



Matrix for Success Academy School Safety Plan 2020-2021

**1010 E. 34th Street
Los Angeles, CA 90011**

Vision

Our vision is to move students out of the cycle of poverty by meeting the individual learning and social/emotional needs of each student and equipping them with an academic and post-secondary plan designed uniquely for him or her; all within an environment where success develops, is fostered, and nurtured for every student

Mission

In an environment where success develops for every student, Matrix will graduate drop out students and/or students on the verge of dropping out and serve any student, anytime, anywhere; graduating

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1. Assessment of the Current Status of School Crime

At Matrix for Success Academy, school crime committed on the school campus and at school-related functions is minimal and overall the school campuses is safe from crime. Outdoor lighting is present to avert intrusions and theft.

In reviewing local Newton Crime Statistics,

(<http://assets.lapdonline.org/assets/pdf/nwtprof.pdf>) there has been an increase in Child/Spousal Abuse of 118.6% YTD in the area from 2014 to 2016. Local property crime has increased 3.7% from 2014-2016 and violent crimes increased 86.7% from 2014-2016.

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

- Monitoring potentially unsafe areas
- Provide local community mental health agency information to parents desiring services and support for increased social/academic success
- Referrals to Social Worker for students needing social skill building support (groups) or individual counseling services to be provided at school with consent of parent(s) or guardian
- Hold informal or formal parent meetings to address serious behavior incidents interfering with academic and social success at school and at home

2. Appropriate Programs and Strategies that Provide School Safety

(a) Child Abuse Reporting Procedures

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

Pursuant to Penal Code section 11164 and 11166 and EC 44691 all Matrix for Success Academy employees will be responsible for reporting suspected cases of child abuse to the appropriate authorities.

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

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

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

(b) Disaster and Emergency Response Procedures

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

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

1. Inside classrooms (or anywhere indoors):

- a. Upon command of “DROP,” drop to knees, facing away from windows.
- b. Take cover by getting under or below furniture (desk, chair, table, etc.).
- c. Grasp the furniture legs with hands and hold on tightly.

d. Evacuation of the buildings must be done only when the shaking has completely stopped.

2. On school grounds but outside school buildings:

a. Stay clear of buildings, power lines, light poles, etc.

b. Drop to the ground, cover head if possible and hold onto a stable object if available.

c. Remain clear of obstacles and wait until situation stabilizes and staff member gives all clear.

d. Move to the emergency assembly area.

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

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

- Pick up your Emergency folder.
- Check for any injured students. Place green paper on door if your room is all clear. Place red paper on door if you are unable to move injured person.
- Leave doors locked in a drill; unlocked in the event of a real disaster.
- Take your class out to your designated area on the Field, using the safest route and suggested map routes. See map for evacuation route and field location.
- Appoint a responsible student to lead your class while you bring up the rear, seeing that everyone has cleared the room. Follow closely with the class. Emphasize that the class stay together on route to the Field
- If the Field is not safe to use, the Incident Commander will identify the next safest location on campus for all students/staff.
- Take an alternate route if yours is blocked or unsafe.
- Assemble on the Field in your designated location. Maintain some separation from other classes.
- Call the roll – Completely fill out the Absent Student Form & Injury and Missing Persons Report and submit to the Student Managers. Don't forget to include any Instructional.
- Check the students again for injuries. Get the injured to the First Aid Station by informing the Student Managers. The First Aid Station is located in the Parking lot.
- Have students relax. Keep them together, no wandering around. Periodically call roll.
- If a real disaster should occur while students are not in class, such as nutrition or lunch, students are to report to the Field and assemble with their next period class (grades 9-12).

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

Response Team Commanders / Teams

Note: "ICC" stands for "Incident Command Center", located at the parking lot.

Response Team Commander	Primary	Secondary	Response Team	Location
Chief Incident Commander	Margret Woelke (Administrator)	Miguel Zuniga (Social Worker)	Chief Commanders, All Staff	ICC

Public Information Officer	Margret Woelke (Administrator)	Cesar Lopez (Administrator)		ICC
Planning and Intelligence Chief	Margret Woelke (Administrator)	Susan Huitron (HR)	Counseling Department	ICC
Operations Chief	Susan Huitron (HR/Ops Manager)	Cesar Lopez (Administrator)	Chief Commanders,	ICC
Chief of Safety & Rescue	Matthew Bernstein	Miguel Zuniga	Counselor	ICC, Floating
Chief of Student Management	Cynthia Magallon	Lindy Castillo	All teachers	Field, Dispute Table, Traffic Control
Reunion Gate Chief	Lisa Amaro	Gladys Ortiz	Office Staff	Main Gate (9-12)
Health Services Chief	Ana Munoz	Jenessa Ocon	Student Services Coordinator Facilities	Parking lot Morgue
Psychological First Aid Chief	Miguel Zuniga (Social Worker)	Ana Munoz	Teachers	Parking lot
Facilities Chief	Julissa Leon-Hernandez		Facilities Team	ICC, Floating,
Food and Water Chief	Jarrod Williams (Coordinator of Food Services)		Food Services Team	Cafeteria, If not available then in front of Parking lot
Sanitation Chief	Martin Hernandez			Parking Lot

School Site Crisis Team Chart

This chart provides examples of crisis team positions, roles and responsibilities at the school site. "Backup" staff should be identified for each team member in the event of an absence.			
POSITION	ROLES & RESPONSIBILITIES	PRIMARY STAFF	BACKUP STAFF
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts LD, and coordinates all crisis response & intervention services.	Margret Woelke	Julissa Leon-Hernandez

Crisis Team Leader	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	Miguel Zuniga	Cynthia Magallon
Public Information Officer (PIO)	Official spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	Margret Woelke (Administrator)	Cesar Lopez (CEO)
Psychological First Aid	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	Lindy Castillo	Miguel Zuniga
First Aid/Medical	Ensures that first aid supplies are available and performs medical first aid/triage.	Jenessa Ocon	Ana Munoz
Security	Ensures school site security, secures gates, and performs short term repairs and shutoff of utilities as necessary.	Cynthia Magallon	Matthew Bernstein
Request Gate	Processes requests for student pick-up.	Emma Leon	Lisa Amaro
Reunion Gate	Reunites students and parents at Reunion Gate.	Lisa Amaro	Emma Leon
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	Julissa Leon-Hernandez	Gladys Ortiz
Communications	Maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio and social media for information.	Gladys Ortiz	Julissa Leon-Hernandez

***The designated Crisis Team Leader and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.**

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

** If disaster occurs after school, Administrator on duty (Incident Commander) assigns duties as needed.

School Site Suicide/Threat Risk Assessment Team Chart

This chart identifies the three members of the suicide/threat risk assessment team and their responsibilities at the school site. "Backup" staff should be identified for each team member in the event of an absence.			
POSITION	ROLES & RESPONSIBILITIES	PRIMARY STAFF	BACKUP STAFF
Administrator (Principal, Assistant Principal, or Administrative Designee)	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Risk Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc). Coordinates all information, referrals and safety planning.	Margret Woelke (Administrator) Miguel Zuniga (Social Worker)	Lindy Castillo (Counselor) Cynthia Magallon (Career/Employment Coordinator)
Mental Health Professional (For Student Suicide/Threat Risk Assessment: Psychiatric Social Worker, PSA Counselor, School Psychologist) (For Adult/Employee Workplace Violence Risk Assessment: School Mental Health Administrator)	Assists with the risk assessment, gathering background information, including interviews and statements from the person of interest & witnesses. Brings mental health and trauma expertise in working with students & families.	Miguel Zuniga (Social Worker)	Lindy Castillo (Counselor) Cynthia Magallon (Career/Employment Coordinator)
Law Enforcement (Los Angeles School Police Officer-resident or patrol officer; Los Angeles Police Department; LA County Sheriff's Department)	Responds to situations of risk of violence to self or others. Assists with assessment and application/transport for a psychiatric evaluation, as needed. Determines whether threat is a criminal threat; actions may include arrest, citation, or other investigative responsibilities. Assists with identifying criminal background of person of interest.	Officer Fernandez	

School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and employees in the event of an emergency:		
Title/Role	Name	Work Number
Administrator	Margret Woelke	(619) 228-4177
Office Manager	Julissa Leon-Hernandez	(323) 301-9033
Custodian	Martin Hernandez	(323) 868-5755

First Person on Campus in AM	Julissa Leon-Hernandez	(323) 301-9033
Last Person on Campus in PM	Martin Hernandez	(323) 868-5755

Title/Role	Name
Search and Rescue Team	Margret Woelke/Matthew Bernstein
Security / Utilities Team	Cynthia Magallon/Matthew Bernstein
First Aid / Medical Team	Jenessa Ocon/Ana Munoz
Assembly Area Team	Gladys Ortiz
Fire Suppression / HazMat Team	Emma Leon/Martin Hernandez
Psychological First Aid/Crisis Team	Miguel Zuniga/Lindy Castillo
Supply / Equipment Team	Julissa Leon-Hernandez
Request Gate Teams	Mary Munoz
Reunion Gate Teams	Lisa Amaro

Specific Duties and Responsibilities

Chief Incident Commander

Location: ICC

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

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

- Will determine when food/water distribution should occur.
- Will determine when student release should occur.

Public Information Officer

Location: ICC

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

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

Planning and Intelligence Chief

Location: ICC

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

Operations Chief

Location: ICC

Manages the direct response to the disaster and sets up of all disaster stations. Will coordinate with each Chief Commander and ensure that each station has all supplies needed.

- Will assign supervision members to set up all tables at the following locations:
 - Incident Command Post – Parking Lot (no tables or chairs needed)
 - First Aid/Morgue – Parking Lot: Playground (3 tables & 2 chairs at each table)
 - Restroom Facilities – Parking Lot (1 table & 2 chairs)
 - Food Supplies/Water – In front of Parking Lot
 - Reunion Gates –Main Entrance Jefferson Gate. One table at gate and two chairs.
- Periodically checking with the Incident Commander for situation briefings and updates.
- Supports the Planning and Intelligence Chief as needed.

Safety & Rescue Chief

Location: ICC, Floating

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

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

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

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

Student Management Chief

Location: Parking lot, Dispute Table, Traffic Control)

The Student Managers Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Incident Commander. The Student Managers are also responsible for directing field activities and periodically interacting with the Incident Command to identify problems and report status.

Responsibilities include:

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

Reunion Gate Chief / Team (Main Office Staff)

Locations: Main Entrance

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

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

Reference Materials located at the Reunion Gate:

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

Reunion Gate Duties:

- Parents will request for child(ren) at the Reunion Gate only.
- Each Supervision Member assigned to that gate, will bring in 5 parents at a time.
- Office Clerks assigned will verify authenticity.
- Administering minor first aid and psychological first aid as needed.
- Coordinating with the Incident Commander to provide water and food to student and staff when necessary.
- Providing reassurance to students.
- Updating records of the number of students and staff.

Public Address System Chief / Team (IT Department)

Location: Field

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

Sanitation Chief

Location: Parking lot

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

Facilities Chief / Team

Location: ICC, Floating

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

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

- Check all utilities and take action to minimize damage to school site
- Assess all damages to school site and report findings to Planning and Intelligence Chief and Incident Commander
- Blocking damaged areas with caution tape
- Set up trash cans all along the field
- Set up bio-hazard trash cans in the First Aid Center

- Distribute resources such as water, food, power, radios, telephones, and sanitary supplies etc.
- Work with Health Services at the Morgue station and assist with injured students

Food and Water Chief / Team

Location: Cafeteria: in front of parking lot

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

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

Additional Emergency Information

Employee Contact Information

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

Inclement Weather

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

Overnight

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

v. Initial Response to Emergencies

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

1. Identify Type of Emergency

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

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat

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

2. Identify Level of Emergency

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

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

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

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

3. Determine Immediate Response Actions

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

Duck and Cover
 Shelter-In-Place
 Lock Down
 Evacuate Building
 Off-Site Evacuation
 All Clear

Immediate Response Actions

DUCK AND COVER

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

Description of Action

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

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

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

SHELTER-IN-PLACE

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air. The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Description of Action:

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

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

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.

- Teachers are responsible to secure individual classrooms whereas the Facilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

LOCK DOWN

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

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

Description of Action

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

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

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

EVACUATE BUILDING

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

Description of Action

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

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

- The administrator will initiate a fire alarm.
- Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.

4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

OFF-SITE EVACUATION

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

Description of Action

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

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

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

ALL CLEAR

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

Description of Action

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

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

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

Emergency Procedures

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

Aircraft Crash

Animal Disturbance

Armed Assault on Campus

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

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

AIRCRAFT CRASH

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

Procedure

- 1) The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
- 2) If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
- 3) In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify any missing students.
- 4) The School Administrator will call "911" and will provide the exact location (e.g., building or area) and nature of emergency.
- 5) If on school property, the Facilities Team will secure the crash area to prevent unauthorized access.
- 6) The School Administrator will direct the Facilities Team and/or Supervision Team to fire suppression activities until the Fire Department arrives.
- 7) The First Aid/Medical Team will check injuries to provide appropriate first aid.

- 8) The School Administrator will call the office of the Local District Superintendent. A member of this group will call the Office of Communications with information on this situation as appropriate.
- 9) Any affected areas will not be reopened until appropriate agency provides clearance and the School Administrator issues authorization to do so.
- 10) The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
- 11) If it is unsafe to remain on campus, the School Administrator will initiate an OFFSITE EVACUATION.

ANIMAL DISTURBANCE

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

Procedure

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

ARMED ASSAULT ON CAMPUS

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

Procedure

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

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

BIOLOGICAL OR CHEMICAL RELEASE

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

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

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

Procedure

SCENARIO 1: SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING:

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

8. The Student Managers Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Student Managers will provide the list to the School Administrator.
9. The School Administrator will complete the Biological and Chemical Release Response Checklist (located at the end of this document).
10. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
11. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED

1. The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING.
2. The Facilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The School Administrator will call "911" and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location and nature of emergency.
4. The School Administrator will notify the Local District Superintendent of the situation.
5. The Facilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Student Managers Team will provide the list to the School Administrator and the emergency response personnel.
8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.

SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY

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

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

BOMB THREAT

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

Procedure

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator, "This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number]."
2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the School Administrator:
 - When is the bomb going to explode?
 - Where is it?
 - What will cause it to explode?
 - What kind of bomb is it?
 - Who are you?
 - Why are you doing this?
 - What can we do for you to avoid the bomb from exploding?
 - How can you be contacted?
3. The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
4. If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
5. No attempt should be made to investigate or examine the object.
6. After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
7. When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
8. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Student Managers of missing students.
9. The School Administrator will notify "911", if not previously notified, and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
10. The School Administrator will notify the Local District Superintendent of the situation.
11. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR signal.

13. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.
14. After the incident is over, the School Administrator will complete the Bomb Threat Report (form found at the end of this document).

BUS or SCHOOL VANS DISASTER

These procedures are for use by bus (or van) drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. This section addresses three possible scenarios involving a bus disaster:

Scenario 1 - Earthquake;

Scenario 2 - Flood;

Scenario 3 - Serious Accident or Bus Fire.

Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

Procedure

SCENARIO 1: EARTHQUAKE

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

SCENARIO 2: FLOOD

1. DO NOT drive through flooded streets and/or roads.

2. Take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, stay in place until help arrives.
4. Contact the School Administrator and Bus Dispatch at 1-800-LABUSES to report location and condition of students.
5. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the Susan Huitron, HR/OPS Manager.
- 6.
7. In all instances, do not attempt to cross damaged bridges or overpasses.
8. The driver will account for all students and staff throughout the emergency.

SCENARIO 3: SERIOUS ACCIDENT OR BUS FIRE

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

DISORDERLY CONDUCT

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

Procedure

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

7. The School Administrator will notify Susan Huitron, HR/OPS Manager, of the situation.

EARTHQUAKE

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

Procedure

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

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

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

1. The School Administrator and the Facilities Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct the Facilities Team to participate in the assessment.
2. The School Administrator should confer with the Susan Huitron, HR/OPS Manager.
3. on identified damages to determine if the school should be closed.
4. If the school must be closed, the School Administrator will send out a call to all parents and staff.

EXPLOSION/RISK OF EXPLOSION

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

Procedure

SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY

1. In the event of an explosion, all persons should initiate DUCK AND COVER as.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFFSITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The Facilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
10. The School Administrator will notify Susan Huitron, HR/OPS Manager of the situation.
11. The Facilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.
13. The School Administrator will contact the Facilities Manager to ensure buildings are safe for re-occupancy. When safe to do so, the Facilities Team will conduct an inspection of school buildings. The Facilities Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any areas affected by the explosion will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.
15. The School Administrator will initiate an OFF-SITE EVACUATION.

SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.

3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Student Mangers Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The School Administrator will advise the Search and Rescue Team to initiate rescue operations.
7. The Facilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
8. The School Administrator will notify the Local District Superintendent of the situation.
9. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
10. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
11. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

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

SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS

1. The School Administrator will initiate the SHELTER-IN-PLACE response action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.
3. The School Administrator will notify “911” and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. The Facilities Team will turn off the school’s main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
7. At the School Administrator’s discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
8. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance and the School Administrator issues further instructions.

FIRE IN SURROUNDING AREA

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

Procedure

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

FIRE ON SCHOOL GROUNDS

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

Procedure

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
2. The School Administrator will immediately initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Student Mangers Team of missing students.
4. The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) of the fire.
5. The Facilities and Supervision Team will suppress fires and initiate rescue procedures until the local fire department arrives.
6. The Facilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. The school administrator will direct the fire department to the fire and brief fire department official on the situation.

8. The Facilities Team will notify the appropriate utility company of damages. The School Administrator will notify Susan Huitron, HR/OPS Manager of the fire.
9. Any affected areas will not be reopened until the Los Angeles County Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so. For fires during non-school hours, the School Administrator and Susan Huitron, HR/OPS Manager. will determine if the school will open the following day.
10. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate, "Fire is out."

FLOODING

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

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFFSITE EVACUATION.
2. The School Administrator will notify "911" and will describe the nature and extent of the flooding.
3. The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE
 - c. EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Student Managers Team of missing students.
6. The School Administrator will notify the Local District Superintendent of the emergency situation.
7. As appropriate, the School Administrator will send out a call to all parents.
8. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.
- 9.

LOSS OR FAILURE OF UTILITIES

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

Procedure

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

6. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer Explosion/Risk of Explosion.

MOTOR VEHICLE CRASH

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

Procedure

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

PSYCHOLOGICAL TRAUMA

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

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

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

Procedure

1. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.

- a. If there is a need for additional assistance, the School Administrator will notify the Susan Huitron, HR/OPS Manager.
4. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
5. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
6. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

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

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", County Department of Health Services (213) 974-1234, Local District Office, and the Office of Environmental Health and Safety (213) 241-3199.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
7. The School Administrator will notify parents of the incident, as appropriate.

THREAT OF VIOLENCE

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

Procedure

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Administrator will conduct the threat assessment.
3. The School Administrator Team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Los Angeles Police Department:
 - Category 1 – High violence potential; qualifies for arrest or hospitalization.
 - Category 2 – High violence potential; does not qualify for arrest or hospitalization.

- Category 3 – Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
 - Category 4 – Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
 - Category 5 – Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
4. In categorizing the risk, the School Administrator will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
 5. The School Administrator will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
 6. The School Administrator will recommend appropriate action.
 7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff.
 8. Crisis intervention may be necessary and appropriate.

UNLAWFUL DEMONSTRATION/WALKOUT

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

Procedure

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

Emergency Phone Numbers

School Name	Matrix for Success Academy
School Address	1010 E. 34 th Street, Los Angeles, CA 90011

School Phone	323-897-5971
Non-LAUSD	
Fire and Medical Emergencies	911
Air Quality Management District	909-396-2000
California Highway Patrol	323-906-2424
County Department of Health Services	213-974-1234
Gas Company	1-800-427-2200
Electric Company (DWP)	1-800-499-8840
Local Fire Station	213-485-6214
Local Hospital (California Medical Hospital)	213-748-2411
Local Police Dept. (Newton Division)	323-846-6504
Medical Clinic (Nearest)	323-235-6343 ext. 2765
Sewer Authority	1-800-773-2489
Water Company (DWP)	1-800-499-8840

(c) Suspension and Expulsion Policies

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

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

Matrix for Success Academy shall ensure the appropriate interim placement of students during and pending the completion of the school's student expulsion process.

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

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

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

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student's current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions:
 - a) Was the misconduct caused by, or directly and substantially related to the student's disability?
 - b) Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Matrix for Success Academy discipline policy for expulsion and suspension is aligned to California Education Code §48900 as follows:

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

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stolen or attempted to steal school property or private property.
- h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his/her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 245.6 of the Penal Code.
- r) A pupil may not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 1. While on school grounds.
 2. While going to or coming from school.
 3. During the lunch period whether on or off the campus.
 4. During, or while going to or coming from, a school sponsored activity.

- s) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- t) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- u) A superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
- v) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities

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

Definition of Terrorist Threat (From §48900.7)

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

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

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

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

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

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

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

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

- 1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
- 2) Brandishing a knife at another person.
- 3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section §11053) of Division 10 of the Health and Safety Code.
- 4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section §48900 or committing a sexual battery as defined in subdivision (n) of Section §48900.
- 5) Possession of an explosive.

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

- 1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- 2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- 3) Is not housed at the school site attended by the pupil at the time of suspension.

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

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

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school. (g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

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

Suspension

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

All suspensions will be done at home, unless otherwise noted on the suspension letter.

A student who violates the Education Code will be sent home for the remainder of

that school day and for the next consecutive school day. A student may be suspended for 1 to 4 days, depending on the severity of the action. Additionally, after a student's first suspension, each subsequent suspension will merit a family meeting with further restrictions placed on the student. A conditional contract describing the appropriate consequences for continued misbehavior will be agreed upon by the school, student, and family.

Suspension: Policies and Due Process

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

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

Expulsion: Procedures and Due Process

If, after review and investigation of an alleged student action, authorized staff determines that expulsion is the appropriate course of administrative action, MATRIX FOR SUCCESS ACADEMY will implement the following procedures.

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

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

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

The parent(s) will have 5 school days to file an appeal to the Governing Board by writing a letter to the Office of the CEO. The Governing Board (or authorized board subcommittee) will decide on the matter within fifteen (15) school days. Members of the Board may hear from the student, parent, teacher, authorized administrator, and other invited speakers in accordance with school policies.

The Governing Board may determine expulsion, alternative disciplinary action, or remove the allegations from the students' records. The Board's decision is final.

DAC Hearing Agenda

05 minutes – Introduction

10 minutes – Family Response

15 minutes – Question and Answers from DAC

30 minute – Deliberation

05 minutes – Family Closing Comments

05 minutes – Decision of the Committee

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

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

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

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

1. Was the misconduct caused by, or directly and substantially related to the student's disability?
2. Was the misconduct a direct result of the Charter School's failure to implement 504?

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. Matrix for Success has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "*" next to the students name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the PazLo Education Foundation Administration of Matrix for Success Academy regarding students who have engaged in certain criminal conduct. This

information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor if applicable.

Discrimination and Harassment Policy

Sexual Harassment is not tolerated on campus. During the professional development week prior to the start of every academic year all of the Matrix for Success Academy staff is informed about the school's sexual harassment policy. The Executive Director will attend off campus training provided by Susan Huitron, HR/OPS Manager.

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

CODE of APPROPRIATE DRESS

Clothing

- Pants, skirts and shorts can be any color and must be worn at appropriate waist level.
- Shorts and skirts must be longer than the student's fingertips when their arms are held at their side.
- Tights can be worn under shorts, skirts, or pants, but are not school appropriate by themselves.
- Blouses and shirts can be any color but must be sleeved and appropriate length.
- No undergarments should be visible.

Hats & Accessories

- All accessories (jewelry, backpacks, belts, etc.) and hats must be school appropriate.
- Teachers may ask students to remove hats or accessories while in the classroom.

What is NOT School Appropriate?

- Clothing that is see-through or revealing.
- Halter tops, cropped tops, tank tops, backless tops, and low-cut tops are not school appropriate.
- Clothing with profanity, gang affiliation, racist, sexually explicit or lewd messages.
- Clothing with images or writing that promotes violence or is offensive.
- Clothing with images or writing that promotes alcoholic beverages, tobacco, marijuana or other drugs.
- Clothing, accessories and shoes with spikes or studs are not school appropriate.
- Pajamas are not school appropriate.

Students found to be wearing inappropriate clothes or accessories will be asked to change clothes or amend their outfit to comply with the MATRIX Code of Appropriate Dress.

Any logos, writing, or pictures on any article of clothing, hat, or accessory must be school appropriate.

Closed Campus Policy

All students must be dropped off at the gate on E. 34th Street front gate unless parents are volunteering, observing in a classroom, or participating in a previously scheduled appointment.

- Volunteer hours, classroom observations and meetings MUST be scheduled at least 24 hours in advance.
- Visitor badges MUST be worn and visible at all times and must identify location destination.
- Always ensure that you adhere to your location destination
- Please remember that all visitors and volunteers MUST enter campus through the front office, sign in, wear a badge, and sign out.

- Parents will be allowed on campus to pick their children.
- School safety is very important. Please sign in at front desk at all times.

Arrival/Dismissal Procedures

Arrival

Students can arrive as early as 7:30 a.m. at Matrix for success Academy. Please make sure that your child enters the school grounds safely. Upon entering the school building, students are under the supervision of school staff and therefore may not leave campus unless escorted by authorized school staff. ALL STUDENTS must sign in and out in the main office.

Dismissal

At dismissal time, students may be picked up, or walk home. (18 or older) or have documented parental consent on file with the main office to be escorted of campus.

Matrix for Success is not an open campus. All are encouraged to make drop-off and dismissal times very smooth and safe for all members of the Matrix for Success Academy community.

Early Release from School

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

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

Leaving the School During the Day

Please make arrangements with MATRIX staff when picking up students early. Parents may not enter the classroom before the class has been dismissed without prior approval from the teacher or the office.

Custodial Arrangements

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

Confidential Medical Services

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

Procedures to Ensure a Safe and Orderly Environment

Component One: People and Programs

Create and maintain a caring and connected school climate

Goal: Students at Matrix for Success Academy will feel valued and that they have a voice to express themselves

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

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

Component Two: Place

Create and maintain a safe and clean physical environment

Goal: Matrix for Success Academy students will have a clean, safe school environment where they can learn

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

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

- a) Maintaining safe and pleasant classrooms and grounds
- b) Making sure the school is an important part of the community
- c) Sharing information about student crime and truancy with law enforcement
- d) Making our campus secure from outside criminal activity
- e) Limiting loitering
- f) Monitoring and supervising all areas
- g) Providing a pleasant eating area and healthy food
- h) Maintaining clean and safe restrooms
- i) Providing adequate lighting in all areas
- j) Providing student with current textbooks and materials
- k) Providing walking trips to the local public library
- l) Communicating procedures for security

- m) Dealing with vandalism before students return to school
- n) Inventorying, identifying and storing valuable property
- o) Providing training about security for personnel
- p) Engaging students and the community in campus beautification projects
- q) Promote policies that weapons and drugs are not allowed on campus

Rules and Procedures on School Discipline

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

Code of Conduct

At all times, all Matrix for Success Academy students are expected to be safe, orderly, and respectful of the rights of others. All students at Matrix for Success Academy:

Will be courteous and respectful, to each other and to all staff members. Students will express themselves, both verbally and nonverbally, in a polite and nonviolent manner.

Will follow directions the first time given by any staff member.

Will wear clothing that meets the policy and school expectations.

Will keep school buildings and grounds, furniture, instructional materials and all equipment in good condition.

Will obey all rules, regulations, ordinances and laws, whether at school or out of school. Students will accept responsibility for their actions and inactions.

Will not bring on campus (nor use) weapons of any kind, tobacco, alcohol or any other controlled substance or paraphernalia

Discipline Policies, IDEA, and Due Process

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

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

Suspensions and Expulsions

Matrix for Success Academy provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

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

Matrix for Success Academy shall ensure the appropriate interim placement of students during and pending the completion of the school's student expulsion process.

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

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



Behavior Discipline Matrix

Behaviors	Interventions	
<p>Mild</p> <p>Not following stated/posted directions Out of assigned seat (w/o permission) Use of technology (w/o permission) Repeatedly off-task behavior Head down/sleeping Calling/shouting out Repeatedly talking Refusing to do work / participate Cursing (non-directed)</p>	<p>Student remains in the classroom, provide mild intervention:</p> <p>Non-verbal redirection (write private post-it note) Time owed after class (no more than 2 min) Proximity Private/semi-private conferences Change of seat Repeat Instruction (check for understanding of instruction) Make sure student has necessary materials/supports Does not earn incentive Teacher takes electronics</p>	<p>Recognize on-task behavior Positive words of affirmation Gentle verbal reminder Model expectations / have student model expectations Offer of support (ex. To get started) Incentivize positive behaviors Check in to make sure student is feeling ok Provide alternate action Assign student a role / responsibility Maintain 3:1 ratio of positive interactions <u>PBISWorld.com</u>: use specific/applicable Tier 1 intervention</p>
<p>Moderate</p> <p>Leaving class without permission Horseplay Teasing/minor bullying Verbal altercation with other student Slurs or derogatory comments Gang symbols Profanity not directed at adult Students are disrespectful to sub Copying work</p>	<p>Student remains in the classroom. Provide mild and/or moderate intervention. Be sure to notify parent! Call parent/guardian *</p> <p>Change of seat After class/after school detention (non-reactionary) Student sent to buddy teacher room (with reflection sheet)</p>	<p>Teacher tracks student behavior Student reflection/apology letter One-on-one conversation <u>PBISWorld.com</u>: use specific/applicable Tier 1 or 2 intervention</p>

<p>Severe</p> <p>Profanity directed at adult Harassment/bullying Verbal or physical threats Fighting Possession/under influence of drugs Sexual misconduct Possession of a weapon Vandalism Refusal to give electronics to teacher</p>	<ol style="list-style-type: none"> 1. Call admin/main office and send student to office. 2. Send referral form to admin: <ul style="list-style-type: none"> • with a student or • with supervision team or • by email or text 3. Administrator will counsel student, contact parents, create a plan for student to correct behavior (for now and in the future), and keep student until end of class unless otherwise noted. 4. Admin will follow up with teacher later in the day.
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Progression of Discipline






In general, when students do not comply with consequence (ie. missing detention), the degree of response should progress to a higher level.

*Be sure to allow students wait time in between responses to allow students to process and respond.

* In-class Progression for Mild/Moderate Behaviors:

- 1st Response = Teacher uses a response from the mild/moderate list of interventions (see Behavior Matrix) including but not limited to:
 - o Using proximity
 - o Whole-class reminders
 - o Verbal /non-verbal reminder
 - o Using positive incentives
- 2nd Response = Teacher uses a response from the mild/moderate intervention list including a one on one private or semi-private conference
- 3rd Response = Teacher holds a one-on-one with the student (private/semi-private) and communicates the student has a choice to meet the behavior, otherwise parent will be called and a referral may be generated.
 - o Share that you care about the student and your desire to have them be successful
 - o Restate the behavior expectation and why it is important
 - o Restate the behaviors that student has exhibited and the interventions used
 - o Explain the choice the student has to make (adhere to the expectation/request or face the consequence)
 - o Remind the student that as a young adult they have agency over their decision
 - o Remind students that this is not personal, but as the teacher it is your job to ensure that all students are learning without distraction
 - o Give the student processing/wait time to comply
- 4th Response = Inform student that they will receive a call home. Depending on level of behavior, send student to a buddy teacher's classroom or send them to the principal's office (with a referral form or email).

Reinforcing the Discipline Plan

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

 Definitions of Problem Behaviors

How do you distinguish offenses that require immediate corrective action?

Definitions of Problem Behaviors	
Minor Fighting	Mutually engaging in physical contact (punching, hitting, kicking, scratching, hair-pulling, biting) with another student
Major Fighting	Mutually engaging in physical contact (punching, hitting, kicking, scratching, hair-pulling, biting) with another student, <u>resulting in injuries requiring first aid from school nurse or further medical attention</u>
Classroom Disruption	Causing a sustained and significant amount of interruption in a class or of an activity
Defiance	Knowingly refusing to follow staff directions and/or schoolwide rules
Harassment	Repeated teasing, name-calling, insulting, excluding, and/or discriminating
Severe Bullying	<u>Extremely offensive</u> teasing, name-calling, insulting, excluding, and/or discriminating that can be <u>accompanied by threats of injury or harm</u>
Property Damage	Intentionally damaging other people's or school property
Theft	Taking something that does not belong to you
Inappropriate Language	Communicating verbal messages - that include swearing - in any learning environment

Bullying Prevention Policies and Title IX

Federal law, Title IX, State law and PAZLO District policy (Matrix for Success) prohibit anyone from Bullying or discriminating against any student on the basis of actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, parenting, pregnancy, childbirth, false pregnancy or related medical condition). Male and female students have the right to equal learning opportunities in their schools and must be treated the same in all PAZLO District educational activities and programs, including: • Athletics • Physical Education • The classes they can take • The way they are treated in the educational programs and activities • The kind of counseling they are given • The extracurricular activities, programs and clubs in which they can participate • The honors, special awards, scholarships and graduation activities in which they can participate Students who feel that their rights are being violated have the right to take action and are encouraged to resolve any situation by speaking to a school administrator, Title IX/Bullying Complaint Coordinator, Counselor, or trusted adult at the school, or filing a complaint.(see Uniform Complaint Procedures). Students are encouraged whenever possible to try to resolve their complaints directly at the school site. Any student who believes he/she is being discriminated against in violation of Title IX has the right to file a complaint. For further information or assistance, contact Lindy Castillo, Counselor, 1010 E 34th Street, Los Angeles, CA 90011, Phone: 323-897- 5971, Fax: 323-797-5049. More information can be found on the matrix4success.org website.

Definitions

Bullying or harassment is any gesture or written, verbal, graphic, or physical act, including electronically transmitted acts of cyber-bullying, through the use of internet, cell phone, personal digital assistant, computer, or wireless handheld device that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress; and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory

disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or over-all well-being may be at issue.

Policy Components

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

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

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

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

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

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

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyber-bullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event. Bullying or harassment, including cyber-bullying that is not initiated at a location defined above

is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

The Matrix for Success Academy expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

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

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

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

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

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

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

Factors for Determining Consequences:

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

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

Factors for Determining Remedial Measures Personal:

- Life skill competencies;
- Experiential deficiencies;

- Social relationships;
- Strengths;
- Talents;
- Traits;
- Interests;
- Hobbies;
- Extra-curricular activities;
- Classroom participation;
- Academic performance;
- School culture;
- School climate and lack of connectedness;
- Student-staff relationships and staff behavior toward the student;
- Level of consistency in staff responses to bullying or harassing behaviors;
- Level of consistency in application or severity of consequences given to students;
- General staff management of classrooms and other educational environments;
- Staff ability to prevent and de-escalate difficult or inflammatory situations;
- Social-emotional and behavioral supports

Social relationships;

- Community activities;
- Neighborhood culture;
- Family situation; and
- Range and number of opportunities for student engagement, involvement, and recognition for achievement (beyond academics).

Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students.

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

Examples of Consequences:

- Admonishment
- School community service

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

Examples of Remedial Measures Strategies for Individual Behavioral Change

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

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

Strategies for Environmental Change and Prevention

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

- Anti-bullying assemblies at the beginning of each school year for all students (and mid-year if possible) to promote awareness of bullying behaviors and appropriate ways to prevent and respond
- Anti-bullying workshop/presentation for parents at the beginning of each school year in order to increase awareness on parents' part on how to observe the signs of bullying and how to support their students when bullying is occurring
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
- Review process to improve school culture;

- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies);
 - Adoption of research-based, systemic bullying prevention programs;
 - Modifications of schedules;
 - Adjustments in hallway traffic;
 - Modifications in student routes or patterns traveling to and from school;
 - Increased supervision and targeted use of monitors (e.g., hallway, cafeteria...);
 - General professional development programs for certificated and non-certificated staff;
 - Professional development plans for staff in key disciplinary roles;
 - Disciplinary action for school staff who contributed to the problem;
 - Parent conferences;
 - Referral to family counseling;
 - Increased involvement of parent-teacher organization Increased involvement of community-based organizations;
- Increased opportunities for parent input and engagement in school initiatives and activities;
- Development of a general bullying/harassment response plan;
 - Peer support groups;
 - Increase communication with and involvement of law enforcement;
 - Engage in community awareness events and planning sessions.

Process

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

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

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

The Matrix for Success Academy prohibit any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and

appropriate remedial action for a school employee found to have falsely accused another as a means of bullying or harassment shall be in accordance with district policies, procedures, and agreements.

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

School Community Agreement

At Matrix for Success Academy AHS, all members of the school community (faculty, students, and families) are committed to a fostering a safe learning environment. Signing the Parent-Student Handbook Agreement Form located at the back of the book signifies that the parent(s) and student(s) who sign will agree to respect differences among individuals; furthermore, your signature indicates that you will accept responsibility for your words and actions without excuse. These differences may be physical, mental, social, emotional and/or spiritual. We will use school appropriate language and we will not tolerate any abuse or harassment. Choosing words and actions that help, not hurt others, we will work to keep our school free of verbal and nonverbal put-downs regarding the following:

Academic progress

Age

Gender

Appearance/body image/mannerisms

Athletic ability

Belief systems

Cultural, ethnic, and/or racial background

Family background and family composition

Friendships

Languages

Learning styles

Physical challenges

Sexual harassment of any type including gender stereotypes and homophobic taunts

Random Searches Policy

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

A pre-established random plan should be used to select which students and what articles are to be searched. It is important that sufficient staff be involved in the search to prevent the possibility of any selected student disposing of contraband or weapons while walking to the location where the metal detector search is to be conducted. ^{§ 1193.1} School administrators may conduct searches of individual students when they have reasonable suspicion to believe that the student has violated or is violating the law or a school rule. "Reasonable suspicion" includes the following: Reasonable suspicion that the search will turn up evidence of the student's

violation; the extent of the search is reasonably related to the [§] suspected violation; and the search is not excessively intrusive considering the student's age, gender and the nature of the violation.

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

I. Frequency of Metal Detector Searches

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

II. Public Advisory of Searches

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

III. Selection of Search Team Members

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

IV. Locations For Conducting Metal Detection Searches

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

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

V. Procedures for Conducting Random Searches

- A. A random search establishes a specific, unbiased pattern of who is to be searched, i.e., every third person. Search personnel may not deviate from the search pattern during the course of that particular search. [§]

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

VI. Random Search Versus Total Population Search [L] [SEP]

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

Active Shooter on Campus

An **Active Shooter on Campus** involves one or more individuals armed with a firearm on school grounds who have already shot or attempted to shoot someone with the firearm **and at least one of the following factors applies**: 1. Continues to shoot others 2.

Actively seeks or attacks others 3. Has access to additional victims

Procedure:

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

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

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

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

The school administrator should:

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

Teachers and other school staff members should:

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

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

- Contact a Crisis Team to the school relocation point.
 - Arrange for transportation and a second (receiving) school so the students can be moved to a safe location at another school.
 - Send out a Robo-call message to parents with additional information.
 - Meet with parents at a safe staging location, outside the relocation point perimeter secured for students, and keep the parents informed using bilingual support staff.
 - Assist with reunification.
2. The LAFD/First Aid/Medical Team and school staff will work with local authorities to ensure injured students and staff receive medical attention.

3. The Request and Reunion teams will reunify students and guardians using available resources and coordinate assistance from school staff and first responders.

3. The school administrator will prepare a verified list of any wounded, and the locations to which they were transported. The school administrator will confer with the Crisis Team and the Psychological First Aid Team to ensure notification of parents and family members of the wounded.

4. All media inquiries will be referred to the designated TAS Public Information Officer. The school administrators will debrief with staff and school police officers.