

**COORDINATED SAFE**  
**AND HEALTHY SCHOOL PLAN**  
**VOLUME I**



**“Climbing Toward College & Career Readiness”**

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**Inspiring Collaboration, Innovation, & Empowerment**

### Preface

Students in every district are facing increasing health and safety issues that can affect their wellness, ability to learn, and ability to be productive members of society. In order for our students to achieve academic success, it is crucial that our school environment be safe and healthy. Ararat Charter School recognizes that everyone, from the administration and staff to the parents and the community, has a role in helping the school create safe and healthy environment. Furthermore, in consideration of the increasing demands being placed upon all schools, a more strategic approach must be taken to reduce the ineffectiveness and duplication in our work. Based on these factors, the Coordinated Safe and Healthy School Plan consolidates mandates from the Governing Board and state and federal legislation to provide guidance to Ararat Charter School in our effort to create and maintain safe and healthy school environment.

California public schools are required to comply with California Education Code (CEC), Section 32281, in dealing with the preparation of "safe school plans" and with the Child Nutrition and Women, Infants, and Children (WIC) Reauthorization Act of 2004, Section 204 of Public Law 108-265. The plan is comprehensive and addresses violence prevention, emergency preparedness, traffic safety, crisis intervention, and Coordinated School Health. Ararat Charter School has created the Policy on Wellness and Blueprint on Wellness as a guide in creating and maintaining a safe and healthy school environment. This policy is also in compliance with LAUSD's Reference Guide 1242.6 Update of Safe School Plans Volume 1 and Volume 2, Bulletin No. 58 - Essential Safety Standards Checklist.

The plan is comprised of three volumes: Volume 1 - Prevention Programs, Volume 2 - Emergency Procedures, and Volume 3 - Recovery Procedures. Volume 1 includes issues related to mandated reporting, campus safety, cleanliness, traffic and pedestrian safety, crime prevention, violence prevention, school discipline, attendance, and Coordinated School Health. Volume 2 covers emergency preparedness and response, and the California Standardized Emergency Management System (SEMS). SEMS provides an effective framework for managing emergencies ranging from minor incidents to major earthquakes. Volume 3 covers crisis response and recovery and threat assessment.

The OEHS Safe School Plan is based on guidance from the California Department of Education and the Office of the Attorney General (Safe Schools - A Planning Guide for Action, 2002 Edition). Use of the OEHS Safe School Plan will help to ensure safe school plans are prepared in compliance with CEC, Section 32281, and the WIC Reauthorization Act of 2004.

The Safe School Plan may be accessed via Ararat Charter School's website. Inquiries may be directed to School's office at (818)994-2904.

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## **Chapter 1**

### **Introduction to the Coordinated Safe and Healthy School Plan**

#### **1.1 Overview**

Students in every district are facing increasing health and safety issues that can affect their wellness, ability to learn, and ability to be productive members of society. In order for our students to achieve academic success, it is crucial that our school environments be safe and healthy. Ararat Charter School recognizes that everyone, from the administration and staff to the parents and the community, has a role in helping the school create safe and healthy environments. Furthermore, in consideration of the increasing demands being placed upon our school, a more strategic approach must be taken to reduce the ineffectiveness and duplication in our work. Based on these factors, the Coordinated Safe and Healthy School Plan consolidates mandates from the Governing Board and state and federal legislation to provide guidance to the school in its efforts to create and maintain safe and healthy school environment.

California schools are required to comply with various federal, state, and local regulations dealing with health and safety. Pursuant to Senate Bill 187 (Comprehensive School Safety Plan), California State regulations require that schools maintain an appropriate social climate on campus, in classrooms, and at school-sponsored events. In addition, the plan must also comply with the principles of the Safe and Drug-Free Schools and Communities Act and address policies and procedures for dealing with hate crimes. The California Education Code (CEC) requires the preparation of comprehensive "safe school plans" dealing with violence prevention, emergency preparedness, crisis intervention, and student and employee safety. Specifically, CEC Section 32281 indicates that the school-site council will write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school. Also, Section 32281 states that the school-site council may delegate this responsibility to a school safety planning committee and requires that the school safety plan include the following:

1. Assessment of the current status of school crime
2. Identification of appropriate strategies and programs that will promote school safety and address the school's procedures for complying with existing laws related to school safety, such as:
  - a. Child abuse reporting procedures
  - b. Disaster procedures, routine and emergency (SEMS)
  - c. Suspension, expulsion, or mandatory expulsion recommendations.
  - d. Procedures to notify teachers of dangerous pupils. Sexual harassment policy
  - e. Provisions of any school wide dress code.
  - f. Procedures for safe ingress and egress.
  - g. Safe and orderly environment
  - h. Rules and procedures on school discipline

Pursuant to the Child Nutrition and Women, Infants, and Children (WIC) Reauthorization Act of 2004, Section 204, required that each local education agency participating in a program authorized by the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966 to establish a local school wellness policy for schools. Ararat Charter School recognizes that to address student health and wellness requires a comprehensive approach that addresses the "whole child." Hence, the school will comply with the plan set forth by LAUSD, indicated in the Coordinated School Health (CSH) structure, as created by the Centers' for Disease Control and Prevention, to frame the Policy on Wellness and the Blueprint on Wellness.

The CSH structure has eight components:

- Health education
- Physical education
- Health services
- Nutrition services
- Counseling, psychological, and social services; safe environment
- Health promotion for staff
- Parent and community involvement

Ararat Charter School recognizes that each of these components directly or indirectly affects academic achievement and is part of creating a safe environment. It is with this understanding that the wellness policy has been merged with the Safe School Plan-Volume 1 to create a more comprehensive document which is referred to as the Coordinated Safe and Healthy School Plan.

In addition to the legislative requirements mentioned above, the Discipline Foundation Policy: School-Wide Positive Behavior Support, the Personnel Handbook, and the also pertain to a safe and healthy school environment. Therefore, the policy and efforts of these offices have been incorporated into the Coordinated Safe and Healthy School Plan. It is the intention that the Coordinated Safe and Healthy School Plan will be a living document that will continue to be updated yearly to ensure relevancy to the State, the District and to the Charter sSchools.

### **1.2 Coordinated Safe and Healthy School Plan Volume 1 Organization**

This plan is organized into 7 chapters. Chapter 1 provides an introduction and overview of the Plan, Coordinated Safe and Healthy School Planning Committee structure, committee responsibilities, and relevant school and agency contact information. Chapter 7 provides information and the procedures for the school to summarize the data from the chapter scorecards and to set major goals in Component 1 - "People and Programs" and Component 7 - "Physical Environment." Chapter 2 also contains the Coordinated Safe and Healthy School Plan Certification Page that, once completed, documents that the school has fulfilled its responsibility with respect to Volume 1 - Prevention Programs. Chapters 2-6 contain critical elements of safe and healthy school planning that must be completed to be in compliance with Federal law, State law, and District policy and procedures. Each section contains a scorecard and, where relevant, includes Key Elements and Responsibilities. The appendix includes bulletins, memorandums, reference guides, and other documents, and resources that pertain to the Coordinated Safe and Healthy School Plan.

### 1.3 Coordinated Safe and Healthy School Planning Committee

Every school is responsible for establishing a Coordinated Safe and Healthy School Planning Committee, composed of all stakeholder groups, and accountable for writing, implementing, monitoring, and evaluating a comprehensive, integrated plan unique to its health and safety needs. School personnel is to be aware of and must comply with School, District, State, and Federal safety and health policies.

#### **Committee Members:**

The Coordinated Safe and Healthy School Planning Committee is established and contains a broad representation of all stakeholder groups (students, parents, staff, and community). Required members include the Principal/Director of Operations and Compliance or designee, parent of a student (not employed at the site), classified employee representative, and representation from LAUSD School Police or LAPD/LA County Sheriff/Local Jurisdictional Agency. Suggested committee members include: teacher(s), plant manager, cafeteria manager, physical education teacher, nurse, school psychologist, and counselor.

#### **Presentation of Plan at a public meeting:**

Prior to adoption, the Coordinated Safe and Healthy School Plan has been reviewed and discussed at a public meeting, i.e. Governing Board Meeting or School-site Council Meeting

#### **Verification of the public meeting:**

Verification of the public meeting is on file and includes the meeting announcement/flyer, meeting agenda, and meeting sign-in sheets.

#### **Public Review:**

A current copy of the Coordinated Safe and Healthy School Plan - Volume 1 is available for public review in the Main Office.

#### **Evaluation and amendments to the plan:**

The Coordinated Safe and Healthy School Plan has been evaluated and amended, as needed, by the Coordinated Safe and Healthy School Planning Committee no less than once a year to ensure that the plan is properly implemented (Ed. Code Section 35294.2[e]).

### Possible Topics for Suggested Meetings:

In order to complete Volume 1, 2, and 3 on time, Ararat Charter School may need to hold meetings more frequently during the beginning of the school year. The meetings for the later part of the school year should focus on review and preparation for the spring Emergency Drills.

### Suggested Topics

- Review last year's CSHS Plan
- Debrief from Emergency Practice Drills
- Assign Emergency Positions for Volume 2
- Assign staff members to the Crisis and Threat Assessment Teams
- Complete Chapter 2-6 of the CSHS Plan
- Complete Chapter 7 of the CSHS Plan
- Review resources and develop expertise in Chapter Violence Prevention Monitor identified goals and activities identified in Chapter 7 of Volume 1
- Review Volume 2 and Volume 3
- Monitor identified goals and activities identified in Chapter 7

**The information from Volume 1, 2, and 3 should be shared and understood by all school staff.**



## **Responsibilities for the Coordinated Safe and Healthy School Planning Committee**

### **1.3 Coordinated Safe and Healthy School Planning Committee**

#### **Responsibilities of the Principal/Director of Operations and Compliance:**

1. Ensure that a Coordinated Safe and Healthy School Plan is prepared and routinely updated by the school-site Coordinated Safe and Healthy Planning Committee. By December 1<sup>st</sup> of each year, the Coordinated Safe and Healthy School Plan
2. Ensure that all staff members are familiar with and comply with applicable provisions of the Coordinated Safe and Healthy School Plan.

#### **Responsibilities of the Coordinated Safe and Healthy School Planning Committee:**

1. Pursuant to Ed. Code Section 52012 and 52852, the school governance council will appoint members to a Coordinated Safe and Healthy School Planning Committee. The Committee at a minimum shall include the Principal/Director of Operations and Compliance or designee, parent of a student (not employed at the site), classified employee representative, a law enforcement officer (School Police, LAPD, LA County Sheriff, or local jurisdictional agency).
2. It is suggested that the Coordinated Safe and Healthy School Planning Committee meet during the school months of 1, 2, 3, 4, 6, 8, and 10 to review, evaluate, and update the school's plan.
3. Before adopting its comprehensive Coordinated Safe and Healthy School Plan, appropriately announce and hold a public meeting at the school-site in order to allow parents and members of the public the opportunity to express an opinion about the school's plan (Ed. Code Section 35294.8[b]).
4. Prior to the public meeting, schools are required (SB 1667) to notify, in writing, the following persons and entities, if available, of the public meeting: the local mayor, local school employee organizations, parent organizations at the school site, teacher organization at the school site, student government, and all persons that have expressed an interest in being notified.

Schools will notify, in writing, the following persons or entities, if available, of the public meeting: representatives from local churches, civic leaders, and business organizations.

**Operations/Support Telephone Numbers**

Adult and Career Education	213-241-3150
Air Quality Management District-South Coast(SCAQMD)	800-CUT-SMOG
Peak air pollution season from 5/1 to 10/31	800-288-7664
Child Abuse Reporting-LAUSD Office of General Counsel	213-241-7600
Child Abuse-LAPD (Hours 8:00 a.m. - 4:30 p.m.)	213-486-0530
Child Abuse-DCFS	800-540-4000
Children's Health Access and Medi-Cal Program (CHAMP)	866-742-2273
Crisis Counseling and Intervention Services - Central	213-241-2174
Community Partnerships and Medi-Cal Programs - Central	213-241-3872
Education Equity Compliance	213-241-7682
Education Options-Placement	213-241-0600
Emergency Services	213-241-3889
Ethics Officer	213-241-3330
Food Services	213-241-3366
Foster Care Program	213-241-3848
General Counsel	213-241-6601
Health Education Programs - Central	213-241-3570
Hotlines-Complaints, Concerns, Fraud, Questions, Weapons:	
Advise Helpline	213-241-3330
Clean Restroom Hotline	800-495-1191
Fraud Hotline	213-241-7778
Employee/Parents/Public Hotline	866-528-7364
OEHS Hotline	213-241-4500
Weapons Hotline	800-954-4357
Human Relations, Diversity, & Equity - Central	213-241-4170
Injury and Illness Prevention Program - Central	213-241-3917
Inspector General	213-241-7700

## Coordinated Safe and Healthy School Plan Volume 1 - Prevention Programs

Insurance & Risk Management- Claims: accident, Injury, lawsuits, and liability	877-263-9904
School Mental Health	818-458-2320
Nurse	818-458-9464
Office of Environmental Health and Safety	213-241-3199
Pupil Services - Central	213-241-3844
Radio Unit	323-224-2410
Restitution for School Property/Property Claims Unit	213-241-3127
School Police-Dispatch/Watch Commander	213-625-6631
School Safe Traffic Zone: Brent Evins	213-241-3912
School Traffic - OEHS	213-241-3895
Sexual Harassment/ Title IX Special Education	213-241-7682
Special Education – Central	213-241-6701
Student Discipline Proceedings Unit	213-765-2855
Student Medical Services - Central	213-765-2830
New Direction for Youth - Paint Out Graffiti	818-375-1000
Telecommunications Unit: Repair /Telephone Service Request	213-241-5200
Translation Unit	213-241-0107
Trouble Calls-M & O	213-241-0352
Utilities - Emergency Numbers	
Dept. of Water & Power - Power	800-624-8708
Dept. of Water & Power - Water	800-342-5397
So. Calif. Gas Company	800-427-2200

**LEA/School's Resources**

Health/Nursing Services		
LD Nursing Services Coordinator	Cross Country Education	
LD Mental Health Coordinator	Ibis Romero	310-935-1574 ext 609
Legal Concerns		
Legal Advisor		
City Attorney		
Maintenance and Operations-Facilities		
Complex Project Manager	Maria Thorpe	213-792-7971
Office of Environmental Health & Safety		
LD Safety Officer	Bob Spears	213-241-1000
Operations, Crisis Team, and Incident Reports		
LD Operations Coordinator		818-252-5408
Organization Facilitator		818-755-5408
Parent Support		
Parent Involvement Committee Chair		818-994-2904
Police, Fire, and Safety		
School Police Division	Lt. Albert Maldonado	213-447-6182
LAPD Division	Officer Paschal	818-374-9415
Local Fire Department		
Sheriff		818-374-2121
Pupil Services and Attendance		
Dept. of Children and Family Services		800-540-4000
Homeless Education Program	Tosha Freeman	818-755-4348
Special Education		
LRE Specialist	Jodee Mensik	818-256-2820
Psychological Services Coordinator Special Education	Shakeh Avakian	818-994-2904
Support Unit Administrator	Cindy Welden	818-654-5003
Transportation		
LAUSD Bus Supervisor	Rick Boull't	323-342-1400
Metro (MTA)		

## Chapter 2

### Responsibilities of Administrator/Staff for Mandated Reporting/Notification:

2.1	Child Abuse Reporting	All staff
2.2	Incident Reporting	Principal, Director of Operations, Coordinator, Assistant Operations and Compliance, School Office Manager
2.3	Parent Notification	Principal, Director of Operations, Coordinator

## Scorecard

Goals	Under Development 1	In Progress 2	Partially in Place 3	Fully in Place 4
<p><b>2.1 Child Abuse Reporting - It is the responsibility of all staff to increase children's opportunities for learning by protecting them from child abuse. All employees comply with California State Law in reporting suspected child abuse.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• Train all site employees on, "Child Abuse and Neglect Reporting Requirements," on the local-site plan, and on their individual responsibility to report suspected child abuse/neglect</li> <li>• Implement a specific internal system for reporting child abuse, including:                             <ul style="list-style-type: none"> <li>- Location of the <b>Suspected Child Abuse Report</b> forms</li> <li>- List of local law enforcement/child protective agencies/abused child units with phone numbers (School Police is <b>not</b> a child protective agency)</li> </ul> </li> <li>• Collect and file all individually signed, "Employee Certification/Acknowledgement of Legal Requirements Concerning Child Abuse Reporting" forms</li> <li>• The administrator signs off on the Certification Form</li> </ul>				
<p><b>2.2 Incident Reporting - The school shares information pertaining to any incident of violence or crisis on or near the school campus with the Local District Offices and, as appropriate, with adjacent schools.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• Establish and maintain internal system for incident reporting                             <ul style="list-style-type: none"> <li>- Location of the blank Local District's Incident Report forms. - List of contact personnel and current phone numbers</li> </ul> </li> <li>• Inform all staff as to the reporting/notification process</li> </ul>				
<p><b>2.3 Parent Notification: <i>Parent-Student Handbook</i> - The parent or guardian and student provide their signatures, indicating receipt and knowledge of the information contained in the <i>Parent-Student Handbook</i>.</b></p> <p><i>A four mean that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• Distribute the <i>Parent-Student Handbook</i> to all students and parents, in the home language, at the start of each school year or at the time of enrollment</li> <li>• Collect and maintain a signed return receipt from each parent/student</li> </ul>				
<i>Instructions: Add up the numbers in each column and enter the sum in this row</i>				
				<b>TOTAL POINTS</b> Add the four sums above and enter the total to the right

## **Responsibilities for Mandated Reporting/Notification**

### **2.1 Child Abuse Reporting**

#### **Responsibilities of the Administrator:**

- Discuss the child abuse reporting policy in depth with all employees two times a year (at the beginning of each semester). Collect and file all individually signed statements acknowledging legal requirements concerning child abuse reporting.
- When an allegation of child abuse has been made, school personnel are precluded from conducting an investigation or taking any action prior to or during the child protective agency/law enforcement investigation. Action includes, but is not limited to, interviewing witnesses, interviewing the alleged perpetrator, contacting the parents of the alleged victim, taking written statements, seeking verification of information, and taking disciplinary action. (Exceptions to this may include the temporary relocation of an employee.)
- Always take some form of administrative action with documentation when advised to "handle it administratively" by law enforcement or when law enforcement has completed its investigation.
- Maintain a confidential log of all known/reported child abuse cases.

#### **Responsibilities of All Employees:**

- View and pass the online Child Abuse Mandated Reporter Training.
- Any School employee who has knowledge of, observes or reasonably suspects an instance of child abuse shall report the known or suspected instance of child abuse to a child protective agency/law enforcement immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.
- The employee reporting suspected child abuse is not to verify the suspicion or prove that abuse has occurred. Investigation (questioning witnesses, obtaining written statements), notification (family, alleged perpetrator), counseling, and family intervention are the responsibilities of the child protective agency/law enforcement agency.
- The LAUSD policy and State law require that every employee who entered into employment on or after January 1, 1981, shall sign a statement to the effect that he/she knows of the requirements to report known or suspected instances of child abuse will comply with such requirements. The employee need only sign the statement once at each site, not every year.

#### **Guidelines for Child Abuse Reporting:**

- Reportable victims include: child/person under the age of 18, and dependent adult, person 18 - 64 years of age who is dependent upon others for care.
- Child abuse includes: physical abuse, sexual abuse, neglect, life endangerment, willful cruelty, and emotional abuse.
- If a child discloses that he/she was abused or an allegation of abuse is brought to the attention of any School employee, a report MUST be made as soon as reasonably possible and should not be put off until the end of the school day. School procedures may not require the reporter to disclose his/her identity to school personnel prior to or subsequent to making a report.
- A Child Abuse Report is to be made to only one child protective/law enforcement agency. School Police is NOT a child protective agency, and reports made to School Police are NOT a means of complying with the law.
- Child abuse reports are confidential. Reports are to be completed only by the designated reporter. The written report is to be completed and filed with the appropriate agency within 36 hours from the time that the allegation is received. One copy is to be mailed to the Office of the General Counsel.

- The law enforcement officer or children's services worker who receives a report of suspected child abuse or neglect determines the course of action and has specific legal authority and responsibilities. The official may interview anyone in the course of the investigation and may take the alleged child victim into protective custody.
- Any person mandated by the California Penal Code who fails to report any instance of child abuse, which he or she knows or reasonably suspects to exist, can incur criminal, civil, and/or professional liability.
- No employee mandated under provisions of the California Penal Code shall be civilly or criminally liable for reporting suspected child abuse.

### 2.2 Incident Reporting

#### Responsibilities of the Administrator:

- Inform all staff as to the reporting/notification process
- The incident report is to be uploaded to the CharterSAFE member portal for appropriate distribution and follow-through

#### Incident Reporting Guidelines:

An Incident Report is to be filed with the CharterSAFE for the following types of incidents:

- Any threat, including bomb and terrorist threats, to the school, individual student(s), or staff
- Student or staff member injured or missing
- An assault or battery on a staff member
- Serious infraction by a staff member
- Any event involving police or fire departments
- Life-threatening incidents and safety hazards
- Serious campus disturbances (major fight, demonstration)
- Other emergencies
- In anticipation of a serious event
- Evacuations, lockdowns
- Construction problem preventing access
- Noteworthy or media situations

### 2.3 Parent Notification - *Parent-Student Handbook*

#### Responsibilities of the Administrator:

- Distribute the *Parent-Student Handbook* in the appropriate languages for all students and anticipated new enrollees
- Discuss the contents of the *Parent-Student Handbook* with all staff members
- Require that each parent/student return a signed receipt indicating that they have received and read the *Parent-Student Handbook*
- Implement a school-site system for collecting and maintaining a signed return receipt from each parent/student

## Chapter 3

### Responsibilities of Administrator/Staff for Campus Safety, Security, and Cleanliness; Traffic and Pedestrian Safety; and Crime Prevention:

3.1	Student and Employee Security and Safety	Principal, Director of Operations and Compliance
3.2	Campus Supervision	Principal, Director of Operations and Compliance
3.3	Locked Campus	Principal, Director of Operations and Compliance
3.4	Key Control	Director of Operations and Compliance
3.5	Plant Inspection	Director of Operations and Compliance, Plant Manager
3.6	Injury and Illness Prevention Program	Principal, Director of Operations and Compliance, School Nurse
3.7	Integrated Pest Management Policy	Director of Operations and Compliance, Plant Manager
3.8	School Emergency Plan	Principal, Director of Operations and Compliance
3.9	Restroom Cleanliness—Plant Manager	Director of Operations and Compliance, Plant Manager
3.10	Visitors to School Campuses	Director of Operations and Compliance, Office Clerks
3.11	Traffic Patterns and Drop-off/Pick-up Points	Principal, Director of Operations and Compliance
3.12	Safe School Collaborative	Principal, Director of Operations and Compliance
3.13	Safe Passage	Principal, Director of Operations and Compliance
3.14	Random Metal Detector Searches	N/A
3.15	School Police/Local Law Enforcement	Principal, Director of Operations and Compliance
3.16	Inventory/Marking of School Equipment/Property	Director of Operations and Compliance, the IT Team

### Scorecard:

Goals	Under Development 1	In Progress 2	Partially in Place 3	Fully in Place 4
<p><b>3.1 Student and Employee Security and Safety—The school develops and implements guidelines and procedures to provide for student and employee security and safety.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• During the first week of each school year and at the beginning of the second semester, school administrators review the Student and Employee Security with the students and staff at the school</li> <li>• The administrator signs off on the Child Abuse Certification Form</li> <li>• The school uses the "School Safety Compliance Checklist" in preparation for the OEHS Facility Inspection Program site visit as well as a reference guide for the Coordinated Safe and Healthy School Committee regular meetings</li> <li>• Before/after-school staff have direct access to an on-site telephone (landline) during all program hours</li> <li>• Before/after-school staff have access to a room during periods of inclement weather and emergency situations (i.e., lockdown)</li> </ul>				



<p><b>3.2 Campus Supervision—The school has a campus supervision plan that enables the school to maintain a campus that is safe, secure, and peaceful before, during, and after school so that optimum teaching and learning can occur.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• A campus supervision plan/schedule has been developed and distributed to staff, volunteers, and others who are providing campus supervision. - Ensures a safe adult-to-student supervision ratio             <ul style="list-style-type: none"> <li>- Contains a campus map that indicates supervision areas and assigned personnel with assignment times</li> <li>- Provides a system of communication between campus supervisors, administrators, and other school personnel including after-school staff</li> </ul> </li> <li>• All staff, students, and parents are apprised of the campus supervision plan</li> <li>• Training is provided regarding campus safety and campus supervision, and regular meetings are scheduled for campus supervision updates</li> </ul>				
<p><b>3.3 Locked Campus Policy—All fences and gates shall be locked at the beginning of classes in the morning and kept locked until the end of the school day with only the main entrance to the school open during the school day and monitored at all times.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• School staff has been assigned the responsibility of locking all school gates and exterior doors leading off campus during hours that school is in session, with the exception of the main entrance</li> <li>• Gate keys are issued only to school personnel or other essential personnel, as deemed necessary, who have the responsibility of maintaining the closed campus by the Principal, Director of Operations and Compliance or designee</li> <li>• A daily walk-through routine occurs to ensure a secured campus</li> </ul>				
<p><b>3.4 Key Control—Key control is maintained to ensure student and employee safety and protection of District property.</b></p> <p><i>A four means that the following components are in place:</i></p> <ul style="list-style-type: none"> <li>• Keys have been distributed according to District policy (BUL-2374.1)</li> <li>• Records of requests for keys/key distribution are kept current and on file at the school</li> <li>• Unissued keys are stored in a secured location such as a safe or vault</li> <li>• Staff has been notified of their responsibility related to key control</li> </ul>				
<p><b>3.5 Plant Inspections—School inspections are conducted periodically and identified deficiencies are corrected in a timely manner.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• A walk-through is performed prior to each School Safety Committee meeting in the school months 1, 2, 3, 4, 6, 8, and 10 by the Principal, Director of Operations and Compliance or designee and plant manager to ascertain any unsafe condition that are hazardous to the employees' or students' physical or mental well-being</li> <li>• The School Safety Committee reviews the walk-through at each meeting. A timeline for completion of necessary corrections is reviewed and assessed at each meeting</li> <li>• Campus is well lit and all bells and alarm systems are working properly</li> <li>• Facilities and equipment maintained in good repair</li> <li>• Trouble calls are placed for necessary repairs</li> <li>• Proper housekeeping practices are followed in classrooms and on campus to ensure the school is clean</li> </ul>				

<p>and graffiti-free</p>				
<p><b>3.6 School is in compliance with its Injury and Illness Prevention Program (IIPP), which is reviewed annually and revised as appropriate.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• The IIPP is current, complete and readily available</li> <li>• Employee training is provided on a regular basis and documented</li> <li>• There is a designated safety committee that meets in the school months of 1, 2, 3, 4, 6, 8, and 10</li> <li>• Employee injuries are investigated within 24 hours</li> </ul>				
<p><b>3.7 Use of pesticides on schools grounds is in compliance with the District's Integrated Pest Management (IPM) policy.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• The IPM handbook is readily available</li> <li>• There is no evidence on a continuing pest infestation</li> <li>• The annual and 72-hour notifications of pesticide use are provided</li> </ul>				
<p><b>3.8 A school emergency plan is updated annually and is based on the OEHS Model Safe School Plan and Volume 2-Emergency Preparedness.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• Emergency procedures are current and readily available</li> <li>• Staff, including after-school program staff, is familiar with their designated responsibilities</li> <li>• Emergency supplies and equipment are adequately stocked, maintained and properly stored</li> <li>• Staff, including before/after-school staff, knows how to access the emergency supplies if needed</li> </ul>				
<p><b>3.9 Restroom Cleanliness—Restrooms are accessible, clean, functioning, and well- stocked to provide all students and employees with a hospitable, comfortable, and safe school environment before, during, and after school.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• Restroom Service Logs are utilized to document each time a restroom is cleaned and stocked</li> <li>• Site plans have been developed specifying where student restrooms are located and when they will be open each day, at appropriate times to serve student needs</li> </ul>				
<p><b>3.10 Visitors to School Campuses-All school campus visitors are informed of and adhere to the laws and school policies on visitors to school campuses, as stated in the California Education Code (Education Code 44810 (a); 44811 (a); 51101, (a): (1), (2), (12) and Board Rules (1265, 2002).</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• The school has developed and posted the Visitor's Policy</li> <li>• Parents have been informed in advance of the procedures for visiting the school</li> <li>• The administrator signs off on the Administrator's Certification Form: October/April of each school year</li> </ul>				
<p><b>3.11 Traffic Patterns and Drop-off/Pick-up Points—The school has developed appropriate protocols to minimize traffic congestion and enhance pedestrian safety around the school site.</b></p>				

<p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• School personnel ensure that appropriate traffic and pedestrian signs are posted in the vicinity of the school</li> <li>• School personnel develop a student drop-off and pick-up plan that includes before, during, and after school time, and distributes the plan to parents</li> <li>• All designated drop-off/pick-up points are at "curbside"</li> <li>• School Police is contacted for assistance relating to traffic enforcement during drop-off and pick-up times as necessary to ensure student safety</li> <li>• Proper supervision is provided at bus loading and unloading areas</li> </ul>				
<p><b>3.12 The school regularly participates in a Safe School Collaborative.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• The calendar of monthly meetings is published and distributed</li> <li>• Appropriate community and district stakeholders and resources have been identified and invited to attend regular meetings</li> <li>• Appropriate staff, including after-school program staff, is designated to attend meetings</li> <li>• Meeting content/action plan is shared at the Coordinated Safe and Healthy School Planning Committee</li> <li>• A procedure for taking school concerns to the Safe School Collaborative is in place</li> </ul>				
<p><b>3.13 Safe Passage To and From School—Students and parents understand the dangers of street travel and how to avoid needless tragedies.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• School personnel discuss the following safety issues with students and parents, distribute and post materials, as appropriate: Traffic and pedestrian safety; Bicycle Helmet Law; Bus Safety; Safe Routes to School; Drop-off, pick-up, and parking procedures; Exiting and entering a car; and Seat belt law use</li> <li>• Proper supervision is provided at bus loading areas at the schools</li> </ul>				
<p><b>3.14 Radom Metal-Detector Searches—The Middle School /High School conducts random metal-detector searches of students. To the extent possible, such searches should be conducted on a daily basis.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• All Search team members have been trained in LAUSD metal-detection policy and procedures.</li> <li>• At the beginning of the academic year, all students and parents/guardians have been notified about LAUSD's metal-detector program</li> <li>• Logs reflecting metal-detection searches are kept current and on file</li> <li>• To the extent possible, such searches should be conducted on a daily basis</li> </ul>				
<p><b>3.15 School Police/Local Law Enforcement—The School works closely with the Los Angeles School Police Department (LASPD) and all other police agencies within the District's boundaries to combat crime on school campuses and surrounding school communities.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• School representative meets regularly with the assigned LASPD Officer/Area Sergeant</li> <li>• A law enforcement representative (LASPD or local agency) <u>is</u> included as part of the <b>School Safety Planning Committee</b> for purposes of inputting, evaluating, and updating the school's safe school plan</li> <li>• The school has established and maintains an internal system which includes:             <ul style="list-style-type: none"> <li>- Keeping a list of local law enforcement: police, fire, and city agencies with phone numbers to assist with safety issues and concerns</li> </ul> </li> </ul>				

**Coordinated Safe and Healthy School Plan Volume 1 - Prevention Programs**

<ul style="list-style-type: none"> <li>- Training appropriate staff in procedures for reporting all emergencies, i.e., life threatening incidents, evacuations, and critical incidents to 911 <u>and</u> to the LASPD Watch Commander at (213) 625-6631</li> <li>- Routine calls for service or violations such as Battery, vandalism investigations, and trespassers, are reported to the LASPD Watch Commander at (213) 625-6631</li> </ul>				
<p><b>3.16 Inventory/Marking of School Equipment / Property—The school establishes and maintains an inventory or an audit trace inventory system for equipment/ property.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• Records are maintained for all items of equipment at a site</li> <li>• Records must reflect when equipment is received, replaced, stolen, loaned, transferred, sent in for repair, or sent to salvage. The room or office at the site where the equipment is housed must be documented in the records</li> <li>• Equipment inventory records are subject to audit at any time; therefore, these records are up-to-date.</li> <li>• Pre-numbered identification labels are placed on all equipment</li> <li>• Administrator completes an annual equipment inventory to verify that inventory records are complete and up-to-date</li> </ul>				
<p><i>Instructions: Add up the numbers in each column and enter the sum in this row.</i></p>				
				<p><b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right</p>

**Responsibilities for Campus Safety, Security, and Cleanliness; Traffic and Pedestrian Safety; and Crime Prevention**

**3.1 Student and Employee Security**

**Responsibilities of the Administrator:**

- Review the information contained in Bulletin No. 2368.1 "Student and Employee Security," with the students and staff at the school
- Assign custodial personnel to check the campus for loiterers and trespassers, especially restroom areas when opening and closing the building and grounds
- Call School Police at (213) 625-6631 when assistance is needed on or adjacent to the campus
- Develop in the event that regular means of communication are unavailable, classroom-to-office emergency communication plans
- Implement a neighborhood school-watch program. Request residents to report any unusual activities on campus to the Principal, Director of Operations and Compliance or designee during regular business hours and to School Police or the local law enforcement agency during nights, weekends, and holidays
- Develop strategies to control rumors concerning school or community incidents
- Organize, under the supervision of appropriate school personnel, a team of volunteer parents, other community residents, and staff members to patrol the campus and the perimeter
- Enforce a dress code that prohibits the wearing of gang apparel or the use of gang-related symbols

**Responsibilities of Staff:**

- Report to the Main Office or other designated office prior to proceeding to assigned classrooms or work areas
- Lock classroom doors when working alone before or after school hours
- Establish and maintain a buddy system when working in isolated areas or traveling to and from parking areas at the start and close of school
- Exercise stringent control of assigned school keys and secure all personal valuables
- Report any person loitering in or adjacent to parking areas, etc., or sitting in a parked car
- Instruct students to avoid strangers and provide strategies for avoiding contact with strangers
- Utilize the following resources as appropriate: LAUSD crime prevention programs, drug resistance programs (SANE), child abuse and traffic safety bulletins

**3.2 Campus Supervision**

**Responsibilities of the Administrator:**

- Maintain a current supervision plan and schedules for staff carrying out the plan
- Provide training regarding campus safety and campus supervision and schedule meetings for campus supervision updates
- Inform all staff, students, and parents of the campus supervision plan
- Have custodial personnel check the campus for loiterers and/or trespassers especially restroom areas when opening and closing the buildings and grounds
- Review and post at all utilized entrances appropriate signs regarding weapons, visitors, trespassing, loitering, etc
- Monitor or prohibit student access to cars during school hours
- Review with campus supervision personnel procedures related to the proper use, maintenance and security of issued hand-held and base radios. See "LAUSD Radio Unit Handbook for Local Campus Radio System," or call the Radio Unit

at (323) 224-2203

- See that the school adheres to the District's policy on closed campus. All exit gates, except the main gate, will be locked after the start of school. Student exit gates will be unlocked prior to dismissal time

### 3.3 Locked Campus Policy

#### Responsibilities of the Administrator:

- Assign school staff member, volunteer parent, etc., to monitor the main entrance, issue a "Visitor's Pass," and direct all visitors to report to the Main Office upon arrival
- Assign available school staff to monitor campus perimeter, known trouble spots, and all building and gate entrances during the course of the school day
- Inform all students and parents/guardians that schools are closed campuses and that students are not allowed to leave the campus during the school day without the permission of the Principal, Director of Operations and Compliance or designee and the parent/guardian

### 3.4 Key Control

#### Responsibilities of the Administrator:

- Maintain current records of the distribution of all keys
- The issuance and receipt of all keys shall be acknowledged in writing and only with the written approval of the site-key administrator
- Maintain a key safe or school vault in which keys that have not been issued are to be stored every night. Ensure that when not actually in the possession of authorized school staff, all keys, including custodial keys, are to be kept in a locked key safe or vault (See the District catalog for information regarding purchasing key safes and vaults)
- Arrange to have all exterior doors of buildings opened and closed, as necessary

#### Key Distribution:

**Master Keys:** It is important to keep the number of master and specialized keys to a minimum to maintain site security. Master keys ("A" shall be issued only to the plant manager, administrative staff, and Campus Police Officer. In addition, a maximum of five master keys may be requested for use by disaster emergency teams. These shall be maintained on a single ring at the site (in the key safe or vault) for emergency use only and are not to be used for other purposes

**Sub-master Keys:** Sub-master keys are to be issued only to school personnel who absolutely need them in the daily course of their responsibilities. They shall be returned to the key safe or vault nightly

**Classroom Teacher Keys:** Classroom teachers are to be issued only the keys to his/her classroom, storeroom, and cabinets and will be responsible for said keys. At no time shall a classroom teacher be issued a master key

**Substitute Teacher Keys:** Keys issued to substitute teachers and other District employees (maintenance, etc.) shall be returned daily

**Alarm Keys:** Three alarm keys will be issued to the site administrator who will be responsible for these keys. The administrator will designate the keys accordingly. No site will be issued more than three intrusion alarm keys without approval of the School Police Chief

#### Key Control Guidelines:

Staff members shall be notified that unauthorized possession by any person, including employees, of any site key is a

misdemeanor (Penal Code 469)

- Keys are never to be kept in classroom cupboards, filing cabinets, in or on teachers' desks, offices, or in staff mailboxes
- Keys are never to be in the possession of students without the expressed written permission of the site key administrator. Keys are not to be loaned to students to open doors or gates
- Staff is to be advised that prior to leaving any room, office, or work location, it is the employees' responsibility to double check that all doors and windows are closed shut and locked
- Authorized personnel needing keys for the weekend or holiday activities will be issued keys which limit access to the room(s) or area(s) necessary for the weekend assignment. Prior written approval by the site key administrator must be obtained
- At sites equipped with intrusion alarm systems, the School Police must be notified the week before the weekend or holiday that authorized personnel are scheduled to enter the site.
- All keys shall be checked and left with the site key administrator at the end of the school year or in the event of an assignment change.

### **Loss or Theft of Keys:**

- The loss or theft of keys shall be reported to the school administrator, office manager, and School Police
- In addition, the maintenance and Operations Central Shops Lock Department shall be notified, via the trouble call line. The Lock Department will immediately rekey sensitive areas (such as the library, computer lab, cum room, etc.) only

## **3.5 Plant Inspections**

### **Responsibilities of the Designee for Inspecting the Campus Regularly:**

- Inspect the campus regularly for the following conditions:
  - ◆ All nonstructural hazards in classrooms and other sites where students are served will be eliminated
  - ◆ All damage to fences will be reported and corrected as soon as possible
  - ◆ All graffiti must be removed as soon as possible (take photographs if necessary)
  - ◆ All litter must be removed as soon as possible
  - ◆ Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible
  - ◆ All nonfunctioning lighting fixtures must be reported and corrected as soon as possible
  - ◆ Ensure that the following signs are posted, visible, and legible: Visitors' policy, a drug-, tobacco-, weapon-, and violence-free school, and nondiscrimination and sexual harassment policies
- The designated person shall be responsible for contacting the appropriate Maintenance and Operation department or District Unit responsible for correcting or repairing any hazardous or unsafe element on the school campus

## **3.9 Restroom Cleanliness**

### **Responsibilities of the Administrator:**

- Site plans for each secondary school are to specify where student restrooms are located and when they will be open each day, and that they are adequate to serve student needs
- Provide adequate supervision of restroom areas throughout the school day
- Announce and encourage all students, including student leadership, to prevent vandalism and keep restroom areas clean
- Involve parents in setting behavior standards to maintain clean, functioning restrooms on campus

**Responsibilities of the Plant Manager:**

- Randomly monitor restrooms daily, daily inventory of any fixtures needing repair, and place a "trouble call" to report needed repairs
- At secondary schools, supervise and monitor restroom attendant personnel
- Before students arrive at school each day, inspect student restrooms to ensure that overnight crews have cleaned and stocked each restroom with paper and soap supplies
- Assign restroom attendant or custodial staff so that, at a minimum of twice during each day, restrooms are spot-cleaned, cleared of trash, restocked with soap and paper supplies, and have floors that are dry and hazard-free
- Schedule with the appropriate Maintenance and Operations department the "deep cleaning" of all restrooms three times per year
- Complete and maintain daily restroom service logs at a disclosed site on the school campus

**3.10 Visitors to School Campuses**

**Responsibilities of the Administrator:**

- Schools must develop and post a visitor's policy. The policy must not set arbitrary time limits regarding frequency and duration of visits and must be distributed to parents and staff annually
- Inform parents in advance of the procedures for visiting the school
- Have all visitors report to the Main Office upon arrival. Visitors must wear a visitor pass and return the pass upon departure
- Conduct a review to ensure that the appropriate and approved signs are posted regarding visitors, trespassing, loitering, and other requirements at all utilized entrances.
- Report persons loitering or trespassing on or adjacent to the campus to LASPD
- Administrators have the authority under the California Penal Code, Los Angeles
- Municipal Code and the Education Code to report to the appropriate police agency any adult or minor over 16 years of age who enters a school campus and fails to adhere to the posted "Visitor's Policy"

**Responsibilities of the Parents/Visitors:**

- All campus visitors must have the consent and approval of the Principal, Director of Operations and Compliance or designee within a reasonable period of time after making a request to visit the school
- Parents have the right to observe in the classroom in which their child is enrolled within a reasonable period of time after making a request
- Visitors are not to converse with the students, teacher, or instructional aides during the
- Visitation
- Visitors are to keep the frequency of classroom visits reasonable (to be determined by the activity being observed)
- Parents do not have the right to willfully interfere with the discipline, order, or conduct in any school classroom or activity with the intent to disrupt, obstruct, or cause substantial disorder in a place where a school employee is required to perform his or her duties

**3.11 Traffic Patterns and Drop-off/Pick-up Points**

**Responsibilities of the Administrator:**

- Work with OEHS or School Police to develop an appropriate drop-off and pickup plan
- Ensure through daily monitoring by designated staff that loading and unloading areas are "curbside" and designated



to minimize student proximity to moving vehicles and that these areas are readily accessible to students

- Confer with School Police as necessary to establish traffic patterns, and drop-off and pickup points that ensure student safety and minimize traffic congestion.

### 3.12 Safe School Collaborative

#### Responsibilities of the Administrator:

- To identify key community stakeholders in relation to safety, including but not limited to, law enforcement, probation, city attorney's office, city, and county human relations
- To identify key LAUSD central and Local District personnel to provide consultation and support from for example Organization Facilitators, School Operations, Youth Relations, Human Relations, Health Education Programs, Crisis Counseling, etc.
- To identify a multidisciplinary school safety team composed of members such as administrators, parents, teachers, campus police or security officers, health and mental health professionals (i.e., PSW, PSAC, School Psychologist, or School Counselor), after-school staff, etc.
- To identify a designated chair to convene the meetings, establish a needs assessment for the school and community related to safety concerns, identify goals and objectives, and assign roles and responsibilities
- To work towards the development of safe passage to and from school for students.

### 3.13 Safe Passage To and From School

#### Responsibilities of the Administrator:

- Collaborate with the Office of Environmental Health and Safety (OEHS) to assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc. HEHS may be reached at (213) 241-3199
- Confer with the City of Los Angeles Department of Transportation (LADOT) or School Police in establishing safe pedestrian routes to and from school and appropriate student pickup and drop-off points. Schools may request copies of "Safe Routes to School" map from OEHS
- Works with the Safe School Collaborative on safe passage
- Review, distribute, and post "Back-to-School Safety Tips," which may be obtained from OEHS/Safe School Traffic Zone Program
- At elementary schools, encourage parents to walk their children to school.
- Schedule Pedestrian and Bicycle Safety assemblies through School Safe Traffic Zone at (213) 241-7887 and/or Safe Moves at (818) 908-5341. The Principal, Director of Operations and Compliance or designee should also ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Recruit volunteers to participate in "Safe Crossings," a LAPD Volunteer Crossing Guard program. They will provide training and purchase of basic equipment (Schools must provide 15-20 volunteers)
- Inform students, staff and parents of designated "Safe Routes," student drop-off and pickup points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year
- Report continuing traffic noncompliance problems to School Police at (213) 625-6631 or local enforcement agency
- Ensure bus loading areas are designated and that loading and unloading of passengers takes place only within these areas.

**3.14 Searching Other Areas of the School:**

- A locker search plan of a minimum of ten lockers a day should be implemented
- These searches should be conducted on a daily basis and in a random selection pattern
- At the beginning of the academic school year, notification must be given to both students and parents regarding the implementation of daily random locker searches

**3.15 School Police/Local Law Enforcement**

**Responsibilities of the Administrator:**

- Meet with the assigned School Police Officer and area Sergeant on a regular basis to share and discuss information related to campus activity and the site's security operations and service needs
- Review with staff the appropriate notification and protocol in reporting campus crime and incidents
- Review with staff, on an ongoing basis, procedures related to the proper use and security of issued hand-held and base radios, with the assistance of LASPD, as necessary
- Alert appropriate law enforcement agencies near school campuses and the respective Local District about incidents and events that may have repercussions at other locations
- Provide to staff safety bulletins and available information regarding incidents or situations that might impact personal safety or the school's education environment
- Solicit neighbor support to assist with student safety to and from school by implementing a neighborhood watch program (such as the Safe House Program)
- Provide appropriate law enforcement telephone numbers to area residents and businesses and solicit their support in reporting unusual activities on and around the campus to School Police and the local law enforcement agency during nights, weekends, and holidays
- When a local law enforcement agency notifies a site administrator with a request to disseminate information pertaining to a sex offender, contact School Police's Watch Commander (213) 625- 6631 and advise him/her of the material received. LASPD will serve as the District's liaison with the agency to determine the expectations for the information, distribution, and the scope of the disclosure

**Procedures When Calling for Service from Law Enforcement Agencies:**

- Identify yourself and your location. Give callback numbers (office, cell, or pager) where you can be reached most easily
- Summarize the nature of the problem or incident
- Give the location of the problem incident
- Describe the person(s) or suspect(s) involved: Provide a physical description (gender, ethnicity, age, height, weight, hair color and style, color of eyes, and clothing worn) and other known information (i.e., student, staff member, nonstudent, parent, other known or suspected gang affiliation, etc.)
- Describe weapon(s) involved, if any: Type, location (on person, in vehicle, etc.), and manner used (actual use, threat, etc.)
- Describe method of transportation used by person(s) or suspect(s) involved and last known direction of travel. Indicate motor vehicle, motorcycle, bicycle, bus, skateboard, skates, etc., (if motor vehicle, give color, year, make, model, and license plate number) and any other information (i.e., number of passengers in the vehicle)
- Request medical assistance, if needed (not if already requested through 911)
- Advise School Police Department if another law enforcement agency has also been contacted.

### **Responsibilities of the Los Angeles School Police Department:**

- As peace officers, School Police Officers are expected to take appropriate steps to discourage potential law violations and head off potentially threatening situations. Their primary responsibility is to "keep the peace" by protecting students and staff from physical assault and school property from theft and destruction
- The LASPD has instituted the Village Policing Program at staffed secondary schools that call for campus-based police officers to work closely with school-site administration, students, staff, community members, and local agencies to create a safe and secure school learning environment. As part of this program, patrol, specialized units, and detective personnel work with the Campus Police Officer to create a "protective umbrella" around the campus, enforcing all applicable laws fairly and impartially and providing high visibility within the umbrella area. Truancy, pedestrian, and motor vehicle violations will be aggressively addressed as part of the enforcement efforts
- Campus Police Officers will, in keeping with the Village Policing Program:
  - ◆ Maintain a high visibility and patrol of the school premises, the prime objectives being the protection of pupils and District personnel, the security of District property, and the prevention of theft and malicious mischief to cars and other personal property of school personnel while on the school site
  - ◆ Investigate incidents that occur at any location that impacts the school and affects the orderly conduct of its operation
  - ◆ Develop and maintain a positive, professional and ongoing working relationship with the school-site administration, students, staff, school community members, and outside local and law enforcement agencies, to address and problem-solve safety crime and safety issues and to meet the school's safety objectives and goals as established.
  - ◆ Follow all procedures consistent with the District-established policies and School Police directives
  - ◆ Act in an advisory capacity regarding the need to involve local law enforcement agencies
  - ◆ Assist in the preparation, evaluation, and updating of the Coordinated Safe and Healthy School Plan
  - ◆ Serve as a member of the school's Crisis Team and School Threat Management Team

### **Responsibilities of Law Enforcement (School Police and Local Agencies):**

- In instances, where law enforcement statutory requirements apply, the appropriate legal decisions are made by the police officer. While in most cases the situations will be obvious, in other less obvious instances, the legal decision will be made by the involved police officer, in consultation with the Area Sergeant
- A "Lockdown" of the campus is called by either a law enforcement agency or a site administrator to secure the school during police actions, campus intrusions, community incidents, hazardous material leaks, or other real or perceived threats to the security of the school. The site administrator terminates the lockdown, after consulting with law enforcement
- Properly identified law enforcement officer(s) are allowed to interview a student "in the presence of the Principal, Director of Operations and Compliance or designee I or a teacher"
- Properly identified law enforcement officers may remove a student from a school
- Responsibility for parent notification of a student's removal by law enforcement personnel rests with the school administration. The involved officer is also obligated to make parent notification

- The difficult task of delivering death notifications to next of kin is the responsibility of law enforcement personnel, who have been provided with the training and resources necessary to carry out such notifications. If a death has occurred on campus and a member(s) of the victim's family arrives at the school prior to being notified of the death by law enforcement, the family member(s) should be escorted to a private comfortable setting until law enforcement personnel arrive. If a member of the victim's family calls the school prior to notification by law enforcement, he or she should be asked to come to the school

### **Role of Law Enforcement Personnel When a School Becomes a Crime Scene:**

- Law Enforcement personnel will establish a "crime scene" under the following conditions: murder, suicide, death due to suspicious circumstances, or for other serious crimes involving students, staff, or others (crimes that include, but not limited to, vandalism, burglary, or arson). Only authorized law enforcement and fire department personnel are allowed inside the designated crime-scene area
- The first police officer(s) to arrive on scene will have specific duties to perform to insure the protection of the crime scene and to assure that the crime is investigated properly
- Despite the sometimes-chaotic nature that characterizes many crime scenes, the police must be permitted to do their job according to established procedures
- A sergeant or police officer will serve as the liaison with the school's administration
- The law enforcement officer in charge will determine if and when crisis team members or other support personnel from outside the school can enter the campus to begin their intervention assessments and follow-up activities.
- Once potential witnesses have been identified, it is essential to keep witnesses separate to maintain and preserve the integrity, clarity, and objectivity of each person's account
- Therefore, school administrators may be asked to provide multiple locations on campus to isolate witnesses for questioning by law enforcement personnel

### **3.16 Inventory/Marking of School Equipment/Property**

#### **Responsibilities of the Administrator:**

- Responsibility for all school property rests with the Principal, Director of Operations and Compliance or designee. Teachers and other employees are held responsible for the care of all school property in their control
- Ensure that District equipment is not loaned to any District employee, group, or other persons for personal use

## Chapter 4

### Responsibilities of Administrator/Staff for Violence Prevention and Intervention:

4.1	School Environment	Principal, Director of Operations and Compliance or designee
4.2	School Communication Stream	Principal, Director of Operations and Compliance or designee
4.3.1	Anti-bullying Policy	Principal, Director of Operations and Compliance or designee
4.3.2	Hate-Motivated Incidents/Crime	Principal, Director of Operations and Compliance or designee
4.3.3	Nondiscrimination Policy	Principal, Director of Operations and Compliance or designee
4.3.4	Sexual Harassment Policy	Principal, Director of Operations and Compliance or designee
4.3.5	Title IX Complaint Manager	Principal, Director of Operations and Compliance or designee
4.4	Violence-Prevention Curriculum	Principal, Director of Operations and Compliance or designee
4.5	Intergroup Relations	Principal, Director of Operations and Compliance or designee
4.6	Gang Risk Intervention	Principal, Director of Operations and Compliance or designee
4.7	School Crisis Team Lead	Principal, Director of Operations and Compliance or designee
4.8	Suicide Prevention	Principal, SPED/Title I Coordinator
4.9	Threat Assessment and Management Team Lead	Principal, Director of Operations and Compliance or designee

## Scorecard

Goals	Under Development	In Progress	Partially in Place	Fully in Place
	1	2	3	4
<p><b>4.1 The school environment promotes a strong sense of connectedness among staff, students, and their families.</b></p> <p><i>A four means that the following practices are in place:</i></p> <ul style="list-style-type: none"> <li>Regular communication and activities (at least monthly) engage students, staff, parents, and school community.</li> <li>Easy access mechanisms exist for parents, staff, and students to request assistance with academic, behavioral, health, and personal concern</li> <li>Regular staff development includes ongoing training in best practices in resiliency-building models (e.g.,</li> </ul>				

<p>40 Developmental Assets and Henderson Resiliency Model) and in human relations and cultural diversity issues</p> <ul style="list-style-type: none"> <li>• School environment is welcoming and encourages a positive school identity and culture (cleanliness, student work is displayed; newcomers are connected to school activities)</li> <li>• Regular and cooperative collaboration is evident among all stakeholders</li> <li>• The school respects the diversity amongst staff, students, and their family as contributing to a school culture of connectedness</li> </ul>				
<p><b>4.2 The school utilizes all resources available to effectively communicate with staff, students, parents, and the community in an effort to maintain a safe and caring environment that supports learning and achievement.</b></p> <p><i>A four means that the following practices are in place:</i></p> <ul style="list-style-type: none"> <li>• Connect-Ed is utilized for general information, attendance notification, and emergency messaging</li> <li>• The school administrator/designee utilizes regular school communication venues, such as the weekly bulletin, the Principal, Director of Operations and Compliance or designee’s monthly update, and student government/leadership activities to inform staff, students, parents, and the community about school activities, expectations, and protocols</li> <li>• In an emergency the Standard Emergency Management System (SEMS) communication flow chart is utilized to report factual events and to control rumors for all staff and emergency responders. This includes the school's public announcement system, in-house electronic messaging, and a staff cell phone contact list</li> <li>• After an incident, emergency, or crisis an incident report is completed and forwarded to the Local District Operations Coordinator</li> </ul>				
<p><b>4.3.1 Antbullying Policy—The school and all personnel promote mutual respect, tolerance, and acceptance among students, staff, and the school community.</b></p> <p><i>A four means that the following practices are in place:</i></p> <ul style="list-style-type: none"> <li>• Administrators discuss with staff all aspects of the Antbullying Policy (Bul-1038.1) and the strategies to prevent bullying, including:             <ul style="list-style-type: none"> <li>- The District's <i>Bully Prevention Reference Guide</i></li> <li>- The <i>Parent-Student Handbook</i></li> </ul> </li> <li>• Procedures for interventions that fairly and effectively help both the target and the bully are established</li> <li>• A mechanism is in place for students to report acts of bullying, and follow-through is immediate and consistent</li> <li>• The administrator signs off on the Administrator's Certification Form: October/April of each school year</li> </ul>				
<p><b>4.3.2 Hate-Motivated Incidents/Crime - School staff and administrators respond to and report acts which are hate motivated.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• All school staffs is informed of the contents of Bulletin 2047.0 "Responding to and Reporting Hate-Motivated Incidents and Crimes" at the beginning of the school year and near the beginning of the second semester</li> <li>• A systematic process is established to provide for investigating and reporting of these incidents</li> <li>• Response to the incident includes corrective actions and efforts to prevent future occurrences</li> <li>• The administrator signs off on the Administrator's Certification Form: October/April of each school year</li> </ul>				
<p><b>4.3.3 Nondiscrimination Policy—The school disseminates non-discrimination notices to provide a working and learning environment that is free from discrimination and harassment based on an individual's sex, sexual orientation, gender, ethnic group identification, race, ancestry,</b></p>				

<p><b>national origin, religion, color, or mental or physical disability or any other basis protected by federal, state, local law, ordinance, or regulation.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• The Nondiscrimination Policy Statement is disseminated to each employee on an annual basis. ☐ The Nondiscrimination Poster is posted in prominent locations, i.e., main office, staff lounges, and secondary school student government meeting rooms</li> <li>• Valuing diversity is a tenet that contributes to a nondiscriminatory atmosphere</li> <li>• The administrator signs off on the Administrator's Certification Form: October/April of each school year</li> </ul>				
<p><b>4.3.4 Sexual Harassment Policy - Federal and state laws provide that all persons, regardless of sex, sexual orientation, or gender are afforded equal rights and opportunities and freedom from unlawful discrimination in educational programs or activities conducted by the District. The school prohibits the sexual harassment of any District student or employee by any other student or employee of the District at school or at any school or work-related activity.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• The written Sexual Harassment Policy is disseminated to each employee annually.</li> <li>• The written Sexual Harassment Policy is presented as part of any orientation program conducted for students at the beginning of each quarter, semester or summer session</li> <li>• In secondary schools, brochures entitle "Sexual Harassment—Know Your Rights" are distributed to every student</li> <li>• Notices of the Sexual Harassment Policy are posted in prominent locations, i.e., main office, staff lounges, and secondary school student government meeting rooms</li> <li>• The administrator signs off on the Administrator's Certification Form: October/April of each school year</li> </ul>				
<p><b>4.3.5 Title IX, Gender Equity—Each employee and student has a right to work and learn in an environment that is free from unlawful discrimination. The school ensures that no District employee or student shall be excluded from participation in, be denied the benefits of, or be subject to discrimination on the basis of sex, sexual orientation, or gender under any District education program or activity.</b></p> <p><i>A four means that the following practices are in place:</i></p> <ul style="list-style-type: none"> <li>• The school disseminates to students, parents, and employees annually information that advises students of the rights and the protections afforded them under federal and state law and District policy. The information also describes the complaint procedures for filing and resolving grievances available at each school</li> <li>• The school provides in-service training to all staff that they will not discriminate on the basis of sex, sexual orientation, or gender as required by federal and state law and District policy</li> <li>• A systematic process is established to provide for investigating and reporting of these incidents</li> <li>• Response to the incident includes corrective actions and efforts to prevent future occurrences</li> <li>• The administrator signs off on the Administrator's Certification Form: October/April of each school year</li> </ul>				
<p><b>4.4 The school utilizes a violence-prevention curriculum as required by Title IV Safe and Drug-Free Schools and Communities Act under NCLB.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• All students, K-12, are taught the designated curriculum by certificated staff (teachers)</li> </ul>				

<ul style="list-style-type: none"> <li>• All certificated staff has received training in the violence-prevention curriculum</li> <li>• Classified staff and parents have received an overview on the campus applications of the violence-prevention curriculum</li> <li>• The conflict resolution language in the violence-prevention program is used consistently by staff and students in resolving conflicts</li> <li>• There are appropriate materials to support implementation of the curriculum and evidence of implementation is apparent throughout the school</li> </ul>				
<p><b>4.5 The school environment promotes respectful intergroup relations among students, staff, and parents.</b></p> <p><i>A four means that the following practices are in place:</i></p> <ul style="list-style-type: none"> <li>• The school assesses the student, staff, and parent perceptions of their school culture/environment</li> <li>• Systems are in place for managing and controlling rumors on campus and in the community that compromise the safety and security of the school</li> <li>• The school has ongoing human relations activities that promote respectful interaction between and among diverse groups on campus, before, during and after school (e.g. Mix-It-Up, special presentations, and peer mentoring)</li> <li>• The school has ongoing anti-bias trainings that include but are not limited to racism, homophobia, and sexism</li> <li>• The school has a plan to foster the peaceful resolution of student, staff, and parent conflicts</li> </ul>				
<p><b>4.6 Gang Risk Intervention—The school develops and implements programs and strategies to address gang membership and activities.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• The school collaborates with Law Enforcement/District resources to develop and provide gang prevention and intervention strategies</li> <li>• The school creates and maintains a photo journal of graffiti</li> <li>• The plant manager maintains a trouble-call log and coordinates the removal of graffiti as soon as possible</li> <li>• The school has a system of early identification for students at risk of participating in gang membership or activities</li> <li>• The school refers at-risk students to appropriate service providers within and outside of the District, i.e., Youth Relations Staff</li> </ul>				
<p><b>4.7 School Crisis Team (Mental Health)—The school has a School Crisis Intervention Team that can effectively respond to critical incidents to help restore the climate of physical and emotional safety in the classroom and limit the disruption caused by such incidents.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• The school-site crisis team meets twice a year to review their crisis intervention and emergency response plan</li> <li>• The school-site crisis team participates in the Local District training annually</li> <li>• The school provides in-service training to all staff on the School Crisis Intervention Plan. The plan addresses:             <ul style="list-style-type: none"> <li>- How to respond appropriately to incidents that could precipitate a crisis. - How to reestablish the safety and security of the school site</li> <li>- How to provide appropriate psychological intervention services that can help minimize and perhaps prevent emotional injury or trauma</li> </ul> </li> </ul>				



**Coordinated Safe and Healthy School Plan Volume 1 - Prevention Programs**

<p><b>4.8 Suicide Prevention—The school assists or provides resources to students who express suicidal wishes or engage in suicidal behaviors. All threats are taken seriously.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• The school contacts the Suicide Prevention Unit as a resource that provides guidance and assistance</li> <li>• A preliminary assessment and referrals are completed, as appropriate, by the designated "counselor," including a review of risk factors and completion of the Risk Assessment Referral Data (RARD) form</li> <li>• Parents are informed of the student's actions or expressions of intent. Parent signature on the "Release of Information" form is obtained to permit District staff to receive information from community health and mental health agencies after treatment</li> </ul>				
<p><b>4.9 Threat Assessment and Management—The school evaluates risk factors and warning signs when a student makes a threat against other students or staff so that a management plan can be organized to maintain the safety of students and staff and secure assistance and intervention for the threatening student.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• The Principal, Director of Operations and Compliance or designee has identified a three-member threat-assessment team, composed of a school administrator, School Police officer and school mental health professional, such as the school counselor, school psychologist, social worker, or PSA counselor</li> <li>• The school-site threat assessment team attends an annual training conducted by the Local District Operations Coordinator, School Police, and the Office of Crisis Counseling and Intervention Services</li> <li>• All threats are taken seriously and assessed. The school-site threat assessment team will convene as needed during the school year</li> </ul>				
<p><i>Instructions: Add up the numbers in each column and enter the sum in this row.</i></p>				
				<p><b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right</p>

**Responsibilities for Violence Prevention and Intervention:**

**Definitions:**

1. **Gang:** A closely (or loosely) structured group of individuals who may express their identification by adopting certain dress attire and/or adoption of symbolic behavior to include nicknames of individuals, tattoos, hand signs, and the claiming of territory in a neighborhood. The activities of this group include criminal acts of violence, bullying/threats, and anti-social behavior
2. **Gang Member:** A person who wears colors or symbols for purposes of declaring affiliation and committing illegal acts related to the gang, often, but not exclusively, of a violent nature
3. **Gang crime:** An activity as defined by the penal code as against the law and committed as part of gang membership. This activity may include criminal acts of violence, bullying/threats, or anti-social behavior.
4. **Primary Prevention:** Taking action to decrease the likelihood that an emergency or crisis will occur. It is reducing risk factors and stressors, building protective factors, and increasing support. Primary Prevention includes activities aimed at the general population.
5. **Secondary Prevention:** Taking action to decrease the likelihood that an emergency or crisis will occur. It is reducing risk factors and stressors, building protective factors, and increasing support. Secondary Prevention includes activities aimed at targeted at-risk students.
6. **Intervention:** The ability of staff or police to problem-solve situations prior to escalation by using all resources and means available. This could include counseling and mentoring programs.
7. **Suppression:** Heightened efforts by staff and police towards a particular problem which includes identifying the origin of the problem, such as *iPod* theft/robberies, increased communications to students and parents regarding the problem, as well as trying to identify the suspects. Suppression should always include efforts made towards ending the problem on a long-term basis, rather than the short term fix of catching the suspects and moving on.
8. **Recruitment:** Youth gang involvement may begin as early as elementary school. Children as young as 7-8 years are extremely vulnerable and may start acting out, adopting the style and language of a gang, and acquiring the status of a "wannabee."
9. **Reentry:** The placement of students who are returning from Juvenile Camp School, Juvenile Hall, California Youth Authority (CYA), or other placement facilities. Counselors work to ensure student(s) enrollment in an appropriate instructional setting, where they are most likely to succeed.
10. **Community Education:** The use of a collaborative response to ensure that teachers, students, administrators, parents, community members, and all those charged with keeping children safe continue to be vigilant of all the complex issues involving youth gangs and youth gang recruitment efforts.

**4.3.1 Antibullying Policy**

**Responsibilities for the Administrator:**

- Investigate allegation of bullying thoroughly and maintain confidentiality throughout the investigation
- Respond to incidents whether the victim(s) is a student or staff member
- Take appropriate disciplinary action
- Notify the appropriate law enforcement authorities, when necessary

**Responsibilities of Staff and Student Rights:**

- Teachers must discuss with their students all aspects of the Antibullying Policy

- Personnel are responsible for taking corrective action to prevent bullying in school, at school events, and to and from school
- A student has the legal right to report an incident(s) of bullying at any time without fear of reprisal or retaliation from the bully or anyone else
- Bullying is a form of aggression in which a stronger or more dominant person or a group of persons hurts or intimidates a weaker or less dominant person by means of a physical or verbal act that is intentional on the part of the perpetrator but unwanted and unprovoked on the part of the recipient
- Bullying may involve direct physical force or may be carried out in indirect ways, such as manipulating friendships, ostracizing classmates, or spreading rumors
- Bullying can be limited to a single incident or may involve repeated harmful actions as follows: physical bullying, verbal bullying, emotional (psychological) bullying, sexual bullying, and retaliation after bullying has been reported

### 4.3.2 Hate-Motivated Incidents

#### Responsibilities of the Administrator:

- Respond quickly to incidents, whether the victims are students, staff, or community members
- Ensure the physical safety of the victim and offer victim assistance, as appropriate
- Investigate incident and take appropriate disciplinary action. If necessary, involve law enforcement and preserve evidence
- Submit hate-motivated incident/hate crime report to the Local District office.
- Develop and implement educational programs and activities that foster human relations skills and combat behaviors of name-calling, harassment, discrimination, hate and bigotry

### 4.3.4 Sexual Harassment Policy

#### Key Elements:

- All allegations of sexual harassment are to be treated seriously and investigated in a way that respects the privacy of all parties
- All known incidents of sexual harassment should be documented. The "Complaint Record: Student Sexual Harassment" form found in Bulletin 3349.0, "Sexual Harassment Policy—Students," is to be utilized once a complaint investigation is concluded, and a copy of the complaint record is to be forwarded to the Educational Equity Compliance Office
- For procedures regarding employee-to-employee complaints of sexual harassment refer to District Bulletin 1893, "Sexual Harassment Policy (Employees)"
- Students and/or parents who file a complaint are to be informed of any remedial or corrective actions that are instituted to resolve the complaint
- Complaints of sexual harassment are often sensitive, complex, and difficult to handle.
- There are both informal and formal processes described in responding to such complaints as outlined in Bulletin 3349.0, "Sexual Harassment Policy (Students)"

### 4.3.5 Title IX-Gender Equity

#### Key Elements:

- Students have the right to equal learning opportunity in their school.
- Students may not be required to take and/or may not be denied enrollment in a course because of sex, sexual

orientation, or gender

- Students shall be provided with counseling and guidance that is not discriminatory
- Sexual harassment of or by school employees or students is a form of gender discrimination and is prohibited
- Students and/or parents who file a complaint are to be informed of the findings of the complaint
- Schools shall offer female and male students equal opportunities to play sports
- Equipment, supplies, game and practice schedules, budgets, facilities, etc., offered to teams shall provide equal athletic opportunities for members of both sexes
- No student applying for enrollment will be subject to discrimination on the basis of that student's pregnancy, childbirth, termination of pregnancy, or recovery
- Any complaints of discrimination shall be handled in a confidential manner. The District will not tolerate retaliation in any form against the complainant for filing of a complaint
- The informal and formal processes for investigating the complaints are found in Bulletin 3349.0, "Sexual Harassment Policy"

### 4.5 Intergroup Relations

#### Responsibilities of the Administrator:

- Designate a person(s) who may serve as a human relations coordinator of activities and services
- Conduct a school wide assessment using surveys and dialogue questions provided by the Office of Human Relations, Diversity and Equity
- Have in place a procedure where rumors may be reported and investigated. A mechanism such as a "problem box" could be centrally located and monitored regularly by an LAUSD designated staff member
- Have in place a communication system that emphasizes facts and dispels rumors about people or events
- Provide ongoing activities to support and encourage students, staff, and parents to intermingle for the purposes of promoting an appreciation of diversity and building community. Activities and resources are available from the Office of Human Relations, Diversity and Equity Tool Kit
- Trainings and workshops may be provided by LAUSD's Office of Human Relations, Office of Educational Equity Compliance, and a variety of other approved local government or community organizations
- Designate a point person(s) and procedures for managing peaceful resolutions of conflicts (e.g., LAUSD Youth Relations' HEART Program, Peace Builders, and Safe School Ambassadors).

### 4.6 Gang Risk Intervention

#### Key Elements:

- Become familiar with gang groups, related activities, graffiti, apparel, etc.
- Provide staff development regarding gang prevention and intervention strategies
- Provide parent in-service training regarding gang membership and activities
- Develop a forum for discussion that brings together influential students ("natural leaders") who represent all segments of the student population, including selected gang members
- Collect information from law enforcement, probation, community-based organizations, and others to understand the scope of the school/community gang problem
- Contact law enforcement agencies, gang experts, and formal/informal counselors to obtain strategies and related information. Probation officers can assist with students who are on probation

### 4.7 School Crisis Team (Mental Health)

**Responsibilities of the Administrator:**

- Send the list of the school-site crisis team members to the Local District Operations Coordinator by September 15 of each year
- When additional assistance is needed, call the Local District Operations Coordinator for the support of the Local District Crisis Intervention Team
- Maintain a copy of the LAUSD Quick Reference Guide to Crisis Intervention, Threat Assessment and Management. One copy is to be available to staff in the main office of every school

**4.8 Suicide Prevention**

**Responsibilities of the Administrator:**

- Have all suicidal threats or behaviors assessed immediately by the designated school-site counselor, psychologist, social worker, or PSA counselor
- Document your observations and actions on the RARD
- If the student appears to be an immediate danger to self or others and parents do not respond to take the students for further mental health assessment and/or treatment, file a child neglect report

**Responsibility of the Parents:**

- Based on the insurance status of the family, parents should take the student for a thorough mental health risk assessment of the student's danger to self or others as noted in the family's health plan or at the nearest L.A. County Mental Health Psychiatric Emergency Facility.

**4.9 Threat Assessment and Management**

**Responsibilities of the Administrator:**

- Send the names of the threat assessment team members to the Local District Operations Coordinator by September 15 of each year
- When additional assistance is needed, call the Local District Operations Coordinator for the support of the Local District Threat Assessment Team
- Maintain a copy of the LAUSD Quick Reference Guide to Crisis Intervention, Threat Assessment and Management. One copy is to be available to staff in the main office of every school

## Resources

### (Adapted from the Discipline Policy Resource Manual)

- Algozzine, B., Kay, P. (2002). *Preventing Problem Behaviors: A Handbook of Successful Prevention Strategies*. Thousand Oaks, CA: Corwin Press, Inc.
- California Department of Education (2000). *Student Success Teams*. California Dropout Prevention Network. Santa Cruz, CA
- Colvin, G. (2004). *Managing the Cycle of Acting-out Behavior in the Classroom*. Eugene, Oregon: Behavior Associates
- Crone, D. A., Horner, R. B., & Hawken, L. S. (2004). *Responding to Problem Behavior In Schools*. New York, NY: Guilford Press
- Crone, D. A., & Horner, R. B. (2003). *Building Positive Behavior Support Systems in Schools*. New York, NY: Guilford Press
- Goleman, D. (1997). *Emotional Intelligence: Why It Can Matter More Than IQ*. Westminster, Maryland: Bantam Books
- Goleman, D. (2006). *Social Intelligence: The New Science of Social Relationships*. Westminster, Maryland: Bantam Books
- Henderson, N., Henderson, M., and Henderson, M. (1996), *Resiliency in Schools: Making It Happen for Students and Educators* Thousand Oaks, California: Crown Press
- House, S.N. (2002). *Behavior Intervention Manual*. Columbia, MO: Hawthorne Educational Services, Inc.
- Jensen, W. R., Evans, C., Morgan, D., & Rhode, G. (2006). *The Tough Kid Principal's Briefcase: A Practical Guide to School wide Behavior Management and Legal Issues*. Longmont, CO: Sopris West
- Jensen, W.R.; Rhode, G.; Reavis, H.K. (1994). *The Tough Kid Tool Box*. Longmont, CO: Sopris West
- Johns, B. H., & Carr, V. G. (2007). *Reduction of School Violence: Alternatives to Suspension*. Horsham, PA: LRP Publications
- Los Angeles County Office of Education. (2004). *Teaching Alternative Behaviors Schoolwide: A Resource Guide to Prevent Discipline Problems*. Los Angeles, CA
- Los Angeles County Office of Education. (2000). *Classroom Management: A California Resource Guide*. Los Angeles, CA. (This is also an online resource)
- McGinnis, E.; Goldstein, A.P. (1997). *Skillstreaming the Adolescent: New strategies and Perspectives for Teaching Prosocial Skills*. Champaign, IL: Research Press
- McGinnis, E.; Goldstein, A.P. (1997). *Skillstreaming in Early Childhood: New strategies and Perspectives for Teaching Prosocial Skills*. Champaign, IL: Research Press.
- McGinnis, E.; Goldstein, A.P. (1997). *Skillstreaming the Elementary School Child: New Strategies for Teaching Prosocial Skills*. Champaign, IL: Research Press.
- O'Neill, R., Horner, R., Albin, R., Sprague, J., Storey, K., & Newton, J. S. (1997). *Functional Assessment and Program Development for Problem Behavior*. Pacific Grove, CA: Brooks/Cole
- Osher, D., Dwyer, K., Jackson, S. (2004). *Safe, Supportive and Successful Schools- Step by Step*. Longmont, Colorado: Sopris West Educational Services
- Quinn, M.M.; Osher, D.; Warger, C.L.; Hanley, T.V.; Bader, B.D.; Hoffman, C.C. (2000). *Teaching and Working with Children Who Have Emotional and Behavioral Challenges*. Longmont, Colorado: Sopris West
- Sprague, J.; Golly, A. (2005). *Best Behavior: Building Positive Behavior Support in Schools*. Longmont, Colorado: Sopris West

- Sprague, J.; Walker, H. (2005). *Safe and Healthy Schools: Practical Prevention Strategies*. New York, NY: Guilford Press.
- Sprick, R.S. (2006). *Discipline in the Secondary Classroom: A Positive Approach to Behavior Management*. San Francisco, CA: Jossey-Bass
- Sprick, R.S., Garrison, M., & Howard, L. (1998). *CHAMPs: A Proactive and Positive Approach to Classroom Management*. Eugene, OR: Pacific Northwest Publishing
- Sprick, R.S., Garrison, M., & Howard, L. (2005). *Para Pro: Supporting the Instructional Process*. Eugene, OR: Pacific Northwest Publishing
- Sprick, R. S., Howard, L., Wise, B. J., Marcum, K., & Hayden, M. (1998). *Administrator's Desk Reference of Behavior Management (Vol. 1)*. Eugene, OR: Pacific Northwest Publishing
- Sprick, R.S., Sprick, M. S., & Garrison, M. (2002). *Foundations: Establishing Positive Discipline Policies [Video program]*. Eugene, OR: Pacific Northwest Publishing
- Thornton, T. N., Craft, C. A., Dahlberg, L. L., Lynch, B. S., and Baer, K. (2002). *Best Practices of Youth Violence Prevention: A Sourcebook for Community Action*. Atlanta,
- Georgia: Division of Violence Prevention, which is in the National Center for Injury Prevention and Control, which is in the Centers for Disease Control and Prevention

### Web sites:

- Institute on Violence & Destructive Behavior: <http://darkwing.uoregon.edu/~ivdb/> The mission of the Institute on Violence and Destructive Behavior (IVDB) is to empower schools and social service agencies to address violence and destructive behavior, at the point of school entry and beyond, in order to ensure safety and to facilitate the academic achievement and healthy social development of children and youth
- National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS): [www.pbis.org](http://www.pbis.org) The Center has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school wide disciplinary practices
- Safe and Responsive Schools: <http://www.indiana.edu/~safeschl/> The Safe and Responsive Schools Framework is an approach to improving the behavior of students at school, and to preventing school violence. It is a structure that permits schools to engage in actions or strategies addressing three levels
- The Association for Positive Behavior Support: <http://apbs.org> The Association for Positive Behavior Support (APBS) is an international organization dedicated to promoting research-based strategies that combine applied behavior analysis and biomedical science with person-centered values and systems change to increase quality of life and decrease problem behaviors
- National Center for Injury Prevention and Control (NCIPC), Centers for Disease Control and Prevention: <http://www.cdc.gov/ncipc/dvp/dvp.htm> The NCIPC is a resource for research on youth violence prevention and intervention.
- National Youth Violence Prevention Resource Center: [www.safeyouth.org](http://www.safeyouth.org) The National Youth Violence Prevention Resource Center serves as a central source for information and materials gathered from institutions, community-based organizations, and federal agencies working to prevent violence among our nation's youth
- Southern Poverty Law Center: [www.splcenter.org](http://www.splcenter.org) Internationally known for their Tolerance Education Programs and monitors hate groups and tracks extremist activity throughout the United States
- Teaching Tolerance: [www.teachingtolerance.org](http://www.teachingtolerance.org) Provides free educational materials that promote respect for differences and appreciation of diversity
- The Kentucky Center for School Safety: <http://www.kysafeschools.org/> The Kentucky Center for School Safety supports the idea that school culture improves when a school-wide prevention plan consistently addresses the needs



- of all students to encourage a safe and healthy learning environment
- The Parent Teacher Association: <http://www.pta.org/> To assist parents in developing the skills they need to raise and protect their children and to encourage parent and public involvement in the public schools of this nation

## Chapter 5

### Responsibilities of Administrator/Staff for School Discipline/Attendance:

5.1.1	School wide Positive Behavior Support Team Lead	Principal, Coordinator
5.1.2	Team Implementation Checklist	Principal, Coordinator
5.1.3	School wide behavioral expectations	Principal, Coordinator
5.1.4	System to reinforce	Principal, Coordinator
5.1.5	System to address noncompliance to behavioral expectations	Principal, Coordinator
5.2	Ed. Code 49079—Notification Requirements	Principal
5.3	Student Dress Code/ Uniform Policy	Principal, Director of Operations and Compliance or designee
5.4	Truancy/Tardiness Abatement	Principal, Coordinator
5.5	Early Intervention for at-risk students	Principal, Coordinator
5.6	System Personalized Interventions for at-risk students	Principal, Coordinator
5.7	System to Recover and Enroll	Principal, Director of Operations and Compliance

## Scorecard:

Goals	Under Development 1	In Progress 2	Partially in Place 3	Fully in Place 4
<p><b>5.1.1 A School wide Positive Behavior Support team is in place</b></p> <p>A four means that the following procedures are in place:</p> <ul style="list-style-type: none"> <li>• A School wide Positive Behavior Support Team, existing or newly formed, composed of representatives from all stakeholder groups, including administrative leadership, has been established and has a clear mission and purpose</li> <li>• The team has regularly scheduled meetings set through the school year (at least monthly)</li> <li>• The team uses discipline data to guide its decisions</li> <li>• Data-based decisions are shared with faculty, staff, and community</li> </ul>				
<p><b>5.1.2 The school-site team completes the <i>Team Implementation Checklist</i></b></p> <p>A four means that the following procedures are in place:</p> <ul style="list-style-type: none"> <li>• Team members score the checklist individually</li> <li>• Team members compare results of their checklists</li> <li>• Checklist is completed quarterly (a copy of this is kept with the school's Coordinated Safe and Healthy School Plan)</li> <li>• Action steps are developed from results</li> </ul>				



<p><b>5.1.3 The school has established and taught school wide behavioral expectations</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• Three to six behavioral expectations are defined and a matrix is developed to provide specific examples of what the behavioral expectations look like in each common area of the school (see Appendix for sample matrix)</li> <li>• At the beginning of each year, or time of enrollment, students, parents/guardians, and staff are notified of the school wide positive behavior support and discipline plan</li> <li>• All students are being taught social-emotional skills through District- or state- adopted violence prevention curriculum (<i>Second Step</i> model schools meet this criterion)</li> <li>• The behavioral expectations are taught to all students. School staff reviews the expectations <u>regularly with students</u></li> </ul>				
<p><b>5.1.4 There is a system in place to reinforce all students for following the established and taught school wide behavioral expectations</b></p> <p><i>A four mean that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• There is a system developed for acknowledging staff, students, and families that is linked to the defined rules and expectations</li> <li>• Ratios of reinforcement for positive behaviors to corrections of negative behaviors are high, <u>at least a 4-1 ratio</u></li> </ul>				
<p><b>5.1.5 There is a system in place to address students when they do not follow the established and taught school wide behavioral expectations</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>• School staff has developed a list of behaviors, with clear definitions, which may lead to an office discipline referral</li> <li>• A list of possible consequences, including suspension alternatives, is developed for the identified behaviors. In addition to those consequences, this list should also focus on teaching the student the expected behaviors</li> <li>• At the secondary level, the student's social adjustment report (discipline record) will be kept at least until the anticipated year of graduation from high school, unless otherwise precluded by law</li> <li>• Parents are provided with opportunities to partner with schools regarding behavior (both proactive and reactive)</li> <li>• All due process rights of students and their families will be observed</li> <li>• Parents of students who are suspended or issued an opportunity transfer, and who disagree <u>with said action, will be advised of the appeals process</u></li> </ul>				
<p><b>5.2 In compliance with Ed. Code 49079 on notification requirements, for three years from the date of the incident, the school shall provide information to the teacher(s) of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in E.C. 48900 et seq., except (h) of Section 48900, based upon any records that the District maintains in its ordinary course of business, or receives from law enforcement</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>• Each school principal or his/her designee shall establish an E.C. 49079 file for the appropriate confidential information regarding each student at that school who is so described under E.C. 49079</li> <li>• School personnel shall identify students described in E.C. 49079</li> <li>• Teachers shall be notified, at the time of class assignments or when the student transfers into the class, of any student in that teacher's class or under that teacher's supervision who is <u>described in E.C. 49079</u></li> </ul>				
<p><b>5.3 Student Dress Code/ Uniform Policy—There is a well-defined dress code/ uniform policy in place that is revised yearly and involves the input of all site stakeholders</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>• Each school may decide whether or not to adopt its own uniform policy</li> <li>• Uniform policies implemented by schools must be voluntary, and provisions for economically disadvantaged students to participate must be in place</li> </ul>				

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<ul style="list-style-type: none"> <li>Staff will not discipline or deny rights or privileges to students whose parents choose to not participate in a uniform program, nor shall staff allow other students to chastise or ridicule nonparticipating students</li> <li><u>Dress codes clearly specify what apparel is and/or is not allowed on campus</u></li> </ul>				
<p><b>5.4 Truancy/Tardiness Abatement—The school has a well-defined plan that addresses truancy and tardiness abatement</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>The school has developed a comprehensive attendance plan that includes truancy abatement, reducing student tardiness, and parental notification and involvement. To access and utilize a template for developing a comprehensive Attendance Plan for elementary or secondary, please visit <a href="http://apsac.net/">http://apsac.net/</a></li> <li>All staff members have been trained regarding their individual responsibility regarding attendance accounting and strategies to address truancy and tardiness</li> <li>At the beginning of each year, or time of enrollment, school personnel provide students and parents with the school attendance and tardy policy</li> </ul>				
<p><b>5.5 There is a system in place for early identification and monitoring/tracking students at risk for school failure or potentially dropping out of school</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>There is a clear plan for communicating with feeder schools to identify at-risk students who will be enrolling for the (new) school year.</li> <li>There is a multidisciplinary team that reviews data to identify students and provide appropriate personalized intervention to those at risk of school failure and dropping out, i.e., COST, RCT, and SST</li> </ul>				
<p><b>5.6 There is a system in place to provide personalized interventions for students at risk of school failure or dropping out of school</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>School support staff collaborates to create an individualized plan for students who want to remain or return to school</li> <li>The school has programs in place to meet the individual academic needs of at-risk students, which may include tutoring, credit recovery options, counseling services, Extended Learning Academy, CAHSEE remediation, and extracurricular supports</li> <li>School staff is trained on all District and non-District educational alternative placement options</li> <li>School support staff follow-up with at-risk students after referrals have been made to ensure that students have returned or have enrolled in alternative or options programs</li> </ul>				
<p><b>5.7 Schools have systems in place to recover, enroll, or provide alternative education referrals to students who have left school or are currently not attending school</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>School support staff collaborates with school administration to recover/enroll and engage students back in school</li> <li>Secondary schools follow LAUSD policies and procedures regarding 5<sup>th</sup> year seniors and students who are CAHSEE non-grads</li> <li>Secondary schools have a team in place to work on clearing/locating and recovering students who are on the potential dropout lists</li> <li>School staff are trained on all district and non-district educational alternative placement <u>options</u></li> </ul>				
<p><i>Instructions: Add up the numbers in each column and enter the sum in this row</i></p>				
			<p><b>TOTAL POINTS</b> Add the four sums above and enter the total to the right</p>	

## Responsibilities for School Discipline/Attendance

### 5.1.1-5.1.5 School wide Positive Behavior Support (website <http://Disciplinepolicy.lausd.net>)

#### Responsibilities of the Administrator:

- Assume a leadership role in School wide Positive Behavior Support. Everyone has a stake in responsible, respectful, safe behavior at school. This forms a foundation and an atmosphere that promotes learning and instruction. Administrative leadership is an essential ingredient of that foundation
- Inform at the beginning of each academic year or as students enroll all students and parents/guardians about the school's behavioral expectations, responsibilities, and procedures
- Ensure that students, parents/guardians, and staff have access to copies of the school-wide discipline plan, that students understand their responsibilities in learning the behavioral expectations, and the reinforcement and corrective procedures
- Observe all due process rights when working with students whose behavior impedes learning or the learning of others, suspending a student, issuing an opportunity transfer to a student, or recommending that a student be expelled

#### Responsibilities of Discipline Staff:

- Identify, teach, model, and reinforce behavioral expectations and correct misbehavior
- Utilize office referral data and other disciplinary data to identify professional development needs, organize support systems for staff and students, and to analyze effectiveness of instruction on behavioral expectations
- Use suspension alternatives and link misconduct with opportunities to learn appropriate behavior. Prior to suspending a student, except when an "emergency situation" (E.C. 48911[c]) exists, school staff shall afford the student an opportunity to respond to the charge(s). Furthermore, there must always be a thorough investigation before issuing an opportunity transfer or recommending expulsion
- Partner with parent/guardian to bring about changes in student behavior; immediately advise a parent whenever his or her child's violation(s) of the school's behavior code leads to Saturday School, after-school detention, a suspension, or the possibility of a disciplinary Opportunity Transfer
- For schools on the Student Information System (SIS) network, enter all suspensions electronically into the District's SIS system
- Staff may not suspend a student for more than five consecutive school days for any misconduct; Los Angeles Unified School District policy does not allow informal suspensions
- Staff may not suspend students for more than 20 days in any academic year. However, general education students who have been previously transferred for discipline may be suspended for up to 30 days. Students receiving special education services may be suspended for no more than 10 days. At ten days, a manifestation determination IEP must be held and student must receive services
- If parent/guardian disagrees with the administrator's decision to suspend or to issue an opportunity transfer to their child, school staff will advise parents of the appeal process

#### Opportunity Transfer Guidelines:

- Opportunity Transfer (OT) for discipline may be issued either for a single serious act or as part of progressive discipline. Prior to implementing an OT for a student for progressive discipline, the school must have first implemented a systematic approach to behavioral change (which may include a behavior support plan, mentoring, and behavioral contracts)
- An OT may not exceed one calendar year unless both the parent and the school agree
- Opportunity Transfers for disciplinary reasons may be issued only one time during the student's attendance in elementary school, twice during middle school, and twice during high school
- It is the responsibility of the sending school to ensure that the student has enrolled at the receiving school. If an OT is cancelled, the sending school must ensure that the student has reenrolled
- There is no such thing as an "OT" for a student with an IEP. In order to effect a change of placement for such a student, an IEP team must convene and conduct a thorough review of the student's program and make the "manifestation determination" (i.e., find that the misconduct was not a manifestation of the student's disability and that he or she was being appropriately served at the time of the misconduct or that, if services or placement was not appropriate, the noncompliance did not influence or result in the misbehavior)
- The "Stay Put" clause in federal law (Individuals with Disabilities Education Act) prohibits schools from transferring a student with an IEP for discipline if a parent disagrees with the IEP. (The exception to this prohibition is the authorized 45-day alternative placement when the violation involves weapons or drugs)

### **Expulsion Guidelines:**

- School principals are required to recommend the expulsion of any student who engages in behavior described in E.C. Section 48915(c)
- A student who is recommended for expulsion is entitled to an educational placement the day his or her suspension is over (e.g., day six of a five-day suspension)
- For a student with an IEP, a comprehensive pre-expulsion IEP must be conducted, which includes a manifestation determination, prior to recommending that a student with an IEP be expelled
- No student can be expelled by the Board of Education unless evidence, in the form of oral testimony, is presented at the District's administrative (Expulsion Review Committee [ERC]) hearing
- The school is responsible for sending a certificated staff member and appropriate witnesses to present the case or testify at the ERC hearing

## **5.2 Ed. Code 49079**

### **Maintenance of E.C. 49079 Information:**

- Each teacher informed of E.C. 49079 students shall be advised of the opportunity to review the student's file and shall be admonished regarding the confidentiality of information
- E.C. 49079 Information can be obtained from the following District-maintained records: student expulsions, opportunity transfers, school suspensions, classroom suspensions, arrest reports, or Juvenile Court notices. This information is to be documented in the student's yellow discipline folder in accordance with District policy
- Pupil Accounting Reports (PAR), other formal District documents, and law enforcement or Juvenile Court notices shall be included in the E.C. 49079 file
- Any information received under this law shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher, counselor, or administrator. Any intentional violation of the confidentiality provisions of this law is a misdemeanor
- Information received from the court under the Welfare Information Code Section 827 shall be maintained in the

school's E.C. 49079 file, but the court's form must be destroyed by school authorities twelve months after its receipt from the court or twelve months after the minor returns to public school, whichever occurs later

### **Guidelines When a Student Described in E.C. 49079 Is Transferred to Another LAUSD School:**

- A Pupil Accounting Report (PAR) ID must be issued - Section One (1) must be completed.
- "E.C. 49079" shall be noted in Section Two (2)—"additional comments."
- Applicable portions of Section Four (4) must be completed
- Within five school days of the student's enrollment, the receiving school shall request from the sending school, copies of information regarding the E.C. 49079 yellow file of the student
- District offices responsible for assigning expelled or reinstated students must immediately notify the principal of the newly assigned school

### **Responsibilities of Juvenile Courts:**

- Welfare and Institutions Code (W.I.C.) Section 827 (b)(2) mandates that the Juvenile Courts submit to the superintendent of the district of attendance written notice whenever a minor who is enrolled in any of Grades K through 12 has been found by the court to have committed any of certain specified offenses
- It is required that the information furnished be expeditiously transmitted to any administrator, counselor, or teacher who has direct supervisory or disciplinary responsibility over the minor and who is deemed to need the information in order to work with the student in an appropriate fashion to avoid being needlessly vulnerable, and/or to protect other persons from needless vulnerability

## **5.3 Student Dress Code/Uniform Policy**

### **Key Elements:**

- A committee composed of representatives from all stakeholder groups will revise policies on dress code and on uniforms yearly
- A student's dress and grooming shall not cause distraction from or disturbance of any school activity
- The manner of a student's dress and/or grooming must not create a hazard to health or safety
- Consistent with the above guidelines, hair, sideburns, mustaches, and beards may be worn at any length or in any style, and clothing may be of any fashion, style, or design, as determined by the student and his or her parents
- If possible, to assist parents in purchasing clothes for the upcoming year, dress code/uniform policies will be communicated to students and parents prior to the beginning of the academic year. If this is not feasible, said policies will be communicated at the beginning of the school year and to new enrollees at the time of their enrollment

## **5.4 Truancy/Tardiness Abatement**

### **Responsibilities of the Administrator:**

- Implement and supervise all state and District attendance policies and procedures
- Ensure that a comprehensive School Attendance Plan has been developed that involves all school staff, including teachers, nurse, counselors, PSA, etc., as well as appropriate community health or other agencies. For a template to develop a comprehensive Attendance Plan for elementary or secondary schools, please visit the Website of the Association of Pupil Services and Attendance Counselors (APSAC) at <http://apsac.net/>
- Ensure that students and parents are informed of the school attendance and tardy policy, as well as all applicable

laws relating to compulsory attendance

- Ensure that the Pupil Services and Attendance Counselor or designated staff member is responsible for coordinating efforts on truancy and tardiness abatement

### **Responsibilities of the Teacher:**

- Ensure that phone calls to home are made (teacher or other designated staff) when students are absent
- Ensure that attendance is completed period to period

### **E.C. Section 48200-Compulsory Attendance Law:**

Each person between the ages of 6 and 18 years not exempted shall attend the public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full time day school or continuation school or classes for the full-time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located

### **E.C. Section 48260-Definition of Truancy:**

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district

### **Anti-Loitering/Truancy Ordinance:**

- The Los Angeles City Council and Los Angeles County Board of Supervisors have passed an Anti-Loitering/Truancy Ordinance that at present is in effect. Between the hours of 8:30 a.m. and 1:30 p.m., students who appear in public places without an acceptable excuse when they should be in school will receive truancy citations from law enforcement officers
- Students violating the Anti-Truancy Ordinance, and in some cases their parents, may be subject to one or more severe penalties: a fine of up to \$250, court-approved community service, or court-approved parenting classes (for parents)

## **5.5 Early Intervention Dropout**

### **Responsibilities of the Administrator:**

- Ensure that the Pupil Services and Attendance (PSA) Counselor, Extended Learning Academy (ELA) Counselors, Diploma Project Advisor (DPA), or a designated staff member is responsible for coordinating efforts on dropout prevention and recovery
- Ensure that all school staff have read and follow Bulletins: BUL-3720.0 Dropout Prevention and Intervention and Recovery Strategies, BUL-3833.1 Closing the Achievement Gap, BUL-1292.0 Attendance Policy, and BUL-3638.0 Discipline Foundation Policy
- Ensure that there is a multidisciplinary team that looks at student and school data on attendance and dropout information in order to make decisions at the school regarding student-intervention programs and policies
- Ensure that transition programs are in place to support incoming students and matriculating students as they adjust

to their new school environments

- Ensure that the school climate welcomes and invites parent involvement through the use of a parent center, parent conferences, parent meetings, phone calls to parents, and that selected staff makes home visits when necessary to engage parents in their student's educational needs
- Administration in conjunction with support staff utilize the Bul 3720.0 assessment tool to identify any areas in which the school needs to improve best practices for dropout prevention, intervention, and recovery
- Ensure the multidisciplinary team consists of Pupil Services and Attendance Counselor, Diploma Project Advisor, Extended Learning Academy Counselor, Psychiatric Social Worker, deans, and APSCS

### **Responsibilities of the Multidisciplinary Team:**

- Meet regularly to discuss coordination of services
- Assess student and school data, establish a uniform referral process, and provide consistent follow-up on referrals

### **Responsibilities of Staff:**

- Staff is trained and is aware of District mandates and procedures with respect to Dropout Prevention and Recovery
- School staff identifies and monitors students who are not making progress and inform instruction in order to make needed adjustments to support student academic functioning
- Collaborate in the delivery of services to students
- Be aware and utilizes resources both within the school and in the community
- School staff systematically monitors, update, and review student records

## **5.6 System for personalized interventions for students at risk of dropping out of school or who have recently left school.**

### **Responsibilities of the Administrator:**

- Create a school culture that reflects mutual support, caring, and safety for everyone
- Ensure that selected school staff are trained on all District and non-District educational alternative placement options and that there is a process in place for referring at-risk students to educational alternative placements (using the Guide to Educational Alternative Placements for At-Risk Students) such as, but not limited to, community college classes, continuation schools, AEWSs, Charter schools, or Division of Adult and Career Education
- Ensure that school staff are trained to work with at-risk students and utilize available resources to assist those students-such as training on how to complete accurate enrollments and checkouts in SIS and ISIS, how to identify at-risk students based on multiple risk factors (using the DSS at-risk system), how to create a welcoming, safe, and supportive school culture for all students, and how to link students/families up to necessary resources (academic, food, clothing, tutoring, etc.) to help students achieve their high school diplomas
- Ensure that their school has a variety of different academic programs in place to meet the individual needs of students at-risk for school failure or dropout, such as Extended Learning Academy (Saturday School), concurrent enrollment in ROP classes, summer school, tutoring, CAHSEE Boot Camp, and intersession classes. The academic educational options are offered during the week as well as in the evenings and on Saturdays
- Ensure that student records are accurate. This includes ensuring that school clerical staff are trained on how to accurately enter student data into the SIS and ISIS systems upon enrollment and check-out (i.e. correct



leave/enrollment codes are being used, field 212 is updated upon every check out, and student records are sent to the next school of enrollment in a timely manner)

- The school has partnerships and collaborates with community agencies that can provide resources and options to students who are at-risk of school failure and dropping out of school

### **Responsibilities of School Staff:**

- Work with parents/guardians and students to systematically monitor and follow-up with students regarding the supports/interventions and referrals provided to ensure access and effectiveness
- School staff reviews student-level data to identify which students require supplemental educational services (i.e., tutoring, Saturday school, etc.) and link those students and parents up to the educational resources they need
- All staff work collaboratively to identify students in need of prevention/intervention

## **5.7 System to Recover, Enroll, or Provide Alternative Education Referrals**

### **Responsibilities of the Administrator:**

- Assign a multidisciplinary team of school staff to work collaboratively on clearing/locating and recovering students from the three potential dropout lists that are provided three times a year (February, May, and September) to school principals
- Ensure that staff is trained and follow all Bulletins, Memos, and Reference Guides regarding LAUSD policy for CASEE non-grads and 5<sup>th</sup> year seniors
- Ensure that school staff knows how to reenroll or provide educational alternative options to students who may have left school for a period of time but have chosen to return to school and work toward their high school diploma
- follows up to find out if students are currently enrolled.
- Stress to staff the importance of accurate record keeping and tracking

### **Responsibility of Staff:**

- Staff clearly defines their role in recovering dropout students to avoid duplication of services
- School support staff and clerical staff stay up to date on all new District bulletins, Reference guides, and memorandums relating to the input of student information into SIS
- The multidisciplinary team utilize the "Tips to clear the potential dropout lists" provided by the Dropout prevention and Recovery office to assist them in clearing students off their potential dropout lists
- Staff provides to parents/guardians, and students, information about the educational alternative options available to help them be successful in school
- Secondary schools' support staff follow-up with students after referrals have been made to ensure that students have returned or have enrolled in educational alternative or options programs



## Chapter 6, Section 1

### Responsibilities of Administrator/Staff for Nutrition Services Component:

6.1.0	Cafeteria Manager	Maria L. Chang, Ana Mendoza
	Student Store Manager	Principal, Director of Operations and Compliance
	Healthy Start Coordinator	Nurse, Director of Operations and Compliance

### Scorecard:

Goals	Under Development 1	In Progress 2	Partially in Place 3	Fully in Place 4
<p><b>6.1.1 Faculty, administrators, staff, and parents are aware of the LAUSD School Board motions and State Legislation involving nutrition, school lunch programs, and obesity. The motions include but are not limited to: Obesity Prevention Motion, Healthy Beverage Motion, Cafeteria Improvement Motion, and California legislation</b></p> <p><i>A four would mean that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>The guidelines outlined in these motions are being adhered to by all parties</li> <li>The District's nutrition efforts are on the agenda at least twice annually at school meetings</li> <li>Potential meeting venues are the school-site council, weekly faculty meetings, the PTA, Title 1 advisory committee or other meetings to increase staff and parent involvement in <u>supporting healthy eating and activity choices by students</u></li> </ul>				
<p><b>6.1.2 Activities to help increase participation in the school breakfast and lunch programs are in place</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>Multiple promotional activities occur throughout the year, including menu announcements over the PA system, signage, marketing materials, ads posted on campus and school bulletins</li> <li>Alternative meal programs are available to provide access to school meals (2<sup>nd</sup> Chance Breakfast, Nutrition, Grab n' Go Carts, multiple lunch periods, and extended lunch period)</li> <li><u>School meal participation is encouraged with the promotion of school meal applications</u></li> </ul>				
<p><b>6.1.3 Information about the Food Services Branch and the services it offers is available</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>Nutritional analysis of menus and other FSB information is readily available and posted.</li> <li>School administration and teachers encourage parents to attend Food Services Branch presentations and Q &amp; A sessions</li> <li>Students have the opportunity to participate in various activities on campus throughout the year</li> <li>Activities can include but not be limited to: taste panels, menu planning meetings, <u>student-run nutrition groups, assistance in vendor and product selection</u></li> </ul>				
<p><b>6.1.4 Your school offers Second Chance Breakfast at your elementary school or "Nutrition" at your secondary school</b></p> <p><i>A four would mean that the following procedures are in place:</i></p>				

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<ul style="list-style-type: none"> <li>Schedules are arranged so that children are able to select the school breakfast during recess or morning break</li> <li>Attempts to change schedules to accommodate 2<sup>nd</sup> Chance or Nutrition have been noted</li> </ul>				
<p><b>6.1.5 Students have adequate time to obtain and consume meals</b>(For additional assistance, you may use the "Optional Nutrition Data Worksheet" for guidance)</p> <p><i>A four would mean that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>ALL students have at least <b>20</b> minutes to eat their meal <b>after</b> they receive their food</li> <li>There is a designated person who periodically checks the length and duration of lines during mealtime to ensure all children have enough time to eat</li> <li>Bell schedules, staffing, and facilities are arranged to ensure that students have adequate time to eat (for example, multiple lunch periods are offered)</li> </ul>				
<p><b>6.1.6 Cafeteria Manager completes a monthly food safety and sanitation inspection and results are posted in visible locations</b></p> <p><i>A four would mean that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>Upon request, the Cafeteria Manager is able to provide copies of the last three completed monthly Safety and Sanitation Inspection Reports</li> <li>The sanitation inspection result sheet is posted in a high-traffic area</li> <li><u>The sanitation inspection result sheets are available online on the FSB Website</u></li> </ul>				
<p><b>6.1.7 All food sales/fundraisers that take place outside of the National School Lunch (NSLP) and School Breakfast Program (SBP) comply with LAUSD School Board policies and California Administrative Code Regulations</b></p> <p><i>A four would mean that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>Food sales outside of the NSLP/SBP comply with Board policies and State Regulations regarding nutritional content of items sold. The policies/motions include but are not limited to: Obesity Prevention, Healthy Beverage, Cafeteria Improvement and Cal Code 49431</li> <li>During the school day, student organizations outside of Student Store operations conduct no more than four food sales fundraisers per year</li> <li>School Administration communicates information about appropriate fundraising to the school community (parents, students, teachers, other administrators, other school staff, before- and after-school staff and vendors) and enforces these practices</li> <li>The school administration and staff does not authorize or participate in illegal fundraising/food sales that do not comply with LAUSD Policy or Cal Code Regulations</li> <li>Only approved snacks and drinks are sold in vending machines, in student stores, and at fundraising events during the school day, and up to 30 minutes before and 30 and after school</li> </ul>				
<p><b>6.1.8 Nutrition education services are sought and provided through Food Service Branch personnel or other qualified professionals</b></p> <p><i>A four would mean that the following activity is in place:</i></p> <ul style="list-style-type: none"> <li>Nutrition Education activities take place at least once a month at all grade levels</li> <li>The school has explored community resources to supplement nutrition education (i.e., the Network for a Healthy California, Got Milk, the Dairy Council, etc.)</li> </ul>				
<p><b>6.1.9 Schools that have an after-school program offer healthy snacks provided by FSB to program participants.</b></p> <p><i>A four means that one or both of the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>After-school programs provide participants with nutritional snacks that comply with School Board Policies, state and federal regulations, and grant requirements</li> <li>The snack service follows the regulations of the LAUSD School Board motions and State <u>Legislation involving nutrition and obesity</u></li> </ul>				

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<p><b>6.1.10 Your school anticipates, is considering, promotes or participates in a Summer Food Services Program (SFSP) that offers healthy meals. (If your school is not considering nor participates, nor promotes an SFSP, please mark "1".)</b></p> <p><i>A four means that one or both of the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>Your school participates in the Summer Feeding Program and offers healthy meals to students and the community that would not otherwise have access to healthy meals during the summer break</li> <li>Your school has made plans (and notified the Food Services Branch) to have an active SFSP this coming summer period</li> <li>Summer Feeding Programs at your school or nearby locations are promoted within the <u>community with fliers, banners, student newspaper, etc</u></li> </ul>				
<p><b>6.1.5 <u>Optional Nutrition Data Worksheet</u></b> For Assistance in determining your score for goal 6.1.5</p> <p><b><u>Students have adequate time to obtain and consume meals.</u></b></p> <p><b>There is a designated person who periodically checks the length and duration of lines during mealtime to ensure all children have enough time to eat.</b></p> <p>Name and Title of Designee(s): Aida Tatiossian (Principal), Danielle Sinha (Coordinator), Samantha Parisen (Coordinator)</p> <p><b>ALL Students have at least 20 minutes to eat their meal after it is received.</b></p> <p><b>Campus 1</b> <b>1<sup>st</sup> Lunch</b></p> <p>A. Start Time of Lunch Period                      11:45am          B. Time When Last Student is in line            _____          C. End Time of Lunch Period                      12:25 pm</p> <p style="text-align: right;"><b>C - B = _____ minutes</b></p> <p><b>Campus 1</b> <b>2<sup>nd</sup> Lunch</b></p> <p>A. Start Time of Lunch Period                      12:30 pm          B. Time When Last Student is in line            _____          C. End Time of Lunch Period                      1:10 pm</p> <p style="text-align: right;"><b>C - B = _____ minutes</b></p> <p><b>Campus 2</b></p> <p>A. Start Time of Lunch Period                      11:35 am          B. Time When Last Student is in line            _____          C. End Time of Lunch Period                      12:05 pm</p> <p style="text-align: right;"><b>C - B = _____ minutes</b></p> <p><b>If C-B is less than 20 minutes, then your score is not a 4.</b></p>				
<p><i>Instructions: Add up the numbers in each column and enter the sum in this row</i></p>				
			<p><b>TOTAL POINTS</b> Add the four sums above and enter the total to the right</p>	

## Chapter 6, Section 2

### Responsibilities of Administrator/Staff for Physical Education Component:

6.2.0	Credentialed Physical Education Teacher	N/A
	Athletics Director	N/A
	School Nurse	Nurse, Principal

## Scorecard:

Goals	Under Development 1	In Progress 2	Partially in Place 3	Fully in Place 4
<p><b>6.2.1 Physical fitness development activities and testing are provided in Grades 4-12 with mandated testing in Grades 5, 7, and 9.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>Each Grade 5, 7<sup>th</sup>, and 9 student is tested in the Fitnessgram assessment each year inside the state-mandated testing window</li> <li>Each student in Grade 9 that does not meet 5 of 6 Fitnessgram assessments is retested in Grade 10, 11, and 12 until the student meets 5 of 6 assessments</li> <li>The Administrative Check List for the Fitnessgram is filled out with dates of accomplishments and initialed by the administrator</li> <li>The following protocol is followed: pretest students at the beginning of the school year; students participate in fitness goal setting; instruction on the FITT principals is provided for students to enable them to reach their goals; and a periodic assessment process is in place to evaluate students' progress toward meeting their goals</li> <li>The schools scores for Grade 5, 7, and 9 students are on the School Accountability Report <a href="#">Card</a></li> </ul>				
<p><b>6.2.2 All federal and California state education codes regarding physical education are adhered to as stated in Policy Bulletins 2528, 2406, 3258, 1826, 1820.1, and 2457</b></p> <p><i>A four means that the following requirements have been met:</i></p> <p>The school is in full compliance with all education codes regarding physical education (please <a href="#">see appendix for list of policy bulletins</a>)</p>				
<p><b>6.2.3 The school has an adequate teacher/student ratio</b></p> <p><i>A four means that the following requirements have been met:</i></p> <ul style="list-style-type: none"> <li>Elementary physical education classes do not exceed 30 students per credentialed teacher.</li> <li>Grades six through twelve physical education classes do not exceed 55</li> </ul>				
<p><b>6.2.4 A comprehensive and sequential physical education curriculum is consistent with the</b></p>				

<p><b><i>California Physical Education Model Content Standards</i></b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• All teachers use a written sequential curriculum that is aligned with the <i>California Physical Education Standards</i></li> <li>• The written curriculum includes skills and concepts of mechanics of movement and effects of movement on dynamic health as well as health-related fitness</li> <li>• The written curriculum represents all of the following movement forms: dance, aquatics, combatives, gymnastics &amp; tumbling, individual and dual sports, team sports, and <u>adventure/outdoor activities (for high schools)</u></li> </ul>				
<p><b>6.2.5 Students are active during the physical education class time</b></p> <p><i>A four means that the following requirement is met:</i></p> <ul style="list-style-type: none"> <li>• All students are moving at a moderate to vigorous level for 50% of physical education class time</li> </ul>				
<p><b>6.2.6 There are professional development opportunities for physical education teachers</b></p> <p><i>A four means that the following requirement is met:</i></p> <ul style="list-style-type: none"> <li>• All teachers of physical education participate in at least two physical education-related <u>professional development opportunities a year</u></li> </ul>				
<p><b>6.2.7 Marks for students in physical education are based on the ability of the students to meet the grade-level standards and the curriculum goals</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• All teachers of physical education use a written departmental marking policy that reflects student achievement on state-adopted physical education standards and curriculum goals</li> <li>• Marks are based on documented results of learning</li> </ul>				
<p><b>6.2.8 Facilities and supplies are adequate</b></p> <p><i>A four means that the following equipment needs are in place:</i></p> <ul style="list-style-type: none"> <li>• There is a variety of equipment reflecting use for multiple movement forms and accommodates student needs and sizes</li> <li>• <u>Sufficient equipment is available for individual student use</u></li> </ul>				
<p><b>6.2.9 Opportunities are available and appropriate practices are adhered to in all physical education classes, in extracurricular activities, and on athletic teams</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• There is a master schedule for the year with assigned locations for all physical education, athletic, and physical activity classes that allows for safe movement by all students</li> <li>• Each teacher develops, adapts, and uses daily lesson plans that relate to the schools written unit plans aligned to the standards and includes at least these elements: objectives, essential content, critical/essential elements (cues), and an assessment of lesson objectives, learning activities, and specific procedures for class management</li> <li>• All physical education teachers use essential/critical elements (cues) and scoring rubrics for informing students of performance expectations, assessing student achievement of knowledge and</li> </ul>				

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<p>skills, and providing feedback to students and parents at least once per quarter regarding student success</p> <ul style="list-style-type: none"> <li>• A collaboratively developed modified physical education program is developed for students with disabilities or special needs in order to be served within the least restrictive environment</li> </ul>				
<p><b>6.2.10 Schools reinforce positive, active, and inclusive participation in physical education classes and in before- and after-school programs</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• Teachers and before- and after-school staff promote exercise for its contribution to a healthy lifestyle</li> <li>• All class activities have a positive bearing on physical activity</li> <li>• Students are encouraged to participate in physical activity and exercise outside of the physical education setting for enjoyment, skill development, and improved health</li> <li>• Teachers and before- and after-school staff do not assign exercise or withhold physical <u>education, recess, or physical activity as a form of punishment for student misbehavior</u></li> </ul>				
<p><b>6.2.11 The school provides information to parents to help them promote and incorporate physical activity and healthy eating into their children's lives</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• The physical education curriculum is shared with parent representatives at least three times per year</li> <li>• The physical education curriculum is reviewed and revised by teachers and administrators <u>each year</u></li> </ul>				
<i>Instructions: Add up the numbers in each column and enter the sum in this row</i>				
				<b>TOTAL POINTS</b> Add the four sums above and enter the total to the right

## Chapter 6, Section 2

### Description of Board Policy Bulletins for Physical Education

#### **Policy Bul-3258.0 Fitnessgram Administrator Checklist 2006-07, Instructional Services (9/29/2006)**

- Checklist to ensure that the Fitnessgram assessment is conducted with the appropriate protocols for all Grades 5, 7, and 9 students

#### **Policy Bul-2528 K-12, Physical Education Programs, Instructional Services (10/16/2006)**

- Elementary physical education minutes requires 200 minutes, exclusive of lunch time and recess (EC §51210)
- Secondary physical education minutes requires 400 minutes, exclusive of lunch time and recess (EC §51222)
- Physical education course requirements: Physical education every year in grades 1-9 for the duration of the year, with one additional year required in high school for graduation (EC §51225.3)
- High schools must provide a variety of elective physical education classes each year (3 to 4) (EC §51225.3, EC §51222(b))
- Physical education instruction is only provided by a Single Subject Credential in Physical Education or a Single Subject Credential may provide the instruction to their class one hour per day. (EC §44256)
- Physical fitness test must be administered to each pupil in Grades 5, 7, and 9, including 9 R's (Remedial students in Grade 9). (EC §60800.a)
- Each student in their high school physical education must receive instruction in the eight content areas outlined in the *California Code of Regulations*. (<http://ccr.oal.ca.gov/>)

#### **Policy Bul-2406.0 Physical Education Credit for High School Marching Dynamics, Instructional Services (6/15/2006)**

- Criteria for physical education credit for marching dynamics
  - 400 minutes of physical education instruction each 10 school days delivered by a credentialed physical education teacher
  - The course content must comply with *Title 5, of the California Code of Regulations*, Section 10060, which lists the eight content areas

#### **Policy Bul-2457.0 Physical Education Exemptions, Instructional Services (5/31/2006)**

- Students that possess an exceptional talent or ability far beyond that possessed by his or her peers may be exempted only from the content area that their ability applies
- Beginning July 1, 2007, any student that does not pass the state mandated physical fitness test, they will lose their right to exempt themselves from physical education until they pass the state mandated physical fitness test (EC §51241)

#### **Policy Bul-1826.0 Sex Equity In Physical Education Programs (8/5/2006)**

- As stated in Title IX of the Education Amendments of 1972 prohibits sex-base discrimination in education programs or activities receiving federal financial assistance

#### **Policy Bul-820.1 Size of Physical Education Classes in Secondary Schools, Instructional Services (3/24/2004)**

- District schools, whenever possible, limit the size of classes in physical education to a maximum of 55 in secondary and elementary schools class size equals one class per credentialed teacher

### Chapter 6, Section 3

**Responsibilities of Administrator/Staff for Health Education Component:**

6.3.0	Credentialed Health Teacher	N/A
	IMPACT Coordinator	N/A
	Healthy Start Coordinator	Nurse, Director of Operations and Compliance
	School Nurse	Director of Operations and Compliance, Nurse

### Scorecard:

Goals	Under Development 1	In Progress 2	Partially in Place 3	Fully in Place 4
<p><b>6.3.1 The health textbook is being used for delivery of comprehensive health instruction that is aligned with Calif. Health Education Standards, and instruction is skill-based, and incorporates active learning strategies</b></p> <p><i>A four would mean that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• Each student has access to a health textbook and required supplements</li> <li>• Evidence of health instruction is in lesson plans</li> <li>• Age-appropriate instruction occurs in all six health content areas Alcohol, Tobacco, and Other Drugs (ATOD); Growth, Development, and Sexual Health (GDSH); Injury Prevention and Safety (IPS); Mental, Emotional and Social Health (MESH); Nutrition and Physical Activity (NPA); and Personal and Community Health (PCH)</li> <li>• Instruction is skill-based</li> </ul>				
<p><b>6.3.2 Nutrition Education is taught as part of the health education curriculum via the LAUSD-adopted textbooks for K-12</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>• 100% of the nutrition education lessons are conducted sequentially in Grades K-7 and 9</li> <li>• Evidence of nutrition education appears in lesson plans</li> <li>• <u>Instruction includes skill based instruction</u></li> </ul>				
<p><b>6.3.3 Teachers are provided with subject-specific staff development opportunities, including sequential health education curriculum consistent with health standards</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>• Staff development and awareness in Comprehensive Health Education is offered to meet District, state, and federal policy</li> <li>• <u>Staff has been trained in skills-based instruction that is content specific to health</u></li> </ul>				



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<p><b>6.3.4 The school has implemented the mandates for Title IV, Safe and Drug Free Schools by using the District-adopted violence-prevention program and Drug- and Alcohol- Prevention programs K-12</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• All teachers have been trained and are fully implementing research-based curriculums on violence prevention (Second Step Grades K-8) and ATOD prevention</li> <li>• All programs are taught with fidelity</li> <li>• Teachers maintain course logs and report to the Health Education Programs Office</li> </ul>				
<p><b>6.3.5 Tobacco Use Prevention Education - The school implements identified research- validated programs at the appropriate grade levels for tobacco prevention</b></p> <p><i>A four would mean that these components are in place:</i></p> <ul style="list-style-type: none"> <li>• Students:             <ol style="list-style-type: none"> <li>1. Learn about the immediate and long-term undesirable physical, cosmetic, and social consequences of tobacco use through research-validated curricula</li> <li>2. Learn about the reasons why adolescents say they smoke or use tobacco</li> <li>3. Gain an understanding of peer norms and social influences that promote tobacco use</li> <li>4. Learn refusal skills for resisting social influences that promote tobacco use by exposing tobacco industry tactics</li> </ol> </li> <li>• Ensure that all Tobacco-Free Zone signs are at each entrance to the school and information about the tobacco free policy and enforcement procedures is communicated clearly to school personnel, students, and parents</li> <li>• <u>Information about smoking cessation support programs is available for pupils and staff</u></li> </ul>				
<p><b>6.3.6 Middle/High school-level HIV/AIDS education has been implemented to reduce high-risk sexual behavior</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• Student must have HIV/AIDS instruction once in middle school and once in high school in a one-semester health course taught by a credentialed health teacher</li> <li>• All teachers have been trained in the STD and HIV/AIDS District-adopted program Positive Prevention</li> </ul>				
<p><b>6.3.7 All middle and high school students receive a semester course of health education separate from science</b></p> <p><i>A four means that the following procedure is in place:</i></p> <ul style="list-style-type: none"> <li>• All secondary teachers who teach Grade 7 or Grade 9 health education courses are credentialed in health education</li> <li>• School staff schedule students in Grades 7 and 9 for a semester course of health education</li> <li>• Health teachers use the District-adopted health textbook and are trained in and use the <u>appropriate health curriculum</u></li> </ul>				
<p><i>Instructions: Add up the numbers in each column and enter the sum in this row</i></p>				
			<p><b>TOTAL POINTS</b> Add the four sums above and enter the total to the right</p>	

Chapter 6, Section 4

Responsibilities of Administrator/Staff for Health Services Component:

6.4.0	School Nurse	Nurse
	Healthy Start Coordinator	Nurse, Director of Operations and Compliance
	APEX After-School Program	Director of Operations and Compliance

Scorecard:

Goals	Under Development 1	In Progress 2	Partially in Place 3	Fully in Place 4
<p><b>6.4.1 Health services are provided by a school nurse to meet federal and state mandates and the health needs of the students</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>The school has a registered credentialed school nurse responsible for providing health services. Health services <i>may include first aid, administration of medications, identification and treatment of acute illnesses, immunization and vaccination, health screenings, chronic disease management, special education services, or emergency care</i></li> <li>The School Nurse is designated as an "assessor" and "participant" of initial and re-evaluation IEPs in order to complete health assessments within the timeline</li> <li>The school has developed a list of community clinics/agencies who can receive referrals for further care</li> </ul>				
<p><b>6.4.2 The school ensures immediate and reliable access to medications, special diets, treatments and emergency care for students with asthma, diabetes or severe allergies</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>Students are allowed to self-carry and self-administer medications with written permission from health provider, parent/guardian, and school nurse</li> <li>Medication for students needing it is readily accessible, clearly labeled, secured, and not accessible to other students</li> <li>Someone is trained to administer medications for serious medical conditions and is always present at the school (e.g., school nurse, health assistant, or other school staff)</li> <li>Students with special dietary needs are accommodated with alternative foods available to the school meal program</li> </ul>				
<p><b>6.4.3 The school offers asthma management education and school environmental assessment programs to students, families, and school staff, including before- and after-school program staff</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>If the school has students with asthma, the school offers asthma management education such as: Open Airways or Power Breathing or the school partners with organizations that</li> </ul>				

<p>provide asthma education (such as American Lung Association and Asthma and Allergy Foundation of America) and provides teaching space in school</p> <ul style="list-style-type: none"> <li>• Students are allowed time to participate in school or community-sponsored programs</li> <li>• Asthma education materials are disseminated as a supplement to a formal asthma education</li> <li>• If the school has students with asthma, the school performs an environmental assessment which should include components of the "Tools for Schools Program"</li> </ul>				
<p><b>6.4.4 The school has school-wide early intervention and identification procedures for students at risk for health problems related to being overweight and obese</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>• Performs regular height, weight, and BMI screenings and at-risk students are referred by the school nurse for medical follow-up.</li> <li>• Nutrition counseling is provided to students and parents</li> <li>• Opportunities are available at school for students to participate in before-, during-, and after- school physical activities</li> </ul>				
<p><b>6.4.5 The school identifies and refers uninsured students to the District's Children's Health Access and Medi-Cal Program (CHAMP) for health insurance outreach and enrollment</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>• The school has contacted CHAMP to schedule a presentation for staff and parents or has requested outreach materials to provide to staff and parents if necessary</li> <li>• CHAMP information is prominently displayed with the toll-free CHAMP Helpline phone number on brochures and posters in the main office, health office, classrooms, and parent centers</li> <li>• Uninsured students are referred to CHAMP for outreach and enrollment services</li> <li>• At high schools, materials going out to student athletes about the need for a Sports Physical <u>include the toll-free CHAMP HELPLINE number</u></li> </ul>				
<p><b>6.4.6 The school ensures training of designated personnel to assist students with medication, first aid, and specialized physical health care services</b></p> <p><i>To rate as a "4" a school must offer all of the following staff trainings annually or when necessary for selected personnel:</i></p> <ul style="list-style-type: none"> <li>• Medication administration and assistance for students with medication orders</li> <li>• First aid and CPR/AED</li> <li>• Specialized Physical Health Care Procedures or protocols</li> <li>• <u>Universal precautions through annual Blood-Borne Pathogen Training</u></li> </ul>				
<p><b>6.4.7 The school establishes links with District and community health resources.</b> Links may be established by having someone at the school who works to identify and develop community resources, identify contact information for the resource, provide parents with contact information to community health resource, and someone at the school who coordinates the resources</p> <ul style="list-style-type: none"> <li>• <i>To rate as a "4" the school must have identified links to at least 5 of the following providers of:</i> <ul style="list-style-type: none"> <li>○ Health counseling for problems associated with physical activity or nutrition.</li> <li>○ Weight control management</li> </ul> </li> </ul>				

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<ul style="list-style-type: none"> <li>○ Alcohol or substance abuse treatment</li> <li>○ Smoking cessation</li> <li>○ Vision services</li> <li>○ Dental services</li> <li>○ <u>Other health related services</u></li> </ul>				
<p><b>6.4.7 If a school has an Automatic External Defibrillator (AED), the school ensures it is ready to use in an emergency</b></p> <p><i>A four means that the procedures have been established:</i></p> <ul style="list-style-type: none"> <li>• At least one staff member who has a current CPR/AED card from an approved training facility is on campus at all times during the school day</li> <li>• AED signage is posted in the area where the AED is located</li> <li>• All school staff is aware of the location and purpose of the AED</li> <li>• Daily and monthly AED checks are logged</li> <li>• Pads and battery are ordered and replaced if expired</li> <li>• AED is present at all CIF games, competitions, and practice games (or readily available in the Administration Building, preferably in the Main Office, if only one AED is in the school)</li> <li>• <u>Emergency Response Plan is complete, up-to-date, and located near the AED</u></li> </ul>				
<p><i>Instructions: Add up the numbers in each column and enter the sum in this row</i></p>				
	<p><b>TOTAL POINTS</b> Add the four sums above and enter the total to the right</p>			

## Chapter 6, Section 5

### Responsibilities of Administrator /Staff for Counseling, Psychological, and Social Services Component:

6.5.0	Psychiatric Social Worker	N/A
	Pupil Services and Attendance Counselor	N/A
	School Psychologist	Ibis Romero
	Diploma Project Adviser	N/A
	Elementary/Secondary Counselor	N/A
	Healthy Start Coordinator	Nurse, Director of Operations and Compliance

## Scorecard:

Goals	Under Development 1	In Progress 2	Partially in Place 3	Fully in Place 4
<p><b>6.5.1 School wide prevention efforts exist to promote building assets and resiliency to increase positive development in all students.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>All staff builds meaningful relationships with students through pro-social bonding</li> <li>Activities increase social-emotional well-being and positive interactions with students</li> <li>Every aspect of the school incorporates the 6 core components for building resiliency:                             <ol style="list-style-type: none"> <li>Social competence and connectedness</li> <li>Opportunities for meaningful participation</li> <li>High expectations</li> <li>Teaching and reinforcing social-emotional and life skills</li> <li>Clear and <u>consistent boundaries</u></li> <li><u>Helping students develop a sense of purpose and future</u></li> </ol> </li> </ul>				
<p><b>6.5.2 Early identification and intervention programs/practices are used for students who present at-risk academic, behavioral, and mental health problems</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>School actively screens and identifies at-risk students</li> <li>At-risk students are provided interventions through a wide variety of programs and personnel</li> </ul>				
<p><b>6.5.3 A formal process exists for coordinating referrals, identifying student strengths and weaknesses, and for accessing the appropriate programs and services</b></p> <p><i>A four would mean that these components are in place:</i></p>				

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<ul style="list-style-type: none"> <li>School has several planning, coordinating, and intervention teams in place</li> <li><u>Teams meet regularly, design intervention plans, and collect data to evaluate progress</u></li> </ul>				
<p><b>6.5.4 Ongoing training is provided for all staff on early identification of students with signs of academic and behavioral/mental health problems</b></p> <p><i>A four mean that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>Professional development for all staff is regularly scheduled and held</li> <li>Trainings integrate instructional, behavioral, and mental health education</li> <li><u>All staff have the knowledge and ability to identify students in need of support</u></li> </ul>				
<p><b>6.5.5 Pupil Personnel staff routinely collaborates with teachers and other school staff in conducting preventive activities related to academic, behavior, and mental health issues</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>School has purchased PPS credentialed employees to be available to students</li> <li>School regularly utilizes both formal and informal meetings for consultation/collaboration</li> <li>PPS staff and other staff regularly address student academic and behavioral/mental health needs</li> <li><u>School integrates best practices with interventions to prevent escalation of at-risk behaviors</u></li> </ul>				
<p><b>6.5.6 School identifies community-based mental health services and has established a process for accessing those services (To access services through School Mental Health (SMH) please refer to the referral form located on the LAUSD SMH Website)</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>School regularly analyzes needs and available services</li> <li>School actively seeks out additional services to address gaps between needs and services</li> <li>Efforts are evidenced by the school having several "Memorandum of Understandings" with <u>community organizations as well as referral/intervention records</u></li> </ul>				
<p><b>6.5.7 A system is in place to measure the effectiveness of support services and to modify resources/funds to successfully meet student academic, behavior, and mental health needs</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>School has a strategic plan in place to address academic, behavior, and mental health goals</li> <li>Action plans are outcome-based with clearly defined and measurable strategies</li> <li>Data are regularly analyzed and reviewed by all stakeholders</li> </ul>				
<p><i>Instructions: Add up the numbers in each column and enter the sum in this row</i></p>				
	<p><b>TOTAL POINTS</b> Add the four sums above and enter the total to the right</p>			

**Chapter 6, Section 6**

**Responsibilities of Administrator/Staff for Health Promotion for Staff Component:**

6.6.0	Health Promotion for Staff	Nurse, Principal, Director of Operations and Compliance
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**Scorecard:**

Goals	Under Development 1	In Progress 2	Partially in Place 3	Fully in Place 4
<p><b>6.6.1 Staff is encouraged to visit and utilize the resources available through the LAUSD Benefits Administration website. These resources include the wellness information, the Employee Assistance Program, and District health plans</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>• Staff is informed of the LAUSD Benefits Administration website and wellness resources</li> <li>• Staff is informed and encouraged to participate in wellness related activities</li> <li>• Promotional materials for staff wellness related events are made available and distributed to <u>staff</u></li> </ul>				
<p><b>6.6.2 Nutritious snacks are suggested at meetings and other events</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• Staff is provided with information on healthy food choices</li> <li>• Staff is encouraged to bring nutritious foods to meetings and events</li> </ul>				
<p><b>6.6.3 Staff is encouraged to participate in regular physical activities</b></p> <p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>• Staff has organized groups for different physical activities (walk groups, short exercises, etc.)</li> <li>• Staff participates in physical activities</li> </ul>				
<p><b>6.6.4 Staff is encouraged to manage stress levels</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• Staff is informed of resources available (e.g. Employee Assistance Program)</li> <li>• Stress management classes are recommended to staff</li> <li>• Staff is encouraged to exercise and maintain a balanced lifestyle by participating in other activities such as hobbies, community involvement, or other interests to reduce stress</li> </ul>				
<p><b>6.6.5 Staff is encouraged to take First Aid and CPR classes</b></p>				

**Coordinated Safe and Healthy School Plan Volume 1 - Prevention Programs**

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<p><i>A four means that the following activities are in place:</i></p> <ul style="list-style-type: none"> <li>• Staff is notified when classes are being offered</li> <li>• Staff is encouraged to participate in First Aid and/or CPR classes annually</li> </ul>				
<p><i>Instructions: Add up the numbers in each column and enter the sum in this row</i></p>				
	<p><b>TOTAL POINTS</b> Add the four sums above and enter the total to the right</p>			



## Chapter 6, Section 7

### Responsibilities of Administrator/Staff for Parent/Community Involvement Component:

6.7.0	Parent Center Director	Principal, Director of Operations and Compliance, PRO
	Healthy Start Coordinator	Nurse, Director of Operations and Compliance

## Scorecard:

Goals	Under Development 1	In Progress 2	Partially in Place 3	Fully in Place 4
<p><b>6.7.1 Parents are encouraged to provide a healthy diet for their child</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>The school offers parent trainings and/or workshops on the importance of a healthy diet, including meal preparation and healthy food choices</li> <li>There are displays throughout the school and resources are available on healthy diets and/or snacks</li> <li><u>Information on health and nutrition are regular inserts in the bulletin or parent newsletter</u></li> </ul>				
<p><b>6.7.2 Parents are encouraged to promote physical activity for their child</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>The school offers parent trainings and/or workshops on the importance and benefits of physical activity</li> <li>The school conducts demonstrations on suggested physical activities and may offer exercise classes for the parents</li> <li>The school promotes or sponsors activities that highlight physical activities for students and their families</li> </ul>				
<p><b>6.7.3 Parents are encouraged to participate in the planning for a child's academic progress/success</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>Parents are notified by letters from teachers, bulletins, and /or phone calls and encouraged to attend Student Success Team meetings, parent conferences, and Open House and Back to School events</li> <li>Parents are encouraged to become involved in school committees that work to improve the academic achievement of students</li> <li>Parents are encouraged to make regular contact with their child's teacher</li> </ul>				

<p><b>6.7.4 School-based resources are being utilized by the parents to support their child's academic achievement</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• The school provides information on all support services provided on the school campus, i.e., counseling, nursing, Healthy Start, School-Based Health Centers, CHAMP, Academic Intervention opportunities, etc.</li> <li>• Parents utilize Local District Parent Unit and Parent Volunteer workshop, and Beyond the Bell School volunteer Program resources</li> <li>• Parents are connected to District Resources when needed—such as for the homeless, Foster Care, Probation, and pregnant and parenting teens</li> </ul>				
<p><b>6.7.5 Community-based programs are promoted on the school campus.</b></p> <p><i>A four means that the following procedures are in place:</i></p> <ul style="list-style-type: none"> <li>• Information on community-based public/private programs that support and promote healthy life styles and wellness programs is made available to families (includes nutrition, physical, and mental health)</li> <li>• Community-based agencies are welcome to make presentations to the parents on <u>healthy choices and wellness</u></li> </ul>				
<p><i>Instructions: Add up the numbers in each column and enter the sum in this row</i></p>				
			<p><b>TOTAL POINTS</b> Add the four sums above and enter the total to the right</p>	

## **Chapter 7**

### **7.0 Coordinated Safe and Healthy School Plan Components and Essential Checklist**

To establish a safe and orderly school environment conducive to learning, school staff must gather and analyze data about the school and its community (Education Code Section 32281; Penal Code 628.2).

The Coordinated Safe and Healthy School Planning committee members should review data from the chapter scorecards. The data from the chapter scorecards will help the school to identify strengths and weaknesses and provide committee members a "snapshot" of the school's current physical plant safety and relative health of the social climate.

Once the school data has been gathered and analyzed, schools need to develop goals and activities for each of the two components: (1) People and Programs and (2) Physical Environment (related to establishing a safe, orderly, and healthy school environment conducive to learning).

#### **7.1 Review of Last Year's Goals**

After reviewing last year's CSHS Plan goals, please describe the progress towards or completion of those goals.

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#### **7.2 Summary of Data**

Summarize information from the chapter scorecards and briefly discuss current trends and areas of success, areas requiring attention, and those areas of desired change. (One to three paragraphs)

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### 7.3 Coordinated Safe and Healthy School Plan Components

From your assessment, develop a minimum of two goals for each of the components, "People and Programs" and "Physical Environment." For each goal list activities to bring about the desired change and the activity dates (Attach additional sheets if needed).

#### 7.3.1 People and Programs—Goal #1

This Goal addresses chapter(s) \_\_\_\_\_

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**Activities**

**Activity Dates**

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#### 7.3.2 People and Programs—Goal #2

This Goal addresses chapter(s) \_\_\_\_\_

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Activities

Activity Dates

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**7.3.3 Physical Environment—Goal #1**

This Goal addresses chapter(s) \_\_\_\_\_

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Activities

Activity Dates

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**7.3.4 Physical Environment—Goal #2**

This Goal addresses chapter(s) \_\_\_\_\_

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**Activities**

**Activity Dates**

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#### **7.4 Essential Checklist Certification**

Upon adoption of the Coordinated Safe and Healthy School Plan, the site administrator shall forward the following items to the Local District Office by December 1 of every school year:

Chapter 7, Section 7.1 Review of last year's goals-Summarize progress towards or completion of last year's CSHS goals

Chapter 7, Section 7.2 Assessment of Data-Summarize information from the chapter scorecards and briefly discuss current trends and areas of success, areas requiring attention, and those areas of desired change (One to three paragraphs)

Chapter 7, Section 7.3-Coordinated Safe and Healthy School Plan Components

Section 7.3.1-Goal #1, People and Programs

Section 7.3.2-Goal #2, People and Programs

Section 7.3.3-Goal #1, Physical Environment

Section 7.3.4-Goal #2, Physical Environment

Coordinated Safe and Healthy School Plan Certification Page-with required signatures certifying that the document was developed and approved using a collaborative process respectful of representation input from all stakeholder groups.

Signatures indicate that participants have reviewed and complied with the Coordinated Safe and Healthy School Plan.

Required signatures are from the Principal/Designee, UTLA Chapter Chair, Classified Representative, Parent Representative (of an attending student), Law Enforcement Officer, and Student (Secondary) Representative

Copy of public meeting announcement/flyer, agenda, and sign-in-sheet(s)

**COORDINATED SAFE AND HEALTHY SCHOOL PLAN CERTIFICATION PAGE 1**

School Name: **Ararat Charter School**

Date: **9/9/2022**

SUPPORT STATEMENT: This document was developed and approved using a collaborative process respectful of representation/input from all stakeholder groups.

REQUIRED SIGNATURES:	PRINT NAME	SIGNATURE
Principal/Designee:	Aida Tattiosian, Adrineh Gharibi	
Classified Representative:	Cindy Menjivar, Erick Hernandez	
Parent (of an attending student) Representative:	Veronica Guardado, Gisele Martinez	
<b>Law Enforcement:</b>		
Los Angeles School Police <b>OR</b> LAPD/LA County Sheriff/ Local Jurisdictional Agency:		
SUGGESTED ADDITIONAL PARTICIPANTS:		
Teacher:	Genesis Gaona-Suarez, Natalie Richmond, Carrie Cabatbat, Emily Irlam, Brooke Baumgartner, Armine Nalbantian, Alice Dergevorkian, Bronda Latona-Velasquez, Jasmin Johnson	
Cafeteria Manager	Maria Chang	
Plant Manager:	Federico Alvarez/Christian Hernandez	
School Psychologist:	Ibis Romero	
Counselor:	N/A	
Physical Education Teacher:	N/A	
Nurse:	Cross Country Staffing	
Health Education Teacher:	Cross Country Staffing	
PSW:	N/A	
Parent Center Director:	N/A	
PSA:	N/A	
Healthy Start Coordinator:	Cross Country Staffing, Adrineh Gharibi	
APEX Staff:	Adrineh Gharibi, Cindy	



	Menjivar, Mariana Cortez, Elizabeth Padilla, Jasmin Padilla, Katheryn Parisen, Jovana Galicia, Morena Ayala, Veronica Guardado, Priscilla Enriquez	
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## COORDINATED SAFE AND HEALTHY SCHOOL PLAN CERTIFICATION PAGE 2

Chapters/Goals	Under Development 0-24%	In Progress 25-49%	Partially in Place 50-74%	Fully in Place 75-100%
<b>Chapter 2: Mandated Reporting/Notification</b>				
<b>Chapter 3: Campus Safety, Security, and Cleanliness: Traffic and Pedestrian Safety; and Crime Prevention</b>				
<b>Chapter 4: Violence Prevention and Intervention</b>				
<b>Chapter 5: School Discipline/Attendance</b>				
<b>Chapter 6: Coordinated School Health</b> <ul style="list-style-type: none"> <li>• 6.1 Nutrition Services Component</li> <li>• 6.2 Physical Education Component</li> <li>• 6.3 Health Education Component</li> <li>• 6.4 Health Services Component</li> <li>• 6.5 Counseling, Psychological, and Social Services Component</li> <li>• 6.6 Staff Wellness Component</li> <li>• 6.7 Parent/Community Involvement Component</li> </ul>				
<i>Instructions: Add up the numbers in each column and enter the sum in this row</i>				
	<b>TOTAL POINTS</b> Add the four sums above and enter the total to the right			

In support Data Accountability, this information is intended to be used as a tool to generate data around which the annual update can be improved.

## 7.5 Coordinated Safe and Healthy School Plan Checklist

School: Ararat Charter School

Date Received: \_\_\_\_\_

School Contact Person: Adrineh Gharibi

Position: Director of Operations and Compliance

Required Item	Yes	No	Comments
<b>Safe School Zone Map Enclosed (Includes Bus Stops, Target Hazards, and Public Property)</b>			
<b>Coordinated Safe and Healthy School Plan Certification Page</b>			
<b>Chapter 7.2 Summary of Data</b>			
<b>Chapter 7 Coordinated Safe and Healthy School Plan Components</b>			
<ul style="list-style-type: none"> <li>7.3.1 People and Programs-Goal #1</li> </ul>			
<ul style="list-style-type: none"> <li>7.3.2 People and Programs-Goal #2</li> </ul>			
<ul style="list-style-type: none"> <li>7.3.3 Physical Environment-Goal #1</li> </ul>			
<ul style="list-style-type: none"> <li>7.3.4 Physical Environment-Goal #2</li> </ul>			
<b>Verification of Public Meeting</b>			
<ul style="list-style-type: none"> <li>Meeting Announcement/Flyer</li> </ul>			
<ul style="list-style-type: none"> <li>Meeting Agenda</li> </ul>			
<ul style="list-style-type: none"> <li>Meeting Sign-in Sheets</li> </ul>			

**Submit all of Chapter 2 to the Local District Operations Coordinator (LDOC) on or before December 1 of each year.**

**Reference Guide Dated August 5, 2008, Ref-1242.5**-Update of Safe School Plans, Volume 1 (Prevention Programs) and Volume 2 (Emergency Procedures)."

**Office of Environmental Health and Safety Website**-Begin with LAUSD Website, click on Offices, click on Office of Environmental Health and Safety, click on School Safety Plans, click on Model Safe School Plan, click on Volume 1, Prevention Programs.

**Questions:** Call Ararat Charter School's Office.