to benefit from their special education program; and are manifested at the school, at home, and in the community, contact the Division of Special Education ERICS Department at (213) 241-8303 for assistance. Self-injurious behaviors may be exhibited by students with profound disabilities without being indicative of suicide or suicidal ideation. Contact the Division of Special Education at (213) 241-6701 for further assistance.

Responding to Students who may be Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ)

LGBTQ youth who are targets of bias, bullying or rejection at home or at school have elevated rates of suicidality, compared to non-LGBTQ youth. LGBTQ students with rejecting families have an eight-fold increased risk for suicidal ideation than do LGBTQ students with accepting families.

When working with LGBTQ youth, the following should be considered:

- A. Assess the student for suicide risk.
- B. Do not make assumptions about a student's sexual orientation or gender identity. The risk for suicidal ideation is greatest among students who are struggling to hide or suppress their identity.
- C. Be affirming. Students who are struggling with their identity are on alert for negative or rejecting messages about sexual orientation and gender identity.
- D. Do not "out" students to anyone, including parent(s)/guardian(s). Students have the right to privacy about their sexual orientation or gender identity.
- E. Provide LGBTQ-affirming resources (see Attachment P – Resource Guide).
- F. Ensure safe campuses.

Re-Entry School Procedures: For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a mental health professional, the principal, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. A mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.

The content of the psychological/mental health clearance to go back to school might include:

- testing administered
 - evaluation of tests and interview
 - results and findings
 - interventions
 - recommendations including whether the student is not a danger to themselves or others and is safe to return to school
3. The designated staff person will periodically (time be determined according to need) check in with student (and family) to help the student readjust to the school community and address any ongoing concerns. School accommodations may be needed to slowly transition the student back to his regular routine. Be specific and inform all stakeholders.

While the student is receiving treatment away from school:

- Ask teacher(s) to modify assignments if appropriate and arrange for book and assignment delivery and pick up.
- Ask for approval from parents/guardians/doctor/therapist for friends and/or school personnel to visit the student and/or family.
- When a student is deemed ready to return to school, request a meeting with therapist and/or doctor and parents and student to determine what will occur at school for the student.
- Continue to involve relevant staff in updates about the student and to check in with friends and other at-risk students, while continuing to remind staff and students' friends about confidentiality and its limitations.

When the student returns to the school setting:

- Decide if the student's schedule and classes need modification and determine when to reevaluate the schedule.
- Locate a place and people to whom the student can go if feeling anxious or unsafe. Parents/guardians and/or the therapist will be contacted at each incident.
- Plan with the student how to handle unwanted attention from peers. Ask teachers to be alert and report any harassment.
- Discuss with teachers what expectations and modifications may be warranted as the student re-integrates into class (This may require a 504 plan).
- Include the office staff in discussion of medications, when they are given, and their anticipated side effects. Make staff aware of potential side effects and ask them to report any unusual behavior.
- Arrange for tutoring with teachers, peers, or outside resources, if necessary.

While the student attends school:

- Check in daily for the first week; then at least twice weekly for the second week, and so on.
- Check regularly to be sure student is attending counseling and check-in often with the therapist to share school concerns.
- Ask the office to notify the Principal immediately if the student fails to show to school.
- Teachers are to report immediately if the student misses a class. Call parents/guardians immediately.
- Ask staff to monitor behavior and report any concerns.
- Arrange to meet with teachers, parents/guardians, and student to monitor progress and resolve issues.
- Document all steps taken.

Out-of-school Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911 or PET (Psychiatric Emergency Team).
2. Inform the student's parent or guardian.
3. Inform the school suicide prevention coordinator and principal.

If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

Parental Notification and Involvement: Working with Families

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the principal, designee, or counselor. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the principal or counselor will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or counselor believes that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented. However, notifying parents reduces family conflict.

Parent Notification:

- a) Send a letter home to parents with notification of event.
- b) Opt to answer parental questions via telephone or written notice. If necessary hold a special meeting for parents/guardians to deal with concerns.
- c) Offer the following resource information:
 1. Warning signs for adolescents who may be suicidal.
 2. Supportive services available to students at the school.
 3. Community resources they may wish to utilize.
 4. How to respond to students' questions about suicide.
 5. Remind them of their child's needs during this time.

See Attachment Guidelines for Notifying Families

POSTVENTION

1. **Development and Implementation of an Action Plan.** The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:
 - a. *Verify the death.* Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.
 - b. *Assess the situation.* The crisis team meets to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.
 - c. *Share information.* Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided.

The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.
 - d. *Avoid suicide contagion.* It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high-risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.
 - e. *Initiate support services.* Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth

transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

- f. *Develop memorial plans.* The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides and prevention resources available.
- g. *Social Networking.* Students may often turn to social networking as a way to communicate information about the death; this information may be accurate or rumored. Many also use social networking as an opportunity to express their thoughts about the death and about their own feelings regarding suicide. Some considerations in regard to social networking include:
 - a. Encourage parents/guardians to monitor internet postings regarding the death, including the deceased's personal profile or social media.
 - b. Social networking sites may contain rumors, derogatory messages about the deceased or other students. Such messages may need to be addressed. In some situations, postings may warrant notification to parents/guardians or law enforcement.

2. External Communication: all external communication will be handled by The Accelerated Schools

- a. Keep the executive officers informed of school actions relating to the pass of a student.
- b. Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- c. Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

School Culture and Events

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

CONFIDENTIALITY

All student matters are confidential and may not be shared, except with those persons who need to know. Personnel with the need to know shall not redisclose student information without appropriate legal

authorization. Information sharing should be within the confines of the District’s reporting procedures and investigative process.

RESOURCES

Crisis Services for Students:

National Suicide Prevention Lifeline: The Lifeline is a 24-hour, toll-free suicide prevention service available to anyone in suicidal crisis or their friends and loved ones. Call 1.800.273.8255 (TALK). Callers are routed to the closest possible crisis center in their area. <http://www.suicidepreventionlifeline.org>

The Trevor Lifeline: The only nationwide, around-the clock crisis intervention and suicide prevention lifeline for lesbian, gay, bisexual, transgender, and questioning young people, ages 13-24, available at 1.866.488.7386.

TrevorChat: A free, confidential, secure instant messaging service that provides live help to lesbian, gay, bisexual, transgender, and questioning young people, 13-24, through <http://www.TheTrevorProject.org>

School Programs: “Signs of Suicide Prevention Program (SOS) – Screening for Mental Health, Inc. <http://www.mentalhealthscreening.org/programs/youth-prevention-programs/sos/>

“Lifeguard Workshop Program” – The Trevor Project thetrevorproject.org/adulteducation

ASSISTANCE:

For assistance and information, please contact any of the following offices:

- LAUSD RESOURCES Crisis Counseling and Intervention Service, School Mental Health (213) 241-3841 - for assistance with threat assessments, suicide prevention and mental health issues.
- Division of Special Education (213) 241-8051– for assistance with cases involving students with disabilities.
- Education Equity Compliance Office (213) 241-7682 – for assistance with alleged student discrimination and harassment complaints.
- Human Relations, Diversity and Equity (213) 241-5337 – for assistance with issues of bullying, conflict resolution, and diversity trainings.
- Office of Communications (213) 241-6766 – for assistance with media requests.
- Office of General Counsel (213) 241-7600 – for assistance/consultation regarding legal issues.
- School Operations Division (213) 241-5337 – for assistance with school operations and procedures concerning students and employees.

ATTACHMENT A: SUICIDE IS PREVENTABLE – Tips on what you can do:

- Talk to your student about suicide, don't be afraid, you will not be "putting ideas in their heads". Asking for help is the single skills that will protect students. Help your student to identify and connect to caring adults to talk to when they need guidance and support
- Know the risk factors and warning signs of suicide.
- Remain calm. Becoming too excited or distresses will communicate that you are not able to talk about suicide.
- Listen without judging. Allow for the discussion of experiences, thoughts and feelings. Be prepare for expression of intense feelings. Try to understand the reasons for considering suicide without taking a position about whether or not such behavior is justified.
- Supervise constantly. Do not leave the individual alone until a caregiver or school crisis team member has been contacted and agrees to provide appropriate supervision.
- Respond immediately. Escort the student to a member of your crisis team. Don't leave the student alone!

PROTOCOL FOR RESPONDING TO STUDENTS AT RISK FOR SUICIDE

The following is a summary checklist of general procedures for the administrator/designated school site crisis team member to respond to any reports of students exhibiting suicidal behavior/ideation.

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

- A. RESPOND IMMEDIATELY
 - a. Report concerns to administrator/designee immediately or as soon as possible.
 - b. Do not leave the student unsupervised.
- B. SECURE THE SAFETY OF THE STUDENT
 - a. Supervise the student at all times.
 - b. Conduct an administrative search for access to means to hurt themselves.
 - c. If appropriate, contact local law enforcement, the Los Angeles County Department of Mental Health or consult with Crisis Counseling and Intervention Services, School Mental Health.
- C. ASSESS FOR SUICIDE RISK (see Attachment B, Suicide Risk Assessment Tool)
 - a. Administrator/designee or designated school site crisis team member gathers essential background information.
 - b. Administrator/designee or designated school site crisis team member meets with the student at risk for suicide.
 - c. The assessing party should collaborate with at least one other designated school site crisis team member to determine level of risk

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

- E. DETERMINE APPROPRIATE ACTION PLAN
 - a. Determine action plan based on level of risk.
 - b. Develop a safety plan. Follow student re-entry guidelines.
 - c. Mobilize a support system and provide resources.
 - d. Monitor and manage.

- F. IMPORTANT CONSIDERATIONS
 - a. When Certificated Staff Accompany a Student to the Hospital
 - b. Providing Information for a Psychiatric Evaluation

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

Suspected Child Abuse or Neglect

If child abuse or neglect by a parent/guardian is suspected or there is reasonable suspicion that contacting the parent/guardian may escalate the student's current level of risk, or the parent/guardian is contacted and unwilling to respond, report the incident to the appropriate child protective services agency. This report should include information about the student's suicide risk level and any concerning ideations or behaviors. The reporting party must follow directives provided by the child protective services agency personnel.

PROTOCOL FOR RESPONDING TO STUDENTS WHO SELF-INJURE

The following is a summary checklist of general procedures for the administrator/designated school site crisis team member to respond to any reports of students exhibiting self-injurious behavior.

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

NOTE: Self-injurious behaviors may be exhibited by students with profound disabilities without being indicative of suicide or suicidal ideation. Please contact the Division of Special Education at (213) 241-6701 for further assistance.

- A. KNOW THE WARNING SIGNS OF SELF-INJURY
 - a. Report concerns to administrator/designee immediately or as soon as possible.
 - b. Do not leave the student unsupervised.

- B. PROTOCOL
 - a. Respond immediately or as soon as possible.
 - b. Supervise the student.
 - c. Conduct an administrative search for access to means.
 - d. Assess for suicide risk.
 - e. Communicate with parent/guardian.
 - f. Encourage appropriate coping and problem-solving skills.
 - g. Develop a safety plan with student.
 - h. Provide resources.
 - i. Document all actions. (Maintain records and complete RARD on PowerSchool within 24 hours.)

- C. SELF-INJURY AND CONTAGION
 - a. Respond immediately or as soon as possible.
 - b. Respond individually to students, but try to identify peers that may be engaging in similar behavior.
 - c. Supervise students in separate locations and assess individually.

- D. OTHER CONSIDERATIONS FOR RESPONDING TO SELF-INJURY AND CONTAGION
 - a. Self-injury should be addressed individually, never in settings such as student assemblies, public announcements, or groups.
 - b. When self-injury impacts the school community, consider hosting a parent/guardian meeting for awareness and psycho-education.
 - c. Consult and work with Office of Communications as needed.

Suspected Child Abuse or Neglect

If child abuse or neglect by a parent/guardian is suspected or there is reasonable suspicion that contacting the parent/guardian may escalate the student's current level of risk, or the parent/guardian is contacted and unwilling to respond, report the incident to the appropriate child protective services agency. This report should include information about the student's suicide risk level and any concerning ideations or behaviors. The reporting party must follow directives provided by the child protective services agency personnel.

ATTACHMENT B: GUIDELINES FOR NOTIFYING PARENTS

Parents or guardians should be contacted as soon as possible after a student has been identified as being at risk for suicide. The person who contacts the family is typically the principal, school psychologist, or a staff member with a special relationship with the student or family. Staff need to be sensitive toward the family's culture, including attitudes towards suicide, mental health, privacy, and help-seeking.

1. Notify the parents about the situation and ask that they come to the school immediately.
2. When the parents arrive at the school, explain why you think their child is at risk for suicide.
3. Explain the importance of removing from the home (or locking up) firearms and other dangerous items, including over-the-counter and prescription medications and alcohol.
4. If the student is at a low or moderate suicide risk and does not need to be hospitalized, discuss available options for individual and/or family therapy. Provide the parents with the contact information of mental health service providers in the community. Preferably, call and make an appointment while the parents are with you.
5. Tell the parents that you will follow up with them in the next couple of days. If this follow-up conversation reveals that the parent has not contacted a mental health provider:
 - a. Stress the importance of getting the child help
 - b. Discuss why they have not contacted a provider and offer to assist with the process
6. If the student does not need to be hospitalized, release the student to the parents.
7. If the parents refuse to seek services for a child under the age of 18 who you believe is in danger of self-harm, you may need to notify child protective services that the child is being neglected.
8. Document all contacts with the parents.

ATTACHMENT C: Suicide Prevention Coordinator's Checklist for Responding to a Crisis***IMMEDIATE ACTIONS TO BE TAKEN***

_____ Verify information regarding crisis.

_____ Notify the school

_____ Contact crisis team leader and key support staff. Determine times for a crisis team meeting and a full staff meeting.

_____ Cancel all non-emergency appointments and meetings.

WITH CRISIS TEAM

Review team role and assign the following responsibilities:

_____ Identify a family contact person.

_____ Identify staff members to assist substitutes and teachers who need help with reading the student announcement.

_____ Write student announcement to distribute to teachers.

_____ Determine triage center; arrange small and large group meeting rooms; assign staff to cover these areas.

_____ Gather resource materials for students and staff.

_____ Decide who will follow the student's [or teacher's] schedule for the day.

_____ Establish procedure for tracking students who are counseled, as well as those in need of follow-up.

_____ Establish procedure for students in need of early release.

_____ gather information about siblings and/or students living within close proximity to the persons involved in the crisis or attending other Accelerated School sites, and check on these students. Contact those school sites.

AT STAFF MEETING

_____ Provide an update on the events and circumstances.

_____ Emphasize the need to stick with the facts in order to reduce rumors.

_____ Identify staff in need of support and identify appropriate personnel to assist.

_____ Explain the protocol for requesting counseling services.

_____ Ask staff for the names of close friends and other students most likely to be impacted.

THROUGHOUT THE DAY

_____ Send letter to families.

_____ Obtain memorial arrangements and prepare communication with the information for students and staff.

_____ Be highly visible to show presence, support and control of the situation.

_____ All media inquiries should be directed to The Chief Executive Officer.

FOLLOW-UP ACTIVITIES

_____ Hold staff meeting at the end of the day, providing informational updates.

_____ Ensure follow-up of students in distress, including phone calls to parents.

_____ Provide a reflection session for staff, as needed.

_____ Make arrangements for excused absences for students [and coverage for staff] wishing to attend services.

_____ Share plans for moving forward with staff, including the rearranging of the student's desk, emptying the locker, etc.

_____ Stop any school and system notifications that might be sent home, including report cards, newsletters, etc.

_____ Continue to monitor impacted students and staff.

ATTACHMENT D: LANGUAGE FOR PARENT & STUDENT HANDBOOK

Protecting the health and well-being of all our students is of utmost importance to The Accelerated Schools. Suicide is the second leading cause of death among 10 to 24 year-olds (behind accidents) in the United States (CDC 2016). This alarming statistic leads us to create and implement a policy to help staff feel more confident in intervening with a student they believe to be at risk. Studies have also shown that LGBT youth are up to four times more likely to attempt suicide than their non-LGBTQ peers.

AB 2246: Suicide Prevention Policies in Schools This bill would require the governing board or body of a local educational agency, as defined, that serves pupils in grades 7 to 12, inclusive, to, before the beginning of the 2017–18 school year, adopt a policy on pupil suicide prevention, as specified, that specifically addresses the needs of high-risk groups.

In response to this needs, the school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur in all health classes and/or community circles, council sessions, etc.
2. Each school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by a mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:
 - a. TeenLine: Text TEEN to 839863 www.teenlineonline.org
 - b. The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK).
www.suicidepreventionlifeline.org
 - c. The Trevor Lifeline – 1.866.488.7386. www.thetrevorproject.org
5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

For a more detailed review of this policy, please ask your principal for full suicide prevention policy currently available in English only.

SUICIDE RISK ASSESSMENT TOOL

SUICIDE RISK ASSESSMENT TOOL

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

The purpose of this checklist is to determine a student’s level of suicide risk. The assessing party should be the administrator/ designee or school site crisis team member(s).

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

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

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

ATTACHMENT B

ASSESSMENT RESULTS:

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

ATTACHMENT C
SUICIDE RISK ASSESSMENT LEVELS, INDICATORS & ACTION PLAN OPTIONS

ATTACHMENT C

SUICIDE RISK ASSESSMENT LEVELS, INDICATORS & ACTION PLAN OPTIONS

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

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

**ATTACHMENT C
SUICIDE RISK ASSESSMENT LEVELS, INDICATORS & ACTION PLAN OPTIONS**

ATTACHMENT C

SUICIDE RISK ASSESSMENT LEVELS, INDICATORS & ACTION PLAN OPTIONS

<p><input type="checkbox"/> Moderate Risk</p> <p>May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.</p>	<ul style="list-style-type: none"> • Thoughts of suicide • Some details indicating a plan for suicide • Unsure of intent • History of self-injurious behavior • History of previous attempts and/or hospitalization • Difficulty naming future plans or feeling hopeful • History of substance use or current intoxication • Recent trauma (e.g., loss, victimization) 	<p>MODERATE & HIGH RISK ACTION PLAN RECOMMENDATIONS ARE THE SAME</p> <ul style="list-style-type: none"> • Supervise student at all times (including restrooms). • Reassure and provide support to the student. • Contact the Psychiatric Mobile Response Team (PMRT) (800) 854-7771 for a mental health evaluation or LASPD at (213) 625-6631 for possible transport to an emergency hospital for a mental health evaluation. • See <u>Important Considerations</u> on page 8 of BUL-2637.2 for clarification regarding accompanying a student to a hospital and providing relevant information to the evaluating psychiatrist. • Develop a safety plan that identifies caring adults, appropriate communication and coping skills (see Attachment D2, Student Safety Plan template). • Establish a plan for re-entry, manage and monitor, as needed (see Attachment E – Student Re-Entry Guidelines). • Communicate concerns with parent/guardian (see Section IV E 3), including: <ul style="list-style-type: none"> ○ Re-entry plan and recommendations to seek mental health services. ○ Provide Attachment L - Suicide Prevention Awareness for Parents/Caregivers handout. • Document all actions in the RARD on iSTAR; include student identification number in the Persons Involved tab of iSTAR.
<p><input type="checkbox"/> High Risk</p> <p>Poses imminent danger to self with a viable plan to do harm; exhibits extreme or persistent inappropriate behaviors; may qualify for hospitalization.</p>	<ul style="list-style-type: none"> • Current thoughts of suicide • Plan with specifics - indicating when, where and how • Access to weapons or means in hand • Making final arrangements (e.g., giving away prized possessions, good-bye messages in writing, text, or on social networking sites) • History of previous attempts or hospitalization • Isolated and withdrawn • Current sense of hopelessness • No support system • Currently abusing alcohol/substances • Mental health history • Recent trauma (e.g., loss, victimization) 	

and for

For support and consultation, contact:

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

After hours, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.

STUDENT HEALTH AND HUMAN SERVICES Recommendations for Developing a Student Safety Plan

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

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

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

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

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

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

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

Adult Support: It is important that a student also feel connected with healthy adults at home or in their community. The student should trust these adults and feel comfortable asking for help during a crisis. Identify how student will communicate with these individuals and include a phone number. Some adults may include: family (e.g., grandparent, aunt, uncle, adult sister); clergy (e.g. youth pastor); or next door neighbor-Mr. Smith.

Parent Support:

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

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

Student Safety Plan

Student Safety Plan

Student's Name: _____ DOB: _____ Date: _____

Triggers

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

- 1.
- 2.
- 3.

Warning Signs

I should use my safety plan when I notice these warning signs (thoughts, images, moods, situations, behaviors):

- 1.
- 2.
- 3.

Coping Skills/Healthy Behaviors

Things I can do to calm myself down or feel better in the moment (e.g. favorite activities, hobbies, relaxation techniques):

- 1.
- 2.
- 3.

Places I Feel Safe

Places that make me feel better and make me feel safe (can be a physical location, an imaginary happy place, or refer in the presence of safe people):

- 1.
- 2.
- 3.

School Support

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

- 1.
- 2.
- 3.

Adult Support

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

- 1.
- 2.
- 3.

Parent Support

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

- 1.
- 2.
- 3.

Case Carrier Support

Actions my case carrier can take to help me stay safe:

- 1.
- 2.
- 3.

Outside Mental Health Agency Providing Me Support

Mental Health Agency:

Clinician Name:

Office #:

Clinician Email:

Cell #:

During a crisis, I can also call:

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

Signatures

Student Signature

Date

Parent/Guardian Name (please print)

Phone#

Parent /Guardian Signature

Date

Administrator/Case Carrier (please print)

Title

Administrator/Case Carrier Signature

Date

STUDENT RE-ENTRY GUIDELINES Student

STUDENT RE-ENTRY GUIDELINES

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

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

Preparing for Re-Entry	<input type="checkbox"/> If a student has been out of school for any length of time, including for a mental health evaluation or mental health hospitalization, including psychiatric and drug or alcohol inpatient treatment, consider providing the parent Attachment H – Return to School Information for Parent/Guardian which outlines steps to facilitate a positive transition back to school.
Returning Day	<input type="checkbox"/> Have parent/guardian escort student to the main office on first day back to school.
Hospital Discharge Documents	<input type="checkbox"/> Request discharge documents from hospital or Medical Clearance for Return to School (see Attachment I) from parent/guardian on student's first day back.
Meeting with Parent(s)/Guardian(s)	<input type="checkbox"/> Engage parent(s)/guardian(s), school support staff, teachers, and student, as appropriate in a Re-Entry Planning Meeting. <input type="checkbox"/> If the student is prescribed medication, monitor with parent/guardian consent. <input type="checkbox"/> Offer suggestions to parent/guardian regarding safety planning and removing means/access (e.g., weapons, medication, alcohol) to students at home, as needed. <input type="checkbox"/> Offer suggestions to parent/guardian regarding monitoring personal communication devices, including social networking sites, as needed. <input type="checkbox"/> Review Attachment M - <i>Suicide Prevention Awareness for Parents/Caregivers</i> with caregiver.
Student Safety Plan	<input type="checkbox"/> Develop a Safety Plan to assist the student in identifying adults they trust and can go to for assistance at school and outside of school (e.g., home, community). See Attachment D2 – Student Safety Plan.
Identify Supports	<input type="checkbox"/> Notify student's teacher(s), as appropriate.
	<input type="checkbox"/> Modify academic programming, as appropriate.
	<input type="checkbox"/> Consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program (see BUL-5577.1 <i>Counseling and Educationally Related Intensive Counseling Services (ERICs) for Students with Disabilities</i> , July 21, 2014).
	<input type="checkbox"/> Identify on-going mental health resources in school and/or in the community.
	<input type="checkbox"/> Designate staff (e.g., Psychiatric Social Worker, Pupil Services and Attendance Counselor, School Nurse, Academic Counselor) to check in with the student during the first couple weeks periodically.

IENT E

	<input type="checkbox"/> Manage and monitor – ensure the student is receiving and accessing the proper mental health and educational services needed.
Address Bullying, Harassment, Discrimination	<input type="checkbox"/> As needed, ensure that any bullying, harassment, discrimination is being addressed.
Release/Exchange of Information	<input type="checkbox"/> Obtain consent by the parent/guardian to discuss student information with outside providers using the Parent/Guardian Authorization for Release/Exchange of Information (see Attachment F).

**Los Angeles Unified School District STUDENT HEALTH AND HUMAN SERVICES
Parent/Guardian Authorization for Release/Exchange of Information**



Los Angeles Unified School District
STUDENT HEALTH AND HUMAN SERVICES

ATTACHMENT F

Parent/Guardian Authorization for Release/Exchange of Information

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

This document authorizes the release/exchange of information relating to my child between the agency personnel listed below and a representative of LAUSD.

The information received shall be reviewed only by appropriate professionals in accordance with the Family Educational Rights and Privacy Act of 1974.

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

Los Angeles Unified School District STUDENT HEALTH AND HUMAN SERVICES
Autorización de Padres/Tutor Legal Para Intercambiar Información



Los Angeles Unified School District
STUDENT HEALTH AND HUMAN SERVICES

ATTACHMENT F

Autorización de Padres/Tutor Legal Para Intercambiar Información

Fecha: _____ A los Padres/Tutores de: _____

Este documento autoriza el intercambio de información sobre su niño/a entre el personal de la agencia indicada y un representante del Distrito Escolar Unificado de Los Ángeles.

La información recibida será revisada únicamente por profesionales apropiados en acuerdo con Los Derechos Educativos Familiares y Acto de Privacidad de 1974.

TO: _____ Nombre del Personal de Agencia/Título	RE: _____ Apellido del Estudiante Primer Nombre del Estudiante
_____ Agencia, Institución, o Departamento	Fecha de Nacimiento: _____ / _____ / _____ Mes Día Año
_____ Dirección	_____ Dirección de Residencia
_____ Ciudad Estado Código Postal	_____ Ciudad Estado Código Postal
Por la presente doy permiso para divulgar/intercambiar la siguiente información:	
<input type="checkbox"/> Médica/Salud <input type="checkbox"/> Hablar y Lenguaje <input type="checkbox"/> Educacional	
<input type="checkbox"/> Psicológico/Salud Mental <input type="checkbox"/> Otra: _____	
La información será usada para determinar las necesidades del alumno.	
ESTA INFORMACIÓN SERÁ ENVIADA A:	
_____ Nombre de Personal Escolar	_____ Título/Escuela u Oficina
_____ Dirección de Escuela y Número de Teléfono	
Esta autorización será válida hasta _____ solo que sea revocada antes.	
Yo requiero una copia de esta autorización: <input type="checkbox"/> Si <input type="checkbox"/> No	
_____ Nombre de Padre / Tutor Legal	_____ Numero de Teléfono
_____ Firma de Padre / Tutor Legal	_____ Fecha

Los Angeles Unified School District**STUDENT HEALTH AND HUMAN SERVICES Completion of the Summary of Relevant Student Information**

The Summary of Relevant Student Information is intended to summarize important information regarding a student who might be a danger to himself/herself, a danger to others, or gravely disabled.

- Complete the following two pages and provide this information to the person authorized to transport the student for a psychiatric evaluation, including a law enforcement officer or mobile crisis response team (e.g., PMRT, SMART). Background and relevant historical student information provided to the receiving hospital will ensure awareness of all concerns regarding student safety.
- Please be mindful of CONFIDENTIALITY, and only include information that is directly relevant to the safety concerns regarding suicidal/homicidal ideation and the need for the psychiatric evaluation.
- Remember to attach any additional relevant information, including suicide notes, target lists, drawings, social media posts, and text messages.
- Keep a copy of all documents provided to the transporting agency in a confidential folder separate from the student's cumulative record. This folder may be kept by the school site administrator/designee or the case carrier/school site crisis team member for the student.
- Once the student has been transported, ensure that plans are made to have a student re-entry meeting and to develop a safety plan for the student.
- For support and consultation throughout this process, contact:
 - Local District Operations Coordinator
 - Local District Mental Health Consultant



STUDENT HEALTH AND HUMAN SERVICES

Summary of Relevant Student Information

Other Factors to Consider

Current Mental Health Support

Mental Health Agency: _____

Therapist/Clinician Name: _____

Office #: _____ Cell #: _____

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

- | | |
|--|--|
| <input type="checkbox"/> Suicide note(s) letter(s) | <input type="checkbox"/> Text/chat messages |
| <input type="checkbox"/> Drawing(s) | <input type="checkbox"/> Social media postings |
| <input type="checkbox"/> Journal entry or other assignment | <input type="checkbox"/> Other: _____ |

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

- | | |
|--|---|
| <input type="checkbox"/> Parent/Guardian | <input type="checkbox"/> PMRT/SMART Clinician |
| <input type="checkbox"/> LASPD Officer | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Local Law Enforcement | |

For additional questions/concerns, please contact:

School Site Crisis Team Member Completing Assessment

Office Phone #

Title

Cell Phone #

School Site Crisis Team Member (2) Completing Assessment

Office Phone # (2)

Title

Cell Phone # (2)

RETURN TO SCHOOL INFORMATION FOR PARENT/GUARDIAN

ATTACHMENT H

RETURN TO SCHOOL INFORMATION FOR PARENT/GUARDIAN

Date: _____

School Name

RE: _____

Student Name and DOB

Dear Parent/Guardian:

The following steps have been outlined to help facilitate a positive transition back to school after your child returns from a psychiatric evaluation. Please review the checklist below prior to your child's return to school:

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

Principal Name

School Phone Number To Call

School Site Crisis Team Member Name

School Phone Number To Call

- Request discharge documents from the hospital or have the hospital complete the *Medical Clearance for Return to School* form (attached).
- Ensure the hospital includes any accommodations/recommendations requested.
 - If medication was prescribed, it is recommended that you inform the school nurse of medication(s) and dosage. However, if the student needs to have medication administered at school by the school nurse, then please be sure to request the appropriate documentation from the treating physician.
- Inform the school contact person, indicated above, when your son/daughter will return to school.
- Escort your son/daughter to school on the first day back after the hospitalization. Please request to meet with _____ located in _____.
- (Name of School Site Crisis Team Member) (Office/Room #)
- Participate in your son/daughter's *Students Re-entry Meeting*, which will include creating his/her *Safety Plan*.

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

STUDENT HEALTH AND HUMAN SERVICES

Recommendations for Incident Report Completion

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

- Contact Local District Operations and/or the Local District Mental Health Consultant for training, support and consultation for you and your school staff regarding suicide prevention and documenting interventions.

Recommended Information to Include in the Incident Report

Incident Summary

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

**Los Angeles Unified School District
Risk Assessment Referral Data (RARD)**

STUDENT HEALTH AND HUMAN SERVICES

CONFIDENTIAL**RISK ASSESSMENT REFERRAL DATA (RARD)****TO BE COMPLETED BY THE ASSESSING SCHOOL SITE CRISIS TEAM MEMBER**Cost Center
(School/Office): _____DATE OF INCIDENT: _____ TIME OF INCIDENT: _____ AM PMINCIDENT OCCURRED: On Campus Off Campus At another school District Office District School Bus/Vehicle
 Going to or from school Going to or from a school sponsored activity Athletics Competition

EXACT LOCATION: _____

NAME OF STUDENT: _____ STUDENT ID: _____
(Last, First Name) (10-digit number ONLY)**TYPE OF INCIDENT/ISSUE (An Injury Report must also be completed for issue in red.)****SUICIDAL BEHAVIOR**

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

INCIDENT SUMMARY**INFORMATION FOR RARD TAB ON ISTAR****Reasons for Referral and Other Associated Factors: (Check all that apply)**

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

INFORMATION FOR RARD TAB ON ISTAR

Student Referred By: (Check one or more)

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

The following action items are MANDATORY.

Refer to BUL-2637.2 Suicide Prevention, Intervention & Postvention for guidelines and attachments.

Was the student assessed for risk using the District guidelines and procedures in Bul-2637.2, Attachment B?

Yes No If NO, please explain: _____

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

Was the parent/guardian notified?

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

No If NO, please explain: _____
If parent/guardian was not notified due to suspected child abuse, please follow the mandates of BUL-1347.3 Child Abuse and Neglect Reporting Requirements, by completing the Suspected Child Abuse (SCAR) form and calling the appropriate authorities.

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

Yes No If NO, please explain: _____

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

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

Assessed by Crisis Team Member:

Employee No.: _____ Email Address: _____

Employee Name: _____ Contact No.: _____

Job Title: _____ Date Student was Assessed: _____

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

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



Los Angeles Unified School District
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH

Student Re-Entry/Safety Planning Meeting

Student Name: _____ School: _____ Date: _____

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

POSTVENTION: PROTOCOL FOR RESPONDING TO A STUDENT DEATH BY SUICIDE

The following is a summary checklist of general procedures for the administrator/designated crisis team member to respond in the event of a completed suicide. Refer to BUL-5800.0 Crisis Preparedness, Response and Recovery, dated October 12, 2015, for protocol on responding to school-wide crisis.

- A. GATHER PERTINENT INFORMATION
 - a. Confirm death and cause of death, if this information is available.
 - b. Contact family of the deceased.

- B. NOTIFY
 - a. Local District Operations Staff
 - b. LAUSD Office of Communications
 - c. Other offices

- C. MOBILIZE THE SCHOOL SITE CRISIS TEAM
 - a. Review information and assess impact.
 - b. Develop an action plan and assign responsibilities.
 - c. Establish a plan to notify staff.
 - d. Establish a plan to notify students.
 - e. Establish a plan to notify parent(s)/guardian(s).
 - f. Define triage procedures.
 - g. Know indicators of those who may need additional support.
 - h. Consult with Crisis Counseling and Intervention Services, School Mental Health, as needed.

- D. MONITOR AND MANAGE (When reporting child abuse, include information about the student's suicide risk)

- E. IMPORTANT CONSIDERATIONS Memorials Social Networking Suicide Contagion School Culture and Events

ATTACHMENT M



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

333 S. Beaudry Avenue, 29th Floor
 213.241.3841
 smh.lausd.net | ccis.lausd.net



Suicide Prevention Awareness for Parents/Caregivers

Suicide is a serious public health problem that takes an enormous toll on families, friends, classmates, co-workers and communities, as well as on our military personnel and veterans. Suicide prevention is the collective efforts of local community organizations, mental health practitioners and related professionals to reduce the incidence of suicide through education, awareness, and services.

SUICIDE IS PREVENTABLE.

Warning Signs

Warning signs are observable behaviors that may signal the presence of suicidal thinking. They might be considered “cries for help” or “invitations to intervene.” These warning signs signal the need to inquire directly about whether the individual has thoughts of suicide. If such thinking is acknowledged, then suicide interventions will be required.



- Feelings of sadness, hopelessness, helplessness
- Significant changes in behavior, appearance, thoughts, and/or feelings
- Social withdrawal and isolation
- Suicide threats (direct and indirect)
- Suicide notes and plans
- History of suicidal ideation/behavior
- Self-injurious behavior
- Preoccupation with death
- Making final arrangements (e.g., giving away prized possessions, posting plans on social media, sending text messages to friends)

Risk Factors

While the path that leads to suicidal behavior is long and complex and there is no “profile” that predicts suicidal behavior with certainty, there are certain risk factors associated with increased suicide risk. In isolation, these factors are not signs of suicidal thinking. However, when present they signal the need to be vigilant for the warning signs of suicide.

- Access to means (e.g., firearms, knives, medication)
- Stressors (e.g., loss, peer relations, school, gender identity issues)
- History of depression, mental illness or substance/alcohol abuse
- History of suicide in the family or of a close friend
- History of mental illness in the family

Here's What You Can Do:

LISTEN

- Assess for suicidal risk.
- Listen without judgement.
- Ask open-ended questions.

PROTECT

- Take action immediately.
- Supervise, do not leave your child alone.

- Consider developing a safety plan at school and home, if needed.

CONNECT

- Communicate and collaborate with your child's school administration, mental health personnel or counselor for support.
- Contact Department of Mental Health, law enforcement or protective services, as needed.
- Help your child identify adult they trust at home and at school.

MODEL

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

TEACH

- Learn the warning signs and risk factors and provide information and education about suicide and self-injury.
- Encourage help seeking behaviors and help your child identify adults they can trust at home and at school.
- Seek options for school and community resources including referrals to professional mental health services, as needed.

SMH Clinics and Wellness Centers

North

Valley Clinic

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

West

Crenshaw Wellness Center

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

Hyde Park Clinic

6519 S. 8th Ave., Bungalow #46,
Los Angeles 90043
Tel: 323-750-5167 | Fax: 323-759-2697

Washington Wellness Center

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

South

97th Street School Mental Health Clinic

Barrett Elementary School
439 W. 97th St., Los Angeles 90003
Tel: 323-418-1055 | Fax: 323-418-3964

San Pedro Clinic

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

Locke Wellness Center

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

Carson Wellness Center

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

East

Bell/Cudahy School Mental Health Clinic

Ellen Ochoa Learning Center
7326 S. Wilcox, Cudahy 90201
Tel: 323-271-3676 | Fax: 323-271-3657

Ramona Clinic

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

Gage Wellness Center

2880 Zoe Ave., Huntington Park 90255
Tel: 323-826-9499 | Fax: 323-826-1524

Elizabeth LC Wellness Center

4811 Elizabeth St., Cudahy 90201
Tel: 323-271-3676 | Fax: 323-271-3657

Central

Belmont Wellness Center

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

Royal Clinic

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

For clinic referrals visit:
smh.lausd.net

Understanding Suicide: Myths & Facts

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

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

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

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

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

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

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

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

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

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

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

EMERGENCY INFORMATION / After Hours Services

If you need IMMEDIATE help, call 911.

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

Resources for Parents/Caregivers & Children/Adolescents

Community Hotlines

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

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

Trevor Lifeline (866) 488-7386 (24 hours)
Teen Line (800) 852-8336 (6pm-10pm daily)

Text and Chat Resources

Crisis Chat (11am-11pm, daily)
<http://www.crisischat.org/chat>
Teen Line - text "TEEN" to 839863

Online Resources

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

Smartphone Apps

MY3
Teen Line Youth Yellow Pages





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

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 smh.lausd.net | ccis.lausd.net



Self-injury is a complex behavior, separate and distinct from suicide that some individuals engage in for various reasons such as: to take risks, rebel, reject their parents' values, state their individuality, or merely to be accepted. Others, however, may injure themselves out of desperation or anger to seek attention, to show their feelings of hopelessness and worthlessness, or because they have suicidal thoughts. Such individuals may suffer from serious mental health disorders such as depression, psychosis, Posttraumatic Stress Disorder (PTSD) or Bipolar Disorder. Some young children may resort to self-injurious acts from time to time but often grow out of it. Children with intellectual disability or autism as well as children who have been abused or abandoned may also show these behaviors.

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

What should I do if my child is engaging in self-injurious behavior?

If you become aware that your child is engaging in self-injurious behaviors, and if the injury appears to pose potential medical risks (e.g., excessive bleeding, need for stitches), call 911 immediately. If the injury does not appear to pose immediate medical risks, remain calm and nonjudgmental.

Appropriate actions include:

- Seek support from a mental health professional (e.g., therapist, psychologist, psychiatrist)
- Provide moral and nurturing support
- Participate in your child's recovery (e.g., family therapy)
- Support your child in an open and understanding way

EMERGENCY INFORMATION / After Hours Services

If you need IMMEDIATE help, call 911.

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

Here's What You Can Do:

LISTEN

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

PROTECT

- Take action immediately and get help.
- Foster a protective home environment.
- Set limits and provide supervision and consistency to encourage successful outcomes.
- Provide firm guidance, supervise and set limits around technology usage.
- Be cautious about giving out punishments or negative consequences as a result of the SI behavior, as these may inadvertently encourage the behavior to continue.

CONNECT

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

MODEL

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

TEACH

- Learn the warning signs and risk factors and provide information and education about suicide and self-injury.
- Encourage help seeking behaviors by helping your child identify adults they can trust at home, school and community.

SMH Clinics and Wellness Centers

North

Valley Clinic

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

West

Crenshaw Wellness Center

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

Hyde Park Clinic

6519 S. 8th Ave., Bungalow #46,
Los Angeles 90043
Tel: 323-750-5167 | Fax: 323-759-2697

Washington Wellness Center

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

South

97th Street School Mental Health Clinic

Barrett Elementary School
439 W. 97th St., Los Angeles 90003
Tel: 323-418-1055 | Fax: 323-418-3964

San Pedro Clinic

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

Locke Wellness Center

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

Carson Wellness Center

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

East

Bell/Cudahy School Mental Health Clinic

Ellen Ochoa Learning Center
7326 S. Wilcox, Cudahy 90201
Tel: 323-271-3676 | Fax: 323-271-3657

Ramona Clinic

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

Gage Wellness Center

2880 Zoe Ave., Huntington Park 90255
Tel: 323-826-9499 | Fax: 323-826-1524

Elizabeth LC Wellness Center

4811 Elizabeth St., Cudahy 90201
Tel: 323-271-3676 | Fax: 323-271-3657

Central

Belmont Wellness Center

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

Royal Clinic

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

For clinic referrals visit:
smh.lausd.net

General Information

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

Non-Suicidal Self-Injury

There is a difference between self-injury and suicidal acts, thoughts, and intentions. With suicide, ending life to escape all feelings is the goal. This is not the case with non-suicidal self-injury (NSSI). The following include some reasons for NSSI:

- Feel emotionally better
- Desperation or anger
- Manage painful feelings of current or past trauma
- Punish oneself
- Avoid or combat suicidal thoughts
- Feel pain or relief
- Have control of one's body



Signs of Self-Injury

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

Resources for Parents/Caregivers & Children/Adolescents

Community Hotlines

Didi Hirsch Suicide Prevention Hotline
(877) 727-4747 (24 hours)
National Suicide Prevention Lifeline
(800) 273-TALK (8255) (24 hours)
Trevor Lifeline (866) 488-7386 (24 hours)
Teen Line (800) 852-8336 (6pm-10pm daily)

Online Resources

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

Smartphone Apps

MY3
Teen Line Youth Yellow Pages

Text and Chat Resources

Crisis Chat (11am-11pm, daily)
<http://www.crisischat.org/chat>
Teen Line - text "TEEN" to 839863



USE SCHOOL LETTERHEAD

Sample Letter to Parent/Guardian RE: Self-Injury

DATE

Dear Parents/Guardians:

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

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

SCHOOL
NAME
LOCATION
DATE
TIME

Also, please see the attached handout “Self-Injury and Youth – General Guidelines for Parents” for suggestions on how to respond to your child. At _____ School, the safety of every student and staff member is very important to us. Should you or your child have any concerns, please feel free to contact _____ (school psychologist, nurse, or administrator) at (XXX) XXX-XXXX. We are all involved in creating a safe environment for our students.

Sincerely,

NAME, Principal

RESOURCE GUIDE

ATTACHMENT P

RESOURCE GUIDE

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

EMERGENCY RESOURCES

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

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

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

CRISIS LINES

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

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

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

Trevor Project (24-hour hotline) - provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24. Text and chat also available, with limited hours-visit www.thetrevorproject.org for more information. (866) 4-U-TREVOR
(866) 488-7386

ATTACHMENT P

Teen Line (6PM – 10PM) - a teen-to-teen hotline with community outreach services, from 6pm-10pm PST daily. Text, email and message board also available, with limited hours-visit http://teenlineonline.org for more information.	(800) 852-8336 (800) TLC-TEEN
Parents, Families and Friends of Lesbians & Gays (PFLAG) Helpline - for individuals or families experiencing issues related to sexual orientation and/or gender identity.	(888) 735-2488
LA County INFO Line (24-hour hotline) – for community resources and information within Los Angeles County.	211 www.211la.org

LAUSD RESOURCES

Los Angeles School Police Department (LASPD) Watch Commander (24/7-entire year)	(213) 625-6631
School Mental Health (including Crisis Counseling & Intervention Services) – for consultation Monday-Friday from 8:00am-4:30pm	(213) 241-3841
Division of Special Education, Behavior Support Unit	(213) 241-8051
Education Equity Compliance Office	(213) 241-7682
Human Relations, Diversity and Equity – School Operations	(213) 241-5337
Local District (LD) Operations Coordinators	Refer to LD Directory
Office of Communications	(213) 241-6766
Office of General Counsel	(213) 241-7600
School Operations Division	(213) 241-5337
Student Discipline Proceedings and Expulsion Unit	(213) 202-7555

Attachment A – Drill Schedule

2018-2019						
Accelerated Schools						
Monthly Emergency Drill Schedule						
Month	Date	Time	Signature	Rescheduled	In Charge	Remarks
October	Oct. 18	Thursday 10:00am			Reading	Great Shake Out (Duck and Cover Only)
November	Dec. 4	Tuesday 10:15am			Reading	Full Disaster Drill
January	Jan. 10	Thursday 10:30am			Reading	Lockdown
January	Jan. 17	Thursday 2:00pm			Reading	Fire Drill (Full)
February	Feb. 26	Tuesday 2:45pm			Reading	Fire Drill (Full)
March	Mar. 19	Tuesday 8:30am			Reading	Fire Drill (Full)
April	Apr. 11	Thursday 2:45pm			Reading	Practice Lockdown
May	May 22	Wednesday 2:00pm			Reading	Fire Drill (Full)
June	4-Jun	Tuesday 8:15am			Reading	Practice Earthquake Drill

TAS 2 Emergency Response Teams and Evacuation Lines

TAS 2 Emergency Response Teams

Response Team Commander	Primary	Secondary	Response Team	Location
Chief Incident Commander	School Operations Manager	Kinder Teacher #3	Chief Commander, All Staff	ICC
Public Information Officer	Jonathan Williams (CEO)	David Borovay (CFO)	N/A	ICC
Planning and Intelligence Chief	School Operations Manager	Kinder Teacher #3		ICC
Operations Chief	School Operations Manager	Kinder Teacher #3	Chief Commander	ICC
Chief of Safety & Rescue	TK/Kinder Teacher #1	Supervisor 1	Teachers	ICC,
Chief of Student Management	Kinder Teacher #2	Supervisor 2	Supervision Team	Student Lines
Reunion Gate Chief	School Operations Manager & Supervision	Supervision 1		TAS 2 Reunion Gates located in back gate (see map)
Health Services Chief	Kinder Teacher #4	Kinder Teacher #3	Office Clerk	Morgue: Class #3
Psychological First Aid Chief	Kinder Teacher #4	Kinder Teacher #3	Office Clerk	Nurse Station
Facilities Chief	Kinder Teacher #1	Kinder Teacher #3	Teachers	ICC,
Food and Water Chief	Kinder Teacher #1	Kinder Teacher #3	Teachers	Cafeteria Tables

	(support from Supervisor 1)			
Public Address System & Sanitation Chief	Kinder Teacher #4	Kinder Teacher #3		West of Nurse Station

TAS 2 Reunion Gates are located in the back gate (see map). The TAS 2 parking lot is the backup emergency location.

