

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

BEVERLY HILLS HIGH SCHOOL

SAFE SCHOOL PLAN

2017- 2018

Beverly Hills High – Beverly Vista – El Rodeo – Hawthorne – Horace Mann

BHHS

**SAFE SCHOOL PLAN
2017- 2018**

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BEVERLY HILLS UNIFIED SCHOOL DISTRICT

BEVERLY HILLS HIGH SCHOOL

x.i:

COMPLIANCE COVER SHEET

Comprehensive School Safety Plan

Beverly Hills High School
Beverly Hills Unified School District

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School Site Council meeting for public input was held on
December 18, 2017 at Beverly Hills High School Library

Plan Adopted by School Site Council December 18, 2017

Reviewed by Law Enforcement on December 20, 2017

Plan approved by the Board of Education on January 30, 2018

Committee Members

Mark Mead, Principal
Jeanne McCrea, Principal/designee
Ann-Marie Fine, Teacher representative
Karen Moses, Teacher Representative
Sarah Sedghi, Teacher Representative
Cindy Trost, Parent Representative
Krissy Austin, Parent Representative
April Jurgens, Parent Representative
Carol Courneya, Classified Employee
Cindy Dubin, Classified Management
Jonathan Artal, Student Representative
Cameron Weisfeld, Student Representative
Kiana Sedghipour, Student Representative
Avrami Hacker, Student Representative
Mike Hill, BHPD Lieutenant

This document is available for public inspection at the school office (Tactical information has been removed from the public version by Law Enforcement to prevent this information getting into criminal hands.)

Principal's Signature

SSC President's Signature

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

ALL SCHOOLS

xii:

**INTRODUCTION
&
SAFE SCHOOL PLAN REGULATION**

Beverly Hills Unified School District

California Department of Education Safe Schools and Violence Prevention Office Responsibilities for Local Education Agencies Resulting from Passage of Senate Bill 187

At the end of the 1997 legislative session, the California Legislature enacted Senate Bill 187 (Chapter 736, Hughes, *Comprehensive School Safety Plans*). SB 187 makes school districts and county offices of education (COE) responsible for the **development of “comprehensive school safety plans” in each of the schools for which the district or COE is responsible.** These comprehensive school safety plans must be completed by September 1, 1998. This website identifies the major provisions of SB 187 and provides a copy of the bill so that you may refer to it for the detailed requirements.

The State Legislature’s intent in enacting SB 187 is to “...unite all existing statutes that relate to school safety and ensure compliance with their provisions by including the requirements of school safety provisions in each school’s comprehensive school safety plan.” SB 187 then lists (in Education Code, section 35294.2) the required elements of this comprehensive school safety plan. The plan requires, at a minimum:

- Assessing the current status of school crime
- Identifying safe school strategies and programs
- Addressing the school’s procedures for complying with existing laws relating to school safety, which shall include the development of all the following:
 1. Child abuse reporting procedures consistent with Penal Code section 11164 et seq.
 2. Disaster response procedures
 3. Suspension and expulsion policies pursuant to Education Code, section 48900 et seq.
 4. Procedures for notifying teachers of dangerous pupils pursuant to Education Code, section 49079
 5. Sexual harassment policy pursuant to Education Code, section 212.6(b)
 6. School-wide dress code prohibiting gang-related apparel pursuant to Education Code section 35183, if such a dress code exists
 7. Procedures for safe ingress to, and egress from, school
 8. Procedures to ensure a safe and orderly environment conducive to learning
 9. Rules and procedures on school discipline adopted pursuant to Education Code, sections 35291 and 35291
- Placing school safety procedures and policies together in one plan

SB 187 has the great benefit of allowing school administrators to ensure that this vital learning support element is fully in place. In addition, developing this comprehensive school safety plan provides the opportunity to fulfill the requirements of the *Improving America’s Schools Act*, Title IV

Beverly Hills Unified School District

to conduct an objective analysis of drug and violence problems in schools and to set measurable goals for dealing with those problems.

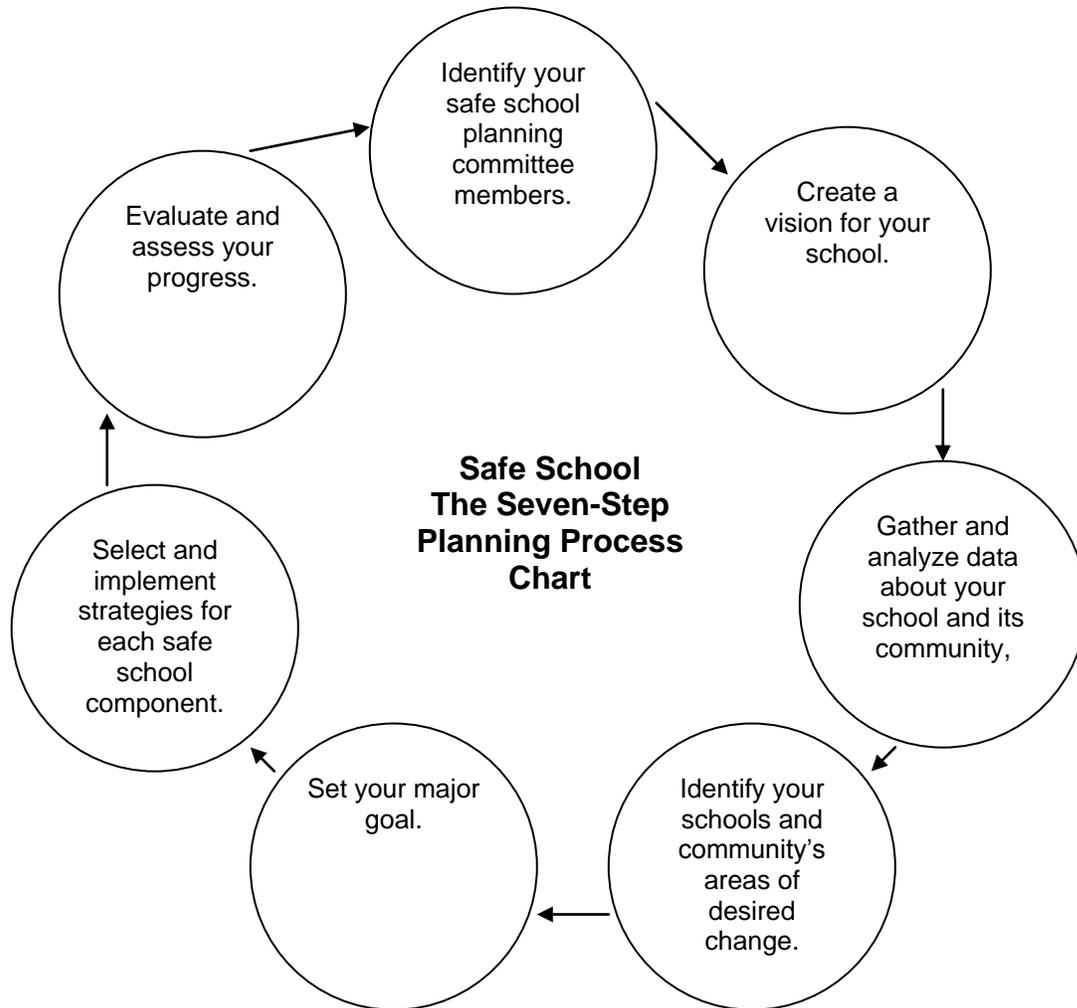
Also very closely related to the development of the comprehensive school safety plan is the data from the California Safe Schools Assessment (CSSA). Although CSSA is not explicitly mentioned in SB 187, it is recommended that you use the data you are collecting through CSSA as part of your assessment of the “current status of school crime” as well as for part of the objective analyses required by Title IV. Given that CSSA is integral to planning for safe schools, you may find it useful to maintain your local policies and procedures relating to CSSA with your comprehensive school safety plan.

In addition to listing the elements that must be included in the school safety plan, SB 187 also prescribes the methods by which the plan must be established and annually updated, and describes district and COE responsibilities for ensuring that each school completes the plan. In brief:

- The school district or county office of education is responsible for the overall development of comprehensive school safety plans at each of its schools by September 1, 1998 (Education Code, sections 35294.1(a) and 35294.6(a)).
- The school-site council is responsible for the development of the plan, and may delegate the responsibility to a committee with specified members (Education Code, section 35294.1(b)).
- The school-site council shall consult with law enforcement in developing the plan (Education Code, section 35294.1(b)(3)).
- School districts of less than 2501 ADA may develop a district-wide plan, rather than a separate plan for each school (Education Code section 35294.1(d)).
- The Legislature intends that schools use existing resources in developing the plan, including the services of the School/Law Enforcement Partnership and the Partnership’s handbook, *Safe Schools: A Planning Guide for Action* (Education Code, section 35294.2(b)).
- School-site councils shall consult with other school-site councils in development of the plan (Education Code, section 35294.2(b)).
- The comprehensive school safety plan shall be evaluated, and amended as needed, no less than once per year (Education Code, section 35294.2(e)). The plan shall be readily available for inspection by the public.
- Each school must forward its comprehensive school safety plan to school district or COE for approval, and the district or COE must notify the California Department of Education of any failure to comply by October 15, 1998 (Education Code, section 35294.8). A school may submit a comprehensive school safety plan in existence on December 31, 1997, if that plan contains all the elements required by SB 187 (Education Code, section 35294.9). In that case only, the SB 187 procedures for developing the school safety plan need not be followed.

Beverly Hills Unified School District

The state model, *Safe Schools: A Planning Guide for Action*, the handbook referenced in SB 187, identifies a seven-step planning process that will assist local education agencies in developing the comprehensive plan. In addition to the seven-step planning process, the handbook contains sample safe school strategies, safe school worksheets and questionnaires, and important legal references.



Beverly Hills Unified School District

SB 187 Comprehensive School Safety Plan Matrix Requirements and Planning Responsibilities*

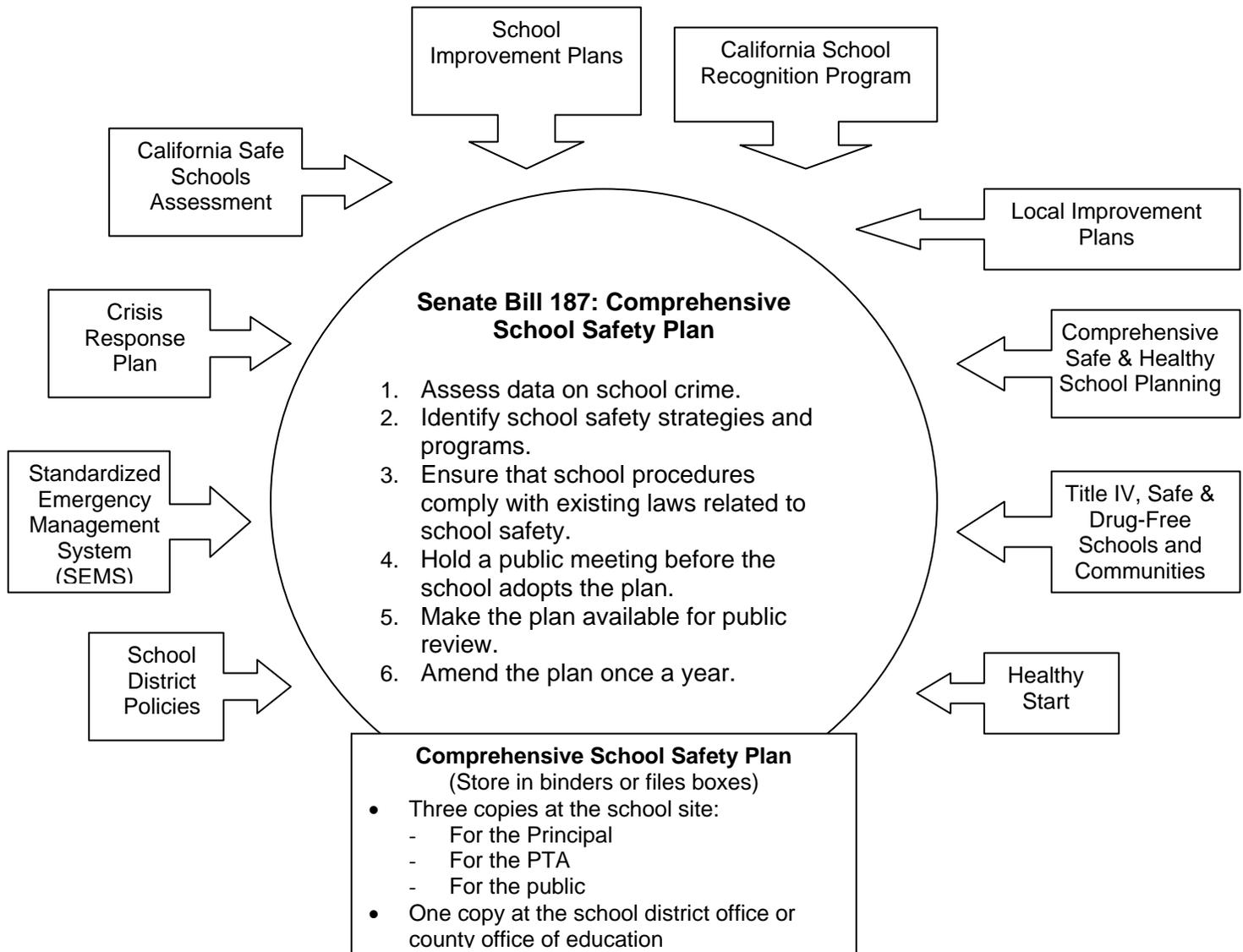
REQUIREMENTS: Education Code Section 352942	SCHOOL	DISTRICT/COE
Assessment of current status of school crime.	Review current CSSA reports or law enforcement statistics	Provide crime data to schools
Child abuse reporting procedures pursuant to PC 11164 et seq.	Insert into the plan procedures for notifying appropriate authorities.	Provide district-developed policies or procedures to schools.
Disaster procedures, routine and emergency.	Obtain district disaster plans and include in plan.	Provide district disaster plan to schools that meet SEMS requirements.
Policies related to suspension, expulsion or mandatory expulsion and other school-designated serious acts that would lead to suspension or expulsion.	Obtain district policy on student discipline and include plan.	Provide district policies to schools.
Notification to teachers pursuant to EC 49079	Obtain district procedures for notifying teachers and include in plan.	Provide district-developed procedures for notifying teachers.
A sexual harassment policy (EC 212.6(b))	Obtain policy from district and include in plan.	Provide policy to schools.
The provisions of any school wide dress code (EC 35183)	School or district policies should be included in plan.	Provide district developed dress code policies to school.
Safe entrance and exit of pupils, parents, and school employees to and from school.	Include in plan any school-developed strategies for safe corridor maps for students and staff	Provide schools with predetermined evacuation routes.
Safe and orderly school environment.	Develop a School Safety Plan using existing resources.	Provide statistical information, current statutes on school safety, and district policies.
Rules and procedures pursuant to EC 35291 and EC 35291.5	Update school rules and include in plan.	Review rules for compliance.
Hold a public meeting (EC 35294.8 (g))	Announce and conduct meeting at school site prior to submitting plan to district.	Develop a district calendar of dates and times of all school public meetings.

Beverly Hills Unified School District

How the Comprehensive School Safety Plan Coordinates with Other Planning Processes

“All students and staff of public primary, elementary, junior high and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.”

California Constitution, Article I, Section 28(c)



The intent of the Legislature in passing Senate Bill 187 – Comprehensive School Safety Plan – is to “unite all existing statutes that relate to school safety and ensure compliance with their provisions...in each school’s comprehensive school safety plan.”

Beverly Hills USD

Administrative Regulation

Comprehensive Safety Plan

AR 0450

Philosophy, Goals, Objectives and Comprehensive Plans

Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the school site council also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

(cf. 0420 - School Plans/Site Councils)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs

(cf. 1230 - School-Connected Organizations)

4. A representative of each teacher organization at the school

(cf. 4140/4240/4340 - Bargaining Units)

5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

Content of the Safe School Plan

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

(cf. 0500 - Accountability)

(cf. 0510 - School Accountability Report Card)

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Routine and emergency disaster procedures including, but not limited to:

- a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

(cf. 6159 - Individualized Education Program)

- b. An earthquake emergency procedure system in accordance with Education Code 32282

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

- c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 1330 - Use of School Facilities)

(cf. 3516.1 - Fire Drills and Fires)

(cf. 3516.2 - Bomb Threats)

(cf. 3516.5 - Emergency Schedules)

(cf. 3543 - Transportation Safety and Emergencies)

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming)

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning

(cf. 5137 - Positive School Climate)

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131 - Conduct)

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6142.8 - Comprehensive Health Education)

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

(cf. 1240 - Volunteer Assistance)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

(cf. 1020 - Youth Services)

7. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

(cf. 5116.1 - Intradistrict Open Enrollment)

8. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders,

installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

(cf. 1250 - Visitors/Outsiders)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 3530 - Risk Management/Insurance)

(cf. 5112.5 - Open/Closed Campus)

(cf. 5131.5 - Vandalism and Graffiti)

9. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:
 - a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
 - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
 - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

10. Strategies for suicide prevention and intervention

(cf. 5141.52 - Suicide Prevention)

11. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

(cf. 3515.2 - Disruptions)

12. Crisis prevention and intervention strategies, which may include the following:

- a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

(cf. 3515.5 - Sex Offender Notification)

(cf. 5131.4 - Student Disturbances)

- b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
- c. Assignment of staff members responsible for each identified task and procedure

- d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
- e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

(cf. 1112 - Media Relations)

(cf. 9010 - Public Statements)

- f. Development of a method for the reporting of violent incidents
 - g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
13. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

14. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

Regulation approved: August 23, 2016 Beverly Hills, California

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

ALL SCHOOLS

SECTION 1:

**CHILD
ABUSE
REPORTING
POLICY**

Beverly Hills USD

Administrative Regulation

Child Abuse Prevention And Reporting

AR 5141.4
Students

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

(cf. 5144 - Discipline)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Pursuant to Penal Code 11166, the pregnancy of a minor, regardless of her age, does not, in and of itself, constitute a basis for a reasonable suspicion of sexual abuse.

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05)

Any district employee shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting

team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

Child Protection Hotline
3075 Wilshire Blvd., 5th floor
Los Angeles, CA 90010
1-800-540-4000

Beverly Hills Police Department
464 North Rexford
Beverly Hills, CA 90210
310-550-4951

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Mandated reporters may obtain copies of the Department of Justice form from either the district or the appropriate agency.

Penal Code 11167 requires the mandated reporter to give his/her name when reporting known or suspected child abuse. However, the reporter's name and the report are confidential and are only

disclosed in limited circumstances provided by law. Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

The mandated reporter shall not be required to disclose his/her identity to the principal. (Penal Code 11166)

He/she may provide or mail a copy of the written report to the principal or Superintendent or designee without his/her signature or name.

Training

Training of mandated reporters shall include child abuse and neglect identification and mandated reporting. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5145.7 - Sexual Harassment)

Victim Interviews

Whenever a representative of a government agency investigating suspected child abuse or neglect or the state Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the

parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

(cf. 5145.11 - Questioning and Apprehension)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of the district's administrative regulation that describes how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The district shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Regulation BEVERLY HILLS UNIFIED SCHOOL DISTRICT
approved: April 26, 2011 Beverly Hills, California

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

ALL SCHOOLS

**SECTION 2:
DISASTER
PROCEDURES**



CONTENTS

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- **SHOOTING**
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ACCIDENTS

If an accident, such as an auto collision, happens near campus, or if a student or staff member is seriously injured on campus:



- **Call 911 and identify your school site and exact location.**
- If appropriate, send a calm individual to help, such as an employee trained in first aid.
- If the injured person is a student or staff member, call the parents, spouse or other contact named on the injured person's emergency card.
- If the emergency contact cannot be reached, call that contact's supervisor at his/her place of employment.
- Notify the Principal and then the Assistant Superintendent of Business Services.
- Evaluate the seriousness and the impact of the accident. Call the Principal and then the Assistant Superintendent of Business Services, who will determine if your school psychologist or the *Psychological Services Crisis Team* should be involved.
- Consider the needs of students and staff who may have observed the accident.
- Implement day-one guidelines and long-term follow-up as necessary.

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ARMED STUDENT

Teachers and Classified Staff:

Any staff member **must** report to the Principal when a student is suspected of having a weapon on campus.

- **Do not** contact the student! Wait for the Police.
- **Do not** attempt to retrieve the weapon! Wait for the Police.
- **Do not** restrain or discipline the student! **STAY CALM!** Wait for the Police.
- If the student is in class and the weapon is concealed, the staff member should quietly send a note in an envelope to the school office, using a messenger. Include as much information as possible:
 - Name of the student.
 - Physical description of the student:
 - Sex
 - Age
 - Race
 - Height
 - Weight
 - Hair color
 - Build
 - Clothing
 - Anything special or unusual, such as scars, tattoos, birthmarks, etc.
 - Exact location of the student in the class.
 - Type of weapon suspected.
 - Location of weapon.
 - Room number.
 - Number of students in class.
 - Demeanor of student.
 - Any other useful information.



- Administrative/Office Staff **call 911 and identify your school site and exact location.**
- Allow class or passing periods to occur normally until Police arrive; do not alarm other students. Pull the student's schedule.
- Allow Police to handle the situation as they see fit. The Police will generally try to isolate the student from others and apprehend him/her.
- After the situation is resolved, consider the impact on other students. Involve your school psychologist or *Psychological Services Crisis Team* as appropriate.

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- Determine whether the student has an IEP or a 504 Plan.
- Implement day-one guidelines and long-term follow-up as necessary.

If student draws weapon, see “Hostage Situation” procedure.

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BOMB THREAT

- Any person receiving a telephoned bomb threat should:
 - Keep the caller on the line as long as possible.
 - Alert the principal.
 - Write down description of background noise you may hear.



- Don't take any chances – for every threat **call 9-9-1-1 and identify your school site and exact location.**
- Turn off all radios. **Do not** use on-campus radios or walkie-talkies; these may activate some types of bombs. **Use your cell phone instead!**
- Evacuate all students and staff from threatened buildings, using fire drill procedures. Wait for Police to arrive.
- Expect Police to ask staff members if they have seen any objects that are out of place or are in places where they do not belong normally. Generally, regular staff members are most familiar with the campus and its belongings. Anticipate being called upon by Police for additional information or assistance.
- Custodians should turn off power supplies, electricity and gas lines to threatened buildings. **(Not until requested by BHPD.) Custodians to be available to PD.**
- Notify the Superintendent and Deputy Superintendent.
- School personnel should not search for the bomb or enter the area! However, keep in mind that you may need to provide assistance to Police if requested.
- If possible, tape off a 500-foot circle around the threatened area. **(Police do this.)**
- Any witnesses should be gathered for Police questioning.
- Consider the impact on students and staff. Call the Director of Pupil Personnel Services, who will determine if your school psychologist or the *Psychological Services Crisis Team* need be involved.
- Implement day-one guidelines and long-term follow-up procedures as necessary

Beverly Hills Unified School District BOMB THREAT CHECKLIST

Exact time of call _____
Exact words of caller: _____

QUESTIONS TO ASK

When is the bomb going to explode?

Where is the bomb?

What does it look like?

What will cause the bomb to explode?

Did you place the bomb?

Why? _____

Are you a student? _____

Where are you calling from?

What is your address?

CALLERS VOICE (circle):

Calm	Disguised	Nasal	Angry	Broken
Stutter	Excited	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Loud	Accent
Stressed	Squeaky	Slow	Slurred	Normal
M or F	Age _____			

BACKGROUND SOUNDS (circle):

Long distance	Crockery (Kitchen sounds)	Voices
PA System	Clear	Local
House noises	Music	Motor
Office machinery	Street noises	Static
Factory machinery	Animal noises	Booth
Other		

If the voice is familiar, whom did it sound like?

Remarks: _____

Person receiving the call: _____

Extension number call received at: _____ Date: _____

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EARTHQUAKE

DURING THE QUAKE

- At the first sign of shaking, adults should issue the “**DROP**” command.
- If students and staff are **indoors**, everyone should:
 - Get under a desk or table. Otherwise, stand next to an inside wall or under an inside doorway. Stay away from computers, televisions, stacks of books, file cabinets, and other heavy objects.
 - Get as far away from windows as possible. Drop to knees with back to windows and knees together.
 - Clasp one hand firmly behind head and cover neck.
 - Wrap other arm around a table leg or a chair leg.
 - Bury face in this arm and protect head. Students may cover back of head with an open hand or bound book.
 - Close eyes tightly.
 - Stay this way until the earthquake is over.
- If students and staff are **outdoors**, staff should:
 - Direct students away from buildings, trees, poles, and wires.
 - Issue “**DROP**” command – students and staff should cover as much skin surface as possible, close eyes and cover ears.
- If students are **on the way** to or from school, instruct them to:
 - Stay in open spaces away from buildings, signs, trees, and wires.
 - **Do not** run!
 - After the quake, continue home or to school.

FOLLOWING THE QUAKE

- Anticipate after-shocks.
- Evacuate students and staff in an orderly manner using pre-planned routes.
- All teachers should take roll and note missing students or staff. Report info to IC.
- Students should remain outdoors, in evacuation areas, until buildings are declared safe.
- Consider the impact on students. Call the Principal and then the Superintendent/Assistant Superintendent of Business Services, who will determine if the *Psychological Services Crisis Team* need be involved.
- Contact the District’s Administrative Office during any citywide disaster.

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- Be prepared to operate without Police or Fire assistance for an unknown amount of time.
- Implement day-one guidelines and long-term follow-up procedures as necessary.
- In the event of an evacuation, follow Standard Evacuation (Football Field) or Alternative Evacuation (Front Lawn for oil well spill) procedures.

PSYCHOLOGICAL FIRST AID AFTER THE QUAKE

In natural disasters such as earthquakes, the first concern is with physical safety. Once physical safety needs have been assured, attention can and should be given to the emotional trauma. In many cases, students and staff will be concerned and anxious about the welfare and safety of family and loved ones. It is important for crisis team members to recognize and acknowledge the fear and anxiety everyone experiences, but may not express. Students will need to be reassured and made to feel safe and secure. Adults may experience very similar feelings of fear and anxiety and should be encouraged to share these fears with students while continuing to model appropriate behavior.

Providing an opportunity to share these fears begins the process to help victims gain control and mastery over the experience. Encouraging victims to take action also helps lessen the feelings of helplessness and loss of contact. If the individual appears immobile, the crisis team member should assist by directing and/or requesting the individual to take a specific action.

Some Suggestions

Children and adults need facts

Provide a realistic orientation of what constitutes an earthquake, and how and when it happens. Prepare students that aftershocks will occur. Remind students that only certain areas may have been affected.

Children and adults need opportunities to share feelings and experiences

Students and adults need opportunities to talk and share their feelings and experiences; talking helps diminish anxieties. Adults need to admit their own feelings so children will have “encouragement” to share theirs. This is especially true with older boys. Drawing what the earthquake looks like and describing the picture may help elicit unexpressed feelings.

Children need to be together with adults

Children are not as fearful of their own personal safety as they are of being separated from their parents and not knowing if they are safe or will see them again. Let students know that parents will contact or come to them as soon as they are able. In the meantime, assure students that someone will call for them. Implement a “buddy system” with classmates. **DO NOT LEAVE CHILDREN ALONE!**

Children need to be engaged in activities

Activities are important to help gain some control over the situation. Encourage students to straighten the room, rearrange tables, etc. for greater safety during aftershocks. Use classroom materials, recreational games to structure time.

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FIRE OR EXPLOSION



- **Call 911 and identify your school site and exact location.** If an explosion has occurred, Police will enter the area to investigate before Fire personnel take action.
- Treat injured as best you can while awaiting Police and Fire personnel.
- Evacuate all students and staff away from threatened buildings using fire drill consistent with school procedures. Maintain control of students and take roll.
- If there is smoke in the immediate vicinity, instruct students to **STAY LOW AND EXIT**, crawling to avoid breathing fumes.
- If no escape is possible, close as many doors as possible between the fire and yourselves. Stuff cracks and openings with wet cloths and avoid fanning flames. Lay on the floor to minimize smoke. Wait for help.
- If anyone is injured or trapped, assign a *Search & Rescue Team* while waiting for Police and Fire personnel.
- Custodians should turn off power supplies, electricity and gas lines.
- Notify the Principal and then the Assistant Superintendent of Business Services.
- If possible, tape off necessary area around explosion or fire to preserve for Police investigation. Have staff stand guard.
- Any witnesses should be available for Police questioning.
- If fire is serious, students may be moved by bus to an alternate location. The Principal and then the Assistant Superintendent of Business Services (in charge of safety) will make this determination. If evacuation is ordered, follow school-wide evacuation information.
- Call the Principal and then the Assistant Superintendent of Business Services who will decide if the *Psychological Services Crisis Team* need be involved.
- Implement day-one guidelines and long-term follow-up procedures as necessary.

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FLOOD

A flood **watch** means conditions are favorable for flooding. Make staff aware but take no action.

A flood **warning** means rising water threatens to close roads, wash out bridges and inundate property. Move to shelter on higher ground.

BEFORE THE FLOOD:

- Schools in flood-prone areas should store sandbags, plywood, plastic sheeting, and lumber to protect windows and make repairs.
- Always keep emergency supplies available.
- Keep a battery-operated radio and flashlight in working order.
- Map out two (2) or three (3) alternative evacuation routes or pick-up locations for parents. Notify parents of these alternatives at the beginning of each school year.
- Learn your community's flood evacuation route and the location of high ground.
- Know different routes into the school and which ones may flood.

DURING OR AFTER HEAVY RAINS:

- If there is the possibility of a flash flood, evacuate students and staff to a designated area of high ground. Stay out of floodwaters.
- Listen to radio or television for weather information and instructions.
- Turn off utilities. Disconnect electrical appliances. If the floor is wet or under water, be careful not to touch any electrical equipment.
- Notify the Principal and then the Assistant Superintendent of Business Services. The District, with City assistance, will establish an *Emergency Operation Center* (EOC) during any citywide disaster.
- The Principal and then the Assistant Superintendent of Business Services. will make the decision to evacuate a school site.
- Report downed utility lines to authorities.
- Locate usable doors and windows.
- Remember that water sources may become contaminated. Listen to the radio for advice on using tap water for drinking and cooking.
- Have an expert check all water-damaged equipment before using.
- Pump out flooded areas gradually to minimize structural damage.

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GANG FIGHT

- Staff should not try to break up the fight! Wait for Police.

-  **Call 911 and identify your school site and exact location.** Stay on the phone with Police until they arrive. Relay as much information as possible:
 - Who and how many are involved.
 - Descriptions of those involved:
 - Sex
 - Age
 - Race
 - Height
 - Weight
 - Hair color
 - Build.
 - Clothing
 - Anything special or unusual, such as scars, tattoos, birthmarks, etc.
 - Location of gang fight.
 - Number of wounded, if any.
 - Weapons involved.
 - Any background knowledge of trouble or participants.

- Treat injured persons as best as possible.
- Evacuate other students from the area, if possible.
- If fight happens during class, ring the bell code to instruct students and staff to stay indoors.
- Preserve the fight area as a crime scene.
- Gather witnesses in one room for Police questioning but do not allow them to discuss the incident! Witness collaboration could jeopardize court proceedings.
- Notify the Principal and then the Assistant Superintendent of Business Services..
- Consider impact on students. Call the District's Principal and then the Assistant Superintendent of Business Services, who will determine if your school psychologist or the *Psychological Services Crisis Team* need be involved.
- Attempt to calm students. Allow Police to handle any investigation.
- Inform your school site's *School Resource Officer* (SRO) with any rumors of any gang fight.
- Implement day-one guidelines and long-term follow-up procedures as necessary.

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HAZARDOUS MATERIAL SPILLS/OIL WELL SPILL

If there is a local hazardous material spill, you will probably be notified by local Police or Fire officials, warning sirens or horns, radio, or television. If you witness a hazardous materials accident, spill or leak:



- **Call 911 and identify your school site and exact location.**
- Evacuate danger areas. Move cross wind, never upwind or downwind. Check wind direction by looking at movement of trees or flag.
- To avoid fumes, ensure that all students are in a school building away from danger area. Ring bell code to instruct students and staff to stay indoors.
- Custodians or school personnel should turn off all air conditioning and heating vents.
- Close all windows and doors. Seal gaps under doorways and windows with wet cloths, such as towels or thick tape.
- Close as many interior doors as possible.
- If local authorities warn of an explosion, close all shades and drapes. Instruct students to stay away from windows.
- Notify the Principal and then the Superintendent/Assistant Superintendent of Business Services.. The District, with City assistance, will set up an *Emergency Operations Center* (EOC) during any citywide disaster.
- If you suspect that gas or vapors have entered the building, take shallow breaths through a cloth or towel. *Evacuate to the Alternate Evacuation location – Front Lawn.*
- Keep telephone lines clear for emergency calls.
- Do not release students or staff until Police or Fire personnel clear the area. Release students only to parents or their designees.

Types of Hazardous Materials:

- Corrosives are substances that cause visible destruction or permanent changes of the skin tissue on contact. Corrosives are especially dangerous to the eyes and respiratory tract.
 - Wash eyes for 15 to 20 minutes if they are affected. Eyelids must be open; do not rub injured areas.
 - Get under a shower; remove all clothing; wash with soap.
- Flammables are liquids with a flash point below 100 degrees Fahrenheit (F) and gases that burn readily.
 - Evacuate to the Front Lawn.
 - Turn off the main electricity and gas jets.

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- Toxics are poisonous substances.
 - Wash hands.
 - Discard contaminated clothing and objects.
 - Use appropriate antidotes.

- Reactives are substances that undergo a chemical or other changes that may result in an explosion, burning, and corrosive or toxic conditions.
 - Close all doors.
 - Evacuate the danger area.
 - Follow decontamination instructions from local fire or health authorities.

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HOMICIDE



- **Call 911 and identify your school site and exact location.**
- Treat any injuries as needed before Police arrive.
- Relay as much information as possible to Police:
 - Location of the suspect.
 - Physical description of the suspect:
 - Sex
 - Age
 - Race
 - Height
 - Weight
 - Hair color
 - Build
 - Clothing
 - Anything special or unusual, such as scars, tattoos, birthmarks, etc.
 - Specific location of homicide.
 - Number of wounded.
 - Type and location of weapons.
 - Write down and provide the names of all possible witnesses and/or the description of all potential witnesses.
- Secure crime scene with tape, signs and staff member “guards” to protect any Police investigation. Have these same guards stay with crime scene until the Police arrive.
- Wait for Police clarification and instructions.
- If the area is safe, evacuate students.

Do not disrupt the crime scene.

- Gather witnesses in one room but, in order to protect any Police investigation, do not allow them to talk with each other.
- Notify the Principal and then the Assistant Superintendent of Business Services.
- Call the Principal and then the Assistant Superintendent of Business Services, who will decide if the *Psychological Services Crisis Team* need be involved.
- Implement day-one guidelines and long-term follow-up procedures as necessary.

**Beverly Hills Unified School District
SPECIAL CONSIDERATIONS IN THE EVENT
OF A HOMICIDAL DEATH**

Fear is the Primary Experience of Survivors:

- Fear for their lives.
- Fear for those they protect, such as their students, children, or friends.
- Fear for the lives of those who protect them, such as their parents and loved ones.

Suggest Ways To Strengthen Security:

- Carpools.
- Neighborhood watches.
- Extra security police.
- “Buddy systems” walking home or to car.
- Whistles.
- Walkie-talkies
- Cell phones

Safety

Teach students about the structures we already have in place to ensure our safety:

- The Police.
- Judicial system.
- Locks for doors and windows of their school and their homes.
- Emergency phone service (9-911).
- School crisis team and student assistance team.
- Do not promise a student that he or she is safe, but state that you care and your intention is to create an environment as safe as you can make it. Then follow through.

The Violent Crime Crisis is Extended

The school community is under pressure during an extended time that may include murder, apprehension of the criminal, and trial.

Anger and Revenge

It is important to address feelings of intense anger and revenge and to discuss acceptable outlets for these feelings.

Support All Survivors

The family and friends of the murderer may be in the school. They grieve, too. Make sure they also receive appropriate support and resources.



HOSTAGE SITUATION

General Principles:

DO NOT use words such as
“hostage”, “captives”, or “negotiate”

Stay Calm!

No Confrontation!

No Challenges!

No Heroics!

**INFORMATION FOR THE TEACHER
PRIOR TO A HOSTAGE SITUATION**

IF A CLASSROOM IS TAKEN HOSTAGE:

- Obey the suspect’s commands. Don’t argue or fight.
- Go into a rest mode. Be passive; display restful behavior as opposed to active behavior.
- Try to calm the suspect and listen to complaints or demands.
- Once again, do not use words such as “hostage”, “captives”, or “negotiate”
- Keep the students calm and don’t allow them to agitate the suspect.
- Ask permission of the suspect in all matters.
- Make an effort to establish rapport with suspect. Provide your first name. Find out his/her first name and use first names, including the student’s first name, throughout the conversation. If you do not know first names, refer to the hostages as boys, girls, men, women, students, etc. This will help personalize hostages as people rather than objects.
- Encourage suspect to release everyone.
- KEEP ALL RADIOS, TELEVISIONS SETS, AND COMPUTERS TURNED OFF. If possible and without increasing risk to yourself minimize any possibility that the suspect can hear or see news reports. This could escalate the situation.
- Be calm and patient and wait for help. Keep in mind that the average hostage incident lasts from six (6) to eight (8) hours and the average barricade incident lasts three (3) hours. TIME IS ON YOUR SIDE.
- Based on the situation and the age of the suspects, anticipate at the point of rescue that all “possible suspects” in the room will be handcuffed by the Police Department. The Police will then make positive identification of the suspects and release the victims.

OFFICE STAFF INSTRUCTIONS:

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- **IF YOU ARE NOT IN DANGER, IMMEDIATELY CALL 911 AND IDENTIFY YOUR SCHOOL SITE AND EXACT LOCATION.**
- **DO NOT HANG UP – STAY ON THE PHONE WITH THE POLICE DEPARTMENT AND REPORT:**
 - Number of assailants
 - Name of the assailant, if known
 - Approximate description of assailants:
 - Sex
 - Age
 - Race
 - Height
 - Weight
 - Hair color
 - Build
 - Clothing
 - Anything special or unusual, such as scars, tattoos, birthmarks, etc.
 - Identify the exact location of assailant. Be specific and include North, South, East or West in your directions.
 - Approximate number of students and staff in classroom or hostage area.
 - Description of all weapons, dangerous objects, and any visible ammunition. **LOOK FOR AND REPORT ALL WEAPONS:**
 - Rifles
 - Shotguns
 - Handguns (revolver or automatic)
 - Ammunition – describe type, amount, container, etc.
 - Knives – describe type and length
 - Explosive devices – give specific description
 - Describe sound and number of any shots fired.
 - Describe exact location and condition of any victims.
 - Relay any demands the assailant has made.
 - If the “hostage situation” is on one side of the campus, Police will want to enter the campus from the other side. Tell Police exactly where the “hostage situation” is located and advise what you consider to be the best “other side” entrance for Police response.
 - Provide any other background information such as past problems with the assailant, the assailant’s demeanor and possible motives/vendettas, etc.
- **While Waiting For Police**

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- **DO NOT MAKE CONTACT WITH THE SUSPECT. THE POLICE HAVE TRAINED CRISIS NEGOTIATORS AND THEY ARE THE ONES WHO NEED TO MAKE THE FIRST CONTACT WITH THE SUSPECT.**
- Seal off the hostage area to protect people and to preserve evidence.
- If you can communicate safely to classrooms, **ask all staff members to lock their doors, secure their rooms, and place the students under desks in a “DUCK, COVER, AND HOLD” position.** Do not sound general alarms as people may panic and rush into dangerous areas.
- Keep other, uninvolved students, in their classrooms. **Do not evacuate until instructed to do so by Police.**
- Gather roll sheet and/or teacher rosters.



- **CALL MAINTENANCE & OPERATIONS AT x2375 AND DESCRIBE THE SITUATION.**

MAINTENANCE & OPERATIONS SHALL IMMEDIATELY:

- Dispatch the following to assist Police:
 - Electronic technicians for all school site telephones, intercom, cable TV and Internet.
 - Custodians familiar with school site layouts.
 - Locksmiths for buildings and gates.
- Provide Police with detailed blueprints showing electrical lines, plumbing, telephones, air conditioning and heating ducts, gas lines, attic and roof access for all buildings, and detailed location of all doors and windows, and types of locks used.



- **Notify the Superintendent's Office at 551-5100 x2210, or Assistant Superintendent's Office at 551-5100, x2200, who will then contact:**



- **Principal and then the Superintendent/Assistant Superintendent of Business Services/*Psychological Services Crisis Team* at 551-5100 x2226.**



- **School Administrators**



- **The Board of Education.**

WHEN POLICE ARRIVE, PROVIDE THEM WITH:

Beverly Hills Unified School District

- A detailed map of the school.
- Teacher/classroom rosters.
- Information on any chemical equipment that may be in the room with the suspect.
- Full access to the campus.
- School records and personal information on the suspect and hostages, if possible.
- A room either at the school site or a similar school site that would replicate the hostage classroom. If possible, an individual who is familiar with the hostage room.

ANTICIPATE THE FOLLOWING:

- **POLICE WILL BE IN CHARGE**
- Police *First Responders* will be patrol officers and motor officers. They will establish a perimeter outside of the suspect/hostage location.
- As quickly as possible, the *Beverly Hills Police Department Response Team* will arrive.
- The *Beverly Hill Police Department* will conduct **ALL DIALOGUE** with the suspect.
- The *Beverly Hills Police Department* will establish an inner perimeter and an outer perimeter. The area between the inner and outer perimeters will be a **NO-WALK** area.
- Police will coordinate their efforts with the Fire Department regarding medical needs and potential medical needs.
- Police will establish a room at either the school site or at a local area for the parents and families of victims.
- Call the District's Principal and then the Assistant Superintendent of Business Services, who will determine if an internal or an external *Psychological Services Crisis Team* need be involved.
- Police will work with the District's Superintendent or Deputy Superintendent to develop press releases. The Police will issue press releases.
- Police will direct and control the press.
- Police will take charge of evacuating students.
- The District will coordinate its efforts with Police to establish a *Student Assembly Area* and a *Student Release Area*.
- Police will need assistance to identify witnesses. Gather witnesses in one location. In order to protect the investigation, do not allow them to talk with each other!

AFTER THE SITUATION IS RESOLVED:

- Police will debrief the District's *Administrative Team*.
- Meet with the *Psychological Services Crisis Team* as determined by the District's Principal and then the Assistant Superintendent of Business Services.
- Day-one guidelines and long-term follow-up procedures should be implemented as necessary.

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KIDNAPPING/CHILD STEALING

Kidnapping/Child Stealing occurs when a student is removed from the school by a non-custodial parent or other person without the custodial parent's permission and knowledge.

TO PREVENT KIDNAPPING:

- Make sure school office personnel have a list of students who are not to be released to anyone except a specific parent or guardian.
- Flag this status on emergency cards for these students.
- Before releasing a child to anyone except the parent or guardian on the list, have the school secretary check with the custodial parent for approval. The time and date of phone approval should be documented.
- When a parent telephones a request that a child be released from school, confirm the identity of the caller by a return call to the parent, before the child is permitted to leave the school. If there is any doubt, write the message and phone number down, and make return call after crosschecking the phone number with those in the child's folder or emergency card.

WHEN A KIDNAPPING OCCURS:

- Check school records to determine if there may be a legal custody issue.
- Call the student's legal parent or guardian.



- **Call 911 and identify your school site and exact location.** Be able to state where and when student was last seen and give a description of clothing and the names of close friends.
- Notify the Principal and then the Superintendent/Assistant Superintendent of Business Services.

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District Shelter-in-Place Procedures

A Shelter-in-Place may be directed by the Principal or Superintendent should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents include gas leaks, chemical spills, lightning strikes, dangerous animals, or purported dangerous persons in the neighborhood.

Procedures:

- **Notify Staff and Students**
 - **Shelter**
 - **As appropriate, order custodian to shut down air circulation systems**
 - **Notify District Office**
 - **Notify BHPD**
 - **Notify Parents**
 - **Continue to Teach and Learn**
 - **Account of Students, Staff, and Visitors**
 - **Post signs on the exterior entrances, if there is time and it's safe to do so**
-

Notify Staff and Students: "Attention staff and students! Please listen closely. This is a Shelter-in-Place. Clear the playground immediately and come inside the building. Teachers and students return to your classrooms." Repeat twice.

Shelter: Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal.

- **Shut:** Close all doors and windows.
- **Listen:** Remain quiet to hear critical instructions from school officials. If there is no direction, continue instruction until the situation resolves or you are directed to do otherwise.

Notify Parents: Parents should be advised that is better to leave children Sheltering-in-Place at the school and the parents to Shelter-in-Place at their home or employment until the incident is over.

Accounting for people: During an emergency, accounting for students, staff, and visitors is an urgent priority. Take attendance and report missing students.

Post Signs: "This School is Sheltering-in-Place. Do NOT attempt to enter any office or building."

Beverly Hills Unified School District



District Lockdown Procedures

A Lock Down should be implemented as a response to any number of possible emergencies: An intruder on campus or an Active shooter. See “Shooting” procedure on 2-28 for further details.

Procedures:

1. Notification of a Lock Down: A continuous 1 minute “warble” bell will ring.
 - When K- 8 students hear the bell and they are in the halls, they are to enter the nearest classroom.
 - If students are in the bathroom, they are to leave immediately and enter the nearest classroom.
 - Recess/Nutrition/Lunch – If a lockdown occurs while students are on the playground. Students should be escorted off campus to a safe location, where everyone should be accounted for and notification made to BHPD. **All available staff should respond to the playground area to assist with the evacuation of the students. This would include clerical staff as well as teachers on a free period.**

Evacuation Locations:

El Rodeo School: From the Wilshire Side of the playground, exit onto Wilshire Boulevard to the north Wilshire Boulevard sidewalk, and proceed to the Beverly Hilton Hotel lobby. Once all have arrived at the hotel, take roll, and notify BHPD of your status. From the Whittier Playground exit onto the Los Angeles Country Club and proceed to the club house. Once all have arrived at the club house take roll, and notify BHPD of your Status.

Hawthorne: From either the north or the south playgrounds students can be directed to exits which lead to the Rexford/Alpine Alley and proceed through the alley to the Beverly Hills Library. However, if you are exiting from the north playground exit the alley westbound to Alpine Drive and walk southbound on Alpine Drive to the library. This route will provide the greatest protection to staff and students. Once all have arrived at the library take roll, and notify BHPD of your status.

Beverly Vista: From the East side of the play ground you can exit onto Rexford Drive and proceed northbound on east side walk of Rexford Drive to the Nessah Temple just north of Charleville Boulevard. Once everyone has arrived at the temple, take roll, and notify BHPD of your status. From the west side of the playground, exit onto Elm Drive, proceed southbound to the south sidewalk of Olympic Boulevard, then proceed westbound to The Avalon Hotel located at Olympic and Reeves. Once all have arrived at the hotel lobby take roll, and notify BHPD of your status.

Horace Mann: From the north end of the playground, exit onto Arnaz Drive and enter the parking structure of the Bank of America Building building. From the south end of the playground exit onto Charleville Boulevard and follow the south sidewalk eastbound to Hamel Drive and enter the park.

Beverly Hills Unified School District

Beverly Hills High School:

Evacuation Procedures: First, students and staff evacuate to the Football Field (or alternate evacuation to the Front Lawn for an oil well spill). From there, evacuation is made to Roxbury Park, if needed. From the Spalding Side of the athletic field, exit onto Spalding Drive and proceed southbound on Spalding Drive, across Olympic Boulevard and enter Roxbury Park. Once at the park, take roll and notify BHPD of your status.

Lockdown Procedures: If the lockdown occurs during lunch, students should remain in the cafeteria and the cafeteria should be secured by cafeteria personnel and roll should be taken and status report ascertained.

2. Lock all doors, close windows, and drop window blinds.
3. Immediately take roll and await instructions from All Call. Be prepared to give a status report for your room including any missing/injured children or staff.
4. Listen to "All Call" for specifics of the Lock Down. Example: "There is a man with a weapon in hand on the lower field."
5. Turn on personal cell phones: (Voluntary list of numbers) don't call police department.
6. Do not turn on the television in the classroom.
7. Implement the color card system. Red, (Life Threatening Injury)
Yellow (Non Life Threatening Injury) (Green All secure No Injury)
No card means one of two things:
 1. The room is unoccupied, or
 2. Someone has prevented the teacher from implementing the card system.
In either case a room which has no card in front of it, will be treated as a "High Risk" location which will warrant a dynamic entry into that room by SWAT personnel.
8. Students and teacher lay flat on the floor and remain quiet.
9. While awaiting instructions, review classroom evacuation routes.
10. Do not allow anyone to leave for any reason.
A Lock Down = Present Danger.
11. Do not use land-line phones. Keep lines of communication open
12. All Clear Bell: A 10 second continuous bell indicates there is no longer a dangerous situation. Listen to All Call message.
Additional Concerns:

Beverly Hills Unified School District



PLANE CRASH



- **Call 911 and identify your school site and exact location.** Treat any injured persons until Police arrive.
- If no buildings are endangered, ring bell code to instruct students to stay inside classrooms.
- If buildings are damaged, evacuate all students and staff away from wreckage using fire drill. Evacuate to a site uphill and upwind if possible. Maintain control of students and take roll.
- If any students or staff are injured or trapped, assign a *Search & Rescue Team* to work until Police or Fire personnel arrive.
- Custodians should turn off power supplies, electricity and gas lines in affected buildings.
- Notify the Principal and then the Assistant Superintendent of Business Services.
- The Police may handle this as a crime scene area and tape off area around entire wreckage to protect investigation.
- If the wreck is serious, students may be moved to an alternate location as determined by the Police. Consider impact on students and involve the District's Principal and then the Assistant Superintendent of Business Services, who will determine if the school psychologist or the *Psychological Services Crisis Team* need be involved.
- Implement day-one guidelines and long-term follow-up procedures as necessary.

Beverly Hills Unified School District



RAPE

If a person is raped or sexually assaulted on school grounds:

- Offer the victim care and first aid but avoid destroying any evidence until authorities arrive. Do not permit the victim to use the restroom until instructed to do so by Police.



- **Call 911 and identify your school site and exact location.** Have ready as much information about the assailant as possible.
- If the victim is a student, call Child Protective Services.
- Locate the student's or staff member's emergency information card and notify the parent, spouse or other emergency contact.
- Notify the Principal and then the Assistant Superintendent of Business Services.
- If a staff member talks to the victim prior to Police arriving on the scene, restrict conversation to immediate medical needs. If discussion occurs on the situation, speak only in general terms. **DO NOT DISCUSS THE SPECIFICS** of the case. It is better in court that the initial specific statements about the crimes are recorded by Police Department and are not heard second-hand with you as the witness.
- After Police interview the victim, call the District's Principal and then the Assistant Superintendent of Business Services, who will determine if an internal or an external *Psychological Services Crisis Team* need be utilized.
- Protect the *Privacy* and *Rights of Confidentiality* of the student and family. Take steps to protect the victim's identity. Ask all involved not to share information with others. Keep any records in a confidential file.
- Police will work with the District's Principal and then the Assistant Superintendent of Business Services. to develop press releases. Press releases will be issued by the Police Department.
- Provide the victim with counseling support or possible contacts for follow-up community resources.
- If appropriate, accompany the victim to the hospital.

Beverly Hills Unified School District



RIOT

If a group on or near campus is disruptive or poses a direct threat to students or staff:



- **Call 911 and identify your school site and exact location.**
- Do not attempt to break up or enter fight situation. Be a good witness and look for weapons.
- Alert the principal.
- Alert classrooms through P.A. system or telephones, or ring bell code to instruct students and staff to stay in class.
- Notify the Principal and then the Assistant Superintendent of Business Services..
- Isolate students from the disruption.
- Curtail class changes and use P.A. system or runners to announce schedule changes.
- Do not authorize release of any staff members or students without clearance from Police.
- Direct a staff member to handle incoming phone calls.
- Consider impact on students and involve the District's Principal and then the Assistant Superintendent of Business Services, who will determine if the school psychologist or *Psychological Services Crisis Team* need be involved.
- Implement day-one guidelines and long-term follow-up procedures as necessary.

Beverly Hills Unified School District



SHOOTING

At the first indications of visual site of a weapon, shooting, gunfire, loud cracking or popping, banging noises, windows shattering, glass exploding, and/or bullets ricocheting:



- **Call 911 and identify your school site and exact location.**
- Instruct students to drop to the ground immediately, face down, and as flat as possible. **Whenever possible**, duck and run for it.
- Move or crawl away from gunfire, trying to create obstruction between you and the gunfire. **IMPORTANT: KEEP IN MIND THAT MANY OBSTRUCTIONS MAY CONCEAL YOU FROM THE GUNFIRE VISUALLY, BUT MAY NOT BE BULLETPROOF AND WILL NOT PROTECT YOU FROM GUNFIRE.**
- Try to get behind or inside a building and stay down.
- When you reach a relatively safe area, stay down and do not move. Do not peek or raise your head.
- Call the office from a classroom, or, if safe, run to the office and report the situation.
- Listen for directions from Police.

IF INSIDE THE CLASSROOM WITH THE ASSAILANT OUTSIDE:

- Duck and cover and keep students inside.
- If possible, close and lock the outside door to the classroom, close blinds, turn off lights and stay on the floor.
- Call the office, if possible, to report the location and description of the assailant with a physical description:
 - Sex
 - Age
 - Race
 - Height
 - Weight
 - Hair color
 - Build
 - Clothing
 - Anything special or unusual, such as scars, tattoos, birthmarks, etc.
 - Demeanor

OFFICE PERSONNEL:

- Duck and cover on the floor, making phone calls from this position.
- Ring bell code to instruct students and staff to stay indoors.

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- **Call 911 and identify your school site and exact location.** Relay the following information:
 - Location of suspect.
 - Physical description of suspect:
 - Sex
 - Age
 - Race
 - Height
 - Weight
 - Hair color
 - Build
 - Clothing
 - Anything special or unusual, such as scars, tattoos, birthmarks, etc.
 - Location of shooting.
 - Number of wounded.
 - Description of all weapons, dangerous objects, and ammunition. **LOOK FOR AND REPORT ALL WEAPONS.**
 - Rifles
 - Shotguns
 - Handguns (revolver or automatic)
 - Ammunition – describe type, amount, container, etc.
 - Knives – describe type and length
 - Explosive devices – give specific description
- Notify the Principal and then the Assistant Superintendent of Business Services.
- Call the District office, which will call the City to advise public transportation.
- Keep the P.A. System operating to provide instant announcements.
- Allow Police to set up a command post on school grounds. Assign a staff member to stay with Police to provide information or run errands. Allow the Police control of grounds and classrooms. Assign a liaison to stay with Police and Fire personnel.
- Gather witnesses in one room for Police questioning. Have one teacher or administrator stay with them and calm them down. To protect the Police investigation, do not allow witnesses to talk with each other about what they have seen.
- Call the District's Principal and then the Assistant Superintendent of Business Services, who will determine if the *Psychological Services Crisis Team* need be involved.
- Implement day-one guidelines and long-term follow-up procedures as necessary.

Beverly Hills Unified School District



SUICIDE

Suicide is the third leading cause of death among adolescents in the United States, and the second leading cause of death for persons ages 10-14. Be alert to signs and risk indicators of potential suicide.

Signs of Potential Suicide:

- Previous suicide attempts.
- Suicide threats such as talking about, writing about or expressing the desire for death.
- Changes in personality such as withdrawal, apathy, moodiness, irritability, and emotional outbursts.
- Changes in behavior such as altered sleeping patterns, loss of appetite, lack of interest in personal appearance, long periods of solitude or self-destructive activities.
- Changes in school performance such as attendance patterns, failure to complete assignments, or withdrawal from extracurricular activities.
- Depression, crying, pervasive sadness, and feelings of failure, helplessness and/or hopelessness.
- Final arrangements such as giving away possessions or making a will.
- Development of a suicide plan.

Additional Risk Indicators:

- Loss of a loved one or friend through natural death, suicide, divorce, or the break-up of a romantic relationship.
- History of family conflict.
- Strong feelings of pressure to achieve or produce.
- Loss of status because of academic, extracurricular, or social failure.
- Extreme self-criticism.
- Social isolation.
- Loss of health.
- History of drug or alcohol abuse, breaking the law or running away.

Suicide Prevention:

Suicide rarely happens without some warning to someone. Staff and faculty need to take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared. Note how to handle the situations that follow involving a verbal threat, an immediate threat, or an actual suicide on campus.

Verbal Suicide Threat:

Student suggests he/she is thinking about committing suicide in the near future:

LISTEN!

Beverly Hills Unified School District

SHOW YOU CARE!

GET HELP!

- Assume that this student may be self-destructive.
- Notify the counselor and/or school psychologist. **Under no circumstances should an untrained person attempt to assess the severity of suicidal risk!**
- Notify the Assistant Principal or the Principal.
- The psychologist will notify the student's parents, guardian or other emergency contact.

DON'Ts

- *Don't* discount, put down, or brush off the student's feelings. This makes the student feel you don't understand.
- *Don't* feel you must be the one to find a solution to this student's problems.
- *Don't* try to handle the student's problems alone.
- *Don't* let the student convince you that the crisis is over just because you've talked.
- *Don't* view suicidal threats as spontaneous thoughts. There may be a history of minor emotional and behavioral problems, or of failure in academic areas and/or social relationships.

Immediate Suicide Threat – When A Student Is Threatening Suicide On Campus And Has A Weapon Available:

- Stay with the student.
- Remain calm. Remember, the student is probably overwhelmed, confused, and ambivalent.
- Get vital information if possible, such as name, address, home phone number, parent's work number, etc. Send another teacher or student to get help from the school psychologist or school counselor.
- Clear other students from the scene and direct them to return to class.
- Assure the student that he/she has done the right thing by talking to you. Try to win the student's trust. Assure the student that emergency help is coming. Tell the student that there are options available.
- Get the student to talk. Listen and repeat back what you hear the student saying. Help the student defeat the problem. Acknowledge the student's feelings.
- Speak in a calm, low voice. Show the student that discussing suicide does not shock you.
- Make a mental note of what the student is saying.
- Monitor the student's behavior constantly.
- Try to get the student to agree to a verbal "no suicide" contract.

DON'Ts

- *Don't* minimize the student's threat. Take it seriously.

Beverly Hills Unified School District

- *Don't* lose patience with the student.
- *Don't* argue with the student about whether suicide is right or wrong.
- *Don't* challenge the student.
- *Don't* promise confidentiality. Instead promise help and privacy.

If A Suicide Occurs In Class:



- **Call 911 and identify your school site and exact location.** Have as much information ready for Police as possible.
- Evacuate the room, leaving the crime scene as is.
- Gather witnesses in another room for Police questioning. Do not allow them to leave until the Police arrive. Assign staff to stay with them.
- Involve the *Psychological Services Crisis Team*.
- Monitor students who were close to the victim. Compile a list of self-referrals, parental referrals, reported good friends, and students experiencing a loss within the last six (6) months.
- Complete Crisis Referral Checklist for affected students.
- The Principal will notify the Principal and then the Assistant Superintendent of Business Services.
- The Principal, with the Principal and then the Assistant Superintendent of Business Services., will decide what information will be released to staff, students and parents.
- Implement day-one guidelines and long-term follow-up procedures as necessary.
- If needed, seek professional assistance for yourself.

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

ALL SCHOOLS

S E C T I O N 3:

**SUSPENSION & EXPULSION POLICY
&
Threat Assessment Form**

Beverly Hills USD

Administrative Regulation

Suspension And Expulsion/Due Process

AR 5144.1

Students

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Education for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291.5, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion

Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900 (a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

2. 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 student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900 (b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900 (c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or

material and represented same as controlled substance, alcohol beverage or intoxicant.
(Education Code 48900 (d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900 (e))
6. Caused or attempted to cause damage to school property or private property. (Education Code 48900 (f))
7. Stole or attempted to steal school property or private property. (Education Code 48900 (g))
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove, cigarettes, smokeless tobacco, snuff, chew packets and betel except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900 (h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900 (i))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900 (j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900 (k))
12. Knowingly received stolen school property or private property. (Education Code 48900 (l))
13. Possessed an imitation firearm. (Education Code 48900(m))

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. (Education Code 48900(m))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286,288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900 (n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900 (o))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drug Soma (Education Code 48900(p))

17. Engaged in, or attempted to engage in hazing. (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

18. Engaged in an act of bullying. (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$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. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

20. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)
AR 5144.1(d)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, or invading student rights by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

1. While on school grounds
2. While going to or coming from school

(cf. 5131.1 - Bus Conduct)

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

(cf. 5112.5 - Open/Closed Campus)

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

Removal from Class by a Teacher and Parental Attendance

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

When removing a student from his/her class, the teacher shall immediately report this action to the principal and send the student to the principal for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor ~~should~~ *or psychologist may* attend the conference if it is practicable, and a school administrator ~~may~~ *shall* attend if either the parent/guardian or teacher so requests.

A student removed from class shall not be returned to class during the period of removal without approval of the teacher of the class and the principal. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/ guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

This notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

Suspension by Superintendent, Principal or Principal's Designee

The Superintendent, principal or principal's designee may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above. A student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

However, the Superintendent, principal, or designee may impose a suspension upon a first offense if he/she determines that the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

The Superintendent or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife, as defined in Education Code 48915(g).
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item # 14 under "Grounds for Suspension and Expulsion" above.
5. Possession of an explosive as defined in 18 USC 921.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year,

unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 school days in any school year. However, this restriction on the number of school days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of school days for which a student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the principal, designee or the Superintendent with the student and, whenever practicable, the teacher, supervisor or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911 (b))

This conference may be omitted if the principal, designee or the Superintendent determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911 (c))

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.

3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may meet

with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend *the conference*. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911 (g))

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal or Principal's Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915.

(Education Code 48912.5)

When the Board is considering a suspension, disciplinary action or any other action (except expulsion) against a student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079.

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. Any discussion that conflicts with any other student's right to privacy shall be held in closed session. (Education Code 35146-48912)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed certain offenses listed below under "Mandatory Recommendation and Mandatory Expulsion." (*Education Code 48915*)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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 student causes a continuing danger to the physical safety of the student or others

Mandatory Recommendation for Expulsion

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal, Superintendent or designee shall recommend a student's expulsion for any of the following acts: {Education Code 48915 (a)}

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915 (g), explosive or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

Mandatory Recommendation and Mandatory Expulsion

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915 (c))

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in Education Code 48915 (g) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item # 14 under ""Grounds for Suspension and Expulsion" above
5. Possessing an explosive as defined in 18 USC 921

Upon finding that a student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that the student has committed one of the acts listed under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918 (a))

If the Board finds it impractical during the school year to comply with *these* time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918 (a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918 (a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918 (a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his /her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending.

(Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Non-attorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated.

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918 (c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Ed Code 48918 (c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918 (g))
3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts listed in

"Grounds for Suspension and Expulsion" above.

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918 (f) and (h))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.

- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counselor or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
 - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a non-threatening environment.
 - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
 - (c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. **Decision:** The Board's decision on whether to expel a student shall be made within ~~10~~ 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on staff of the school in which the student is enrolled. (Education Code 48918 (d))

A hearing conducted by the administrative panel shall conform to the same procedures as apply to a

hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers and with the student's parent/guardian. The decision to not recommend expulsion shall be final. (Education Code 48918 (e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918 (f))

In accordance with Board policy, the administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed session by the Board, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918 (j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within a district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review as well as assessment of the student at the time of review for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and other rehabilitative programs

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

Suspension of enforcement of an expulsion shall be governed by the following: (Education Code 48917)

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. This rehabilitation program may provide for involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. Suspension of enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board of Education, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918 (j))
7. Suspension of enforcement of an expulsion order shall not affect the time period and requirements for *the filing of* an appeal of the expulsion order with the County Board of Education. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision to the County

Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students or nonstudents regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6 through # 13 and # 20 through 22 under "Grounds for Suspension and Expulsion" above may be referred instead to a program of study provided at another comprehensive middle, junior, or senior high school, or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be required to indicate their willingness to comply with these regulations in writing.
3. The Superintendent or designee shall transmit his/her recommendation regarding readmission to the Board. If information would be disclosed in violation of Education Code 49073-49079, the Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
6. If the Board denies readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

(cf. 5125 - Student Records)

The Superintendent or designee shall honor any other district's request for information about an expulsion from this district within five working days. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

Outcome Date

The Superintendent or designee shall maintain the following data: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. Specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. Disposition of the student after the end of the expulsion period

Regulation BEVERLY HILLS UNIFIED SCHOOL DISTRICT
approved: March 28, 2013 Beverly Hills, California

Completed by: _____
Title: _____
Date: _____

Threat Assessment Incident Report

Threat-maker's Name: _____ Student: __ Parent: __ Staff: __ Other: _____

If a student: School: _____ DOB: _____ Grade: _____

Person(s)/site Threatened: _____

Name of reporting party: _____ Relationship of Student: _____

Other Students involved as witnesses or participants: _____

Date of Incident: _____ and/or date school official was notified of concern: _____

Content of Threat: _____

Incident

Describe the facts of the incident. Include the language of the threat and the sequence of events.

When and where did this take place? _____

Who was there? Include any witnesses: _____

What happened immediately prior to the incident? _____

What was the Teacher/Admin/Staff/Student response? _____

Describe immediate impact/result of what happened: _____

What is the current status of the person making the threat? _____

Action Taken:

Threat-Maker Interviewed by: Name _____ Title: _____ Date: _____

Parent Notified: Yes / No

Name: _____ Date: _____ Time: _____ By Whom: _____

Threatened Parties Notified:

1. Name: _____ Date: _____ Time: _____ By Whom: _____

2. Name: _____ Date: _____ Time: _____ By Whom: _____

3. Name: _____ Date: _____ Time: _____ By Whom: _____

4. Name: _____ Date: _____ Time: _____ By Whom: _____

Police Notified: _____ Date: _____ Time: _____ By Whom: _____

Safe Schools Counselor Notified - Date: _____ Time: _____ By Whom: _____

Consultation – Children’s Crisis Team (County Mental Health) – Date: _____ Time: _____

Consultation – Site Threat Assessment Team (always consult at least one person)

Name: _____ Title: _____ Date: _____

Name: _____ Title: _____ Date: _____

Name: _____ Title: _____ Date: _____

Consultation – District Threat Assessment Team (when appropriate)

Name: _____ Title: _____ Date: _____

Name: _____ Title: _____ Date: _____

Name: _____ Title: _____ Date: _____

Disposition of Case – School

Discipline Code 48900.3 _____ 48900.4 _____ 48900.7 _____ Days of Suspension: _____

Search completed: ___ Student clothing/belongings: ___ Vehicle: ___ Computer / Web: ___
Classroom ___

Found: _____

Discipline Meeting – Date: _____

Threat Assessment Team Intervention/Support Meeting: Date: _____

Disposition of Case – Beverly Hills Police Department

Officer Responding: _____ Case Number: _____

Student Cited: Yes / No Penal Code: _____

Student taken to mental health facility for evaluation: Yes / No – Held: ___ Released: _____

Search completed: Yes / No - Student clothing/belongings: _____ Vehicle: _____ Computer /
Web: _____ Home: _____

Found: _____

Attach: Written evidence, Drawings, incident reports, student statements, grades and discipline file

Copy to: ___ Site Threat Assessment File ___ District Threat Assessment File
___ Safe Schools Counselor ___ Police Department ___

Signature of person completing form: _____ Date: _____

Threat Assessment Initial Review

This form may assist you in defining the category of risk and determining necessary follow-up. The threat should be assessed within the same school day that the administrator is made aware of the threat. Only school staff trained in threat assessment may complete the threat assessment interview. Any written evidence should be attached to this form. Any verbal evidence should be quoted as clearly as possible.

Anyone threatened by the student should be notified immediately
The student's parent should be notified of the threat and the outcome of the interview as soon as possible

Risk Factors

1. Does the student intend to harm anyone?

Yes: ____ No: ____ Unsure: ____

Evidence: _____

Discussion: _____

2. Does the student have access to weapons/explosives?

a. Does the student have any weapons/explosives in his/her possession?

Yes: ____ No: ____ Unsure: ____

b. Does the student have access to weapons in his / her own home or someone else's home?

Yes: ____ No: ____ Unsure: ____

c. If guns / weapons / explosives are in the home, are they locked-up?

Yes: ____ No: ____ Unsure: ____

d. If yes, where are the keys? _____

Evidence: _____

Discussion: _____

3. Does the student have the ability to use the weapons?

Yes: ____ No: ____ Unsure: ____

Evidence: _____

Discussion: _____

4. Has the student been moving towards violence in his / her thoughts, actions, areas of interest, knowledge of weapons, and / or anger towards victims?

Yes: ____ No: ____ Unsure: ____

Evidence: _____

Discussion: _____

5. Is the student able to appropriately verbalize his / her anger and explain the reasons for the threat?

Yes: ____ No: ____ Unsure: ____

Evidence: _____

Discussion: _____

6. Does the student understand / or take responsibility for the effect of his / her statements / actions on other people?

Yes: ____ No: ____ Unsure: ____

Evidence: _____

Discussion: _____

7. Is the student currently under the influence of controlled substances including prescription and non-prescription drugs?

Yes: ____ No: ____ Unsure: ____

Evidence: _____

Discussion: _____

8. Does the student have a history of emotional disturbance or appear to be emotionally disturbed at the present time?

Yes: ____ No: ____ Unsure: ____

Evidence: _____

Discussion: _____

9. Does the student have a history of violent behavior / discipline / truancy problems?

Yes: ____ No: ____ Unsure: ____

Evidence: _____

Discussion: _____

10. Does the student have a history of poor achievement or declining school performance?

Yes: ____ No: ____ Unsure: ____

Evidence: _____

Discussion: _____

Precipitating Events (Recent events which may trigger violent behavior)

11. Might intervention (interviews, being found out, etc.) become a precipitating event to violent behavior?

Yes: ____ No: ____ Unsure: ____

Evidence: _____

Discussion: _____

12. Has the student recently experienced a loss or emotional trauma?

Yes: ____ No: ____ Unsure: ____

____ - Death of family member, friend, or pet

____ - Girlfriend / boyfriend relationship problems

____ - Rejection, humiliation or victimization by peers

____ - Recent school failure

____ - Other

Evidence: _____

Discussion: _____

Stabilizing Factors

13. Does the student have any stabilizing factors in his / her life that might help to minimize or mitigate the likelihood of violent behavior? Consider?

Yes: ____ No: ____ Unsure: ____

- ____ - Close alliance with a supportive adult
- ____ - Effective parental involvement
- ____ - Mental health counselor
- ____ - Positive peer relationships
- ____ - Positive involvement in school or outside activities
- ____ - Personal strengths

Evidence: _____

Discussion: _____

Category of Risk Assigned

Please summarize your findings by selecting the most appropriate category of risk. **Be aware that Category 1 and 2 risks may require immediate containment and removal of the threat-maker.** Plans for monitoring the safety of the threat-maker and possible victims may require removal of either party from the school setting as a short-term or long-term solution.

- ____ - Category 1: High violence potential. Qualifies for immediate 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 repetitive and / or intentional infliction of emotional distress upon students, co-workers, supervisors, or others.
- ____ - Category 4: Insufficient evidence for violence potential. Sufficient evidence for unintentional infliction of emotional distress upon students, co-workers, supervisors, or others.
- ____ - Category 5: Insufficient evidence for violence potential. Insufficient evidence for infliction of emotional distress upon students, co-workers, supervisors, or others.

Additional Notes:

Threat Assessment Comprehensive Review

When the results of the Quick Review present any uncertainty about the possibility that a threat may be carried out, the Comprehensive Review should be completed. As the continuing investigation may require communications with a number of people and / or agencies, a case manager should be identified. This person will coordinate continuing investigations and be the central communicator of information surrounding the case. An administrator or the Safe Schools Counselor is the most likely person to act in this capacity. Information may be gathered from students, parents, faculty, staff, community members, police, County Mental Health, private counselors and others.

1. What motivated the student to make the statements, or take the action, that caused him / her to come to the attention of school personnel?

2. What has the student communicated to students, teachers, staff, parents, and community members concerning his / her intentions? (Please interview persons who may be aware of the student's intentions.)

3. Has the student shown an interest in targeted violence (violence toward particular people for particular reasons), perpetrators of targeted violence, weapons, extremist groups, or murder?

4. Has the student engaged in attack-related behavior, including any menacing, harassing, and / or stalking-type behavior?

5. Does the student have a history of mental illness involving command hallucinations (voices telling him / her what to do), delusional ideas, and feelings of persecution, etc. with indications that the student has acted on those beliefs?

6. How organized is the student? Is he / she capable of developing and carrying out a plan? Does he / she know how to use the intended weapon?

7. Has the student experienced a recent loss and / or loss of status, and has this led to a feeling of desperation and despair?

8. Corroboration – What is the student saying and is it consistent with his/ her actions?

9. Is there concern among those that know the student that he / she might take action based on inappropriate ideas?

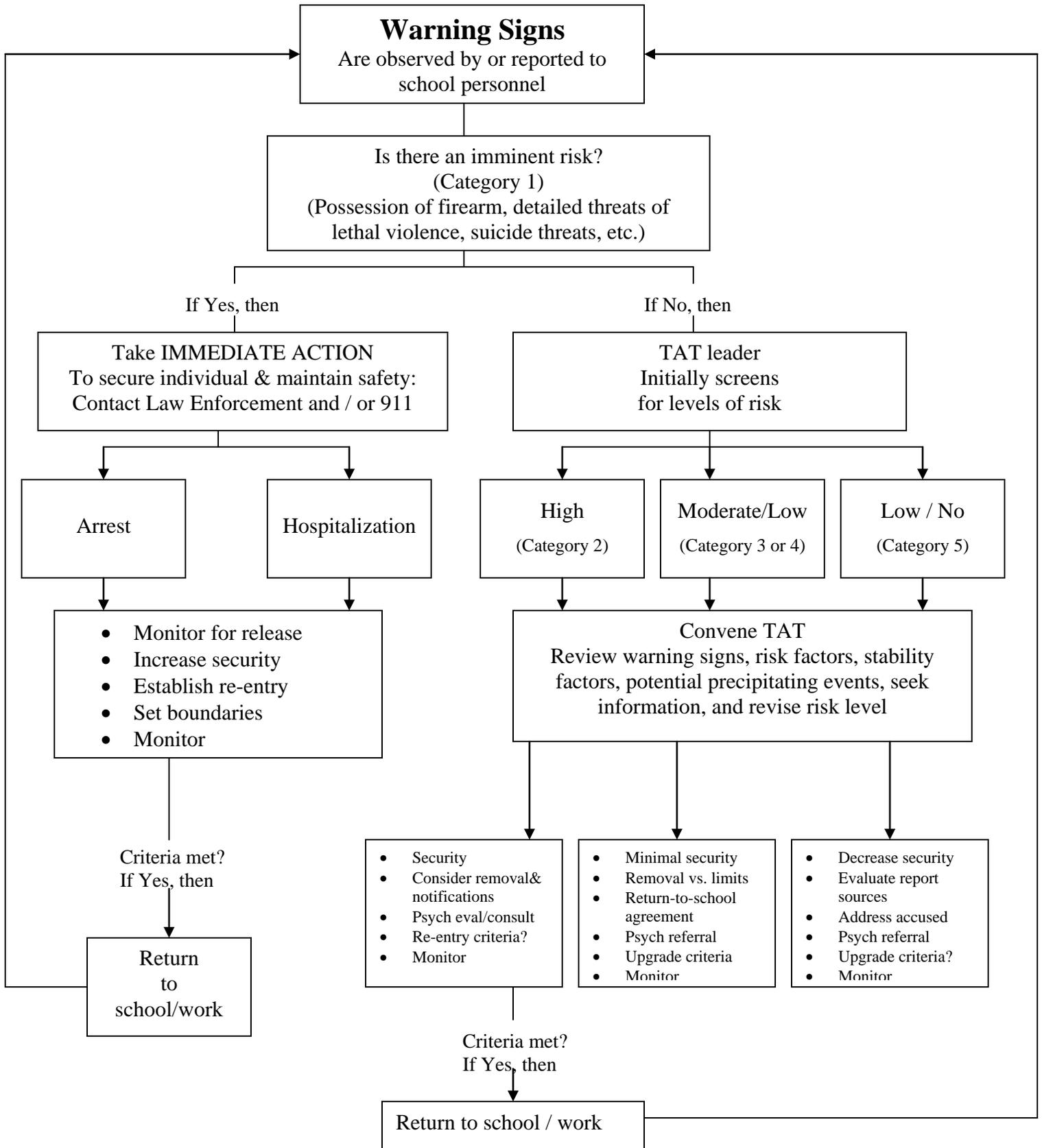
10. What factors in the student's life and / or environment might increase / decrease the likelihood of the subject attempting to attack a target? (Access to weapons, ability to use weapons, substance use)

Threat Assessment

CATEGORIES OF RISK

<p>Category 1: High violence potential, qualifies for immediate arrest or hospitalization.</p>	<p>Imminent Risk for Harm: An individual is, or is very close to behave in a way that is potentially dangerous to self or others. Examples include detailed threats of lethal violence, suicide threats, possession / use of firearms or other weapons, serious physical fighting, etc. Most of these individuals will qualify for immediate hospitalization or arrest.</p>
<p>Category 2: High violence potential, does not qualify for arrest or hospitalization.</p>	<p>High Risk for Harm: An individual has displayed significant Early Warning Signs, has significant existing risk factors and / or precipitating events, and has few stabilizing factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management.</p>
<p>Category 3: Insufficient evidence for violence potential, sufficient evidence for repetitive and / or intentional infliction of emotional distress upon students, co-workers, supervisors, or others.</p>	<p>Moderate Risk for Harm: An individual has displayed some Early Warning Signs and may be existing risk factors or recent precipitating events, but also may have some stabilizing factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.)</p>
<p>Category 4: Insufficient evidence for violence potential, sufficient evidence for unintentional infliction of emotional distress upon students, co-workers, supervisors, or others.</p>	<p>Minor Risk for Harm: An individual has displayed minor Early Warning Signs, but assessment reveals little history of serious risk factors or dangerous behavior. Stabilizing factors appear to be reasonably well established. There may be evidence of the unintentional infliction of distress on others (insensitive remarks, "teasing" taken too far, etc.)</p>
<p>Category 5: Insufficient evidence for violence potential, insufficient evidence for infliction of emotional distress upon students, co-workers, supervisors, or others.</p>	<p>Low / No Risk for Harm: Upon assessment it appears there is insufficient evidence for any risk for harm. Situations under this category can include misunderstandings, poor decision-making, false accusations from peers (seeking to get other peers in trouble), etc.</p>

Threat Assessment Decision Tree



BEVERLY HILLS UNIFIED SCHOOL DISTRICT

ALL SCHOOLS

S E C T I O N 4:
**TEACHER NOTIFICATION OF SUSPENDED
STUDENTS**

SECTION 4

Procedures for Notifying Teachers of Students Who Have Violated Education Code Section 48900

In accordance with SB 187, *Comprehensive Safe School Plans* and Education Code 49079*, the Beverly Hills Unified School District notifies teachers of students who have violated EC 48900 via our electronic student information system (*Aeries*). Teachers will see "SSA" (Safe School Act) next to the names of students in their classes who have violated EC 48900 at any time during the previous three years. School administrators will also let teachers know when they have suspended a teacher's student. School administrators may use email, copies of the suspension form, or at a face to face meeting with the teachers to keep teachers informed.

*EC 49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, **except subdivision (h)**, of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

ALL SCHOOLS

SECTION 5:
DISCRIMINATION, HARASSMENT, AND BULLY
POLICIES

Beverly Hills USD

Board Policy

Nondiscrimination In District Programs And Activities

BP 0410

Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Education is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

(cf. 6178 - Vocational Education)

(cf. 6200 - Adult Education)

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act.

The Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials.

(cf. 6020 - Parent Involvement)

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin, catalog, application form or other recruitment materials distributed to these groups. (34 CFR 104.8, 106.9)

The Superintendent or designee shall also provide information about related complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

In compliance with law, the district's nondiscrimination policy shall be published in the individual's primary language to the extent practicable.

(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

GOVERNMENT CODE

11000 Definitions

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
36.303 Auxiliary aids and services
CODE OF FEDERAL REGULATIONS, TITLE 34
100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:
106.9 Dissemination of policy

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Protecting Students from Harassment and Hate Crime, January, 1999
Notice of Non-Discrimination, January, 1999
Nondiscrimination in Employment Practices in Education, August, 1991

WEB SITES

CDE: <http://www.cde.ca.gov>
Safe Schools Coalition: <http://www.casafeschoolscoalition.org>
Pacific Disability and Business Technical Assistance Center: <http://www.pacdbtac.org>
U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr/index.html>

Policy BEVERLY HILLS UNIFIED SCHOOL DISTRICT
adopted: February 10, 2009 Beverly Hills, California

Beverly Hills USD

Administrative Regulation

Sexual Harassment

AR 5145.7

Students

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite sex, in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures or obscene

gestures or computer-generated images of a sexual nature

5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

School-Level Complaint Process/Grievance Procedure
Investigation of Complaints at School (Site-Level Grievance Procedure)

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
 - a. The student who is complaining
 - b. The person accused of harassment
 - c. Anyone who witnessed the conduct complained of
 - d. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
 - a. The Superintendent or designee
 - b. The parent/guardian of the student who complained
 - c. If the alleged harasser is a student, his/her parent/guardian
 - d. A teacher or staff member whose knowledge of the students involved may help in

determining who is telling the truth

e. Child protective agencies responsible for investigating child abuse reports

(cf. 5141.4 - Child Abuse Prevention and Reporting)

f. Legal counsel for the district

4. When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.

5. In reaching a decision about the complaint, the principal or designee may take into account:

a. Statements made by the persons identified above

b. The details and consistency of each person's account

c. Evidence of how the complaining student reacted to the incident

d. Evidence of any past instances of harassment by the alleged harasser

e. Evidence of any past harassment complaints that were found to be untrue

6. To judge the severity of the harassment, the principal or designee may take into consideration:

a. How the misconduct affected one or more students' education

b. The type, frequency and duration of the misconduct

c. The number of persons involved

d. The age and gender of the person accused of harassment

e. The subject(s) of harassment

f. The place and situation where the incident occurred

g. Other incidents at the school, including incidents of harassment that were not related to gender

7. The principal or designee shall write a report of his/her findings, decision, and reasons for

the decision and shall present this report to the student who complained and the person accused.

8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.

9. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti.

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Regulation BEVERLY HILLS UNIFIED SCHOOL DISTRICT
approved: March 28, 2013 Beverly Hills, California

Beverly Hills USD

Board Policy

Bullying

BP 5131.2

Students

The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1020 - Youth Services)

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

(cf. 5137 - Positive School Climate)

(cf. 6164.2 - Guidance/Counseling Services)

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6163.4 - Student Use of Technology)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law

enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures by a site administrator or other Superintendent's designee.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4117.3 - Dismissal)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
32282 Comprehensive safety plan
32283.5 Bullying; online training
35181 Board of Education policy on responsibilities of students
35291-35291.5 Rules
48900-48925 Suspension or expulsion
48985 Translation of notices
52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime
647 Use of camera or other instrument to invade person's privacy; misdemeanor
647.7 Use of camera or other instrument to invade person's privacy; punishment
653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Board of Educations to Ensure Student Success, 2011

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
Bullying at School, 2003
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter: Bullying of Students with Disabilities, August 2013
Dear Colleague Letter: Harassment and Bullying, October 2010
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>
Common Sense Media: <http://www.commonsensemedia.org>
National School Safety Center: <http://www.schoolsafety.us>
ON[the]LINE, digital citizenship resources: <http://www.onthelineca.org>
U.S. Department of Education: <http://www.ed.gov>

Policy BEVERLY HILLS UNIFIED SCHOOL DISTRICT
adopted: February 9, 2016 Beverly Hills, California

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

ALL SCHOOLS

S E C T I O N 6:
SCHOOL DRESS CODE

Dress Code

Student dress and grooming should enhance comfort, provide for a feeling of individuality, and allow for pursuit of current fashions. While it is considered that formal education is a serious process, that students are in the process of securing an education, and that the atmosphere of the school should be conducive to learning, the Board of Education hopes that parental judgment and student self-discipline will result in the ultimate goal of steadily decreasing administrative control and enforcement in the areas of student dress and grooming. **Parents may be called if standards are not met and students may be required to return home to change into more suitable attire.**

K-8 Dress Code Policy

- No revealing clothing. Students shall not wear sheer blouses, bare midriff or revealing tank tops, tubetops, open backed shirts, halter tops, spaghetti straps, or low-cut necklines.
- Short skirts and short shorts are not allowed.
- Leggings or tights must be covered by shorts, dress, or skirt.
- Students shall not wear sagging or oversized pants or shirts. Belts, wallet chains, etc., may not hang down.
- Undergarments shall not be visible.
- Hats or hoods may not be worn in class.
- No clothing, backpacks, or hats that suggest a gang affiliation, bear inappropriate logos including graffiti-style language/logos, carry an inappropriate message (words or images that are offensive, vulgar, derogatory towards individuals or groups of people, or that promote or advertise illegal products or activities), do not provide appropriate coverage, or detract from the academic environment.
- For reasons of safety, students must wear closed toe shoes. Sandals, flip flops and slippers are not allowed.
- Make up is not permitted. Students must have clean, neat hair with natural color.
- All clothing must be neat, clean, and in good condition, reflecting a professional atmosphere of learning.

Consequences:

Students who do not follow these specific dress code rules or wear clothing that is inappropriate for school will be sent to the office for appropriate attire.

First Infraction:

- Referral to assistant principal for change of clothing. Parent will be contacted.

Second Infraction:

- Referral to assistant principal. Parent must bring a change of clothes and meet with assistant principal.

Third Infraction:

- Referral to assistant principal. Student may be suspended.

BHHS Dress Code Policy

Dress and Grooming

Student dress and grooming should enhance comfort, provide for a feeling of individuality, and allow the pursuit of current fashions. Students will dress appropriately for school as described in the Beverly Hills Unified School District's Board Policy. Student will recognize that school is a place of business and that they must respect the dress code policy.

Student Responsibilities:

- To dress appropriately for school, recognizing that school is a place of business and that I must respect the guidelines set by my individual teachers. **All clothing must cover undergarments!** The following are considered inappropriate and shall not be worn: any clothing that suggests gang affiliation, bears inappropriate logos, or detracts from the academic environment.

Standards for Appropriate Dress:

- **No clothing, backpacks, or hats that suggest a gang affiliation, has inappropriate logos including graffiti style language/logos, carries an inappropriate message (words or images that are offensive, vulgar, derogatory towards individuals or groups of people, or that promote or advertise illegal products or activities), does not provide appropriate coverage, or detracts from the academic environment.**
- Undergarments shall not be visible. Undergarments are defined as "a garment that is worn under another" and include but are not limited to athletic shorts worn under jeans or sweatpants.
- Girls: No revealing clothing. Students shall not wear sheer blouses, bare midriff or revealing tank tops, tube tops, open backed shirts, halter tops, spaghetti straps, or low-cut necklines. Short skirts and short shorts are not allowed. Shorts and skirts must be at least half way down the thigh. Jeans may not be ripped or shredded. Leggings or tights may not be ripped or shredded and must be covered by shorts, dress, or skirt of an appropriate length.
- Boys: No sagging pants, wallet chains, hanging belts, or hats/clothing with inappropriate language or logos. Hats or hoods may not be worn in class.
- All clothing must be neat, clean, and in good condition, reflecting a professional atmosphere of learning.

Consequences:

First Infraction:

1. Student referred to the Assistant Principal for counseling and change of clothes
2. Parents notified for a conference and a 1-day student suspension

Second Infraction:

1. Student referred to the Assistant Principal for a conference and a 5-day student suspension.

Beverly Hills USD

Administrative Regulation

Dress And Grooming

AR 5132

Students

In cooperation with teachers, students, and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

The purpose of these regulations is to specify standards of dress and grooming that promote a safe school setting conducive to a positive learning environment consistent with the Board policy governing acceptable and appropriate apparel and appearance for students.

The following guidelines shall apply to all regular school activities:

1. Students must dress safely and appropriately for educational activities in which they will participate so as not to endanger their or other's health, safety, or welfare.
2. All clothing shall be neat, clean, and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school.
3. Articles of clothing and jewelry which display gang symbols, profanity, or products or slogans which promote tobacco, alcohol, drugs, violence, illegal activities, sex, or racial/ethnic/religious prejudice materially interfere with school work, create disorder, or disrupt the educational process and; as a result, are not allowed.
4. Any clothing or apparel that a student or group of students wear to identify themselves for the purpose of harassing, threatening, or intimidating others will not be allowed.
5. Extreme fashion that has the effect of disrupting the educational process or may pose a potential safety hazard will not be allowed.
6. Clothes shall be clean so as not to promote unhealthy or unsanitary conditions. Clothes must be sufficient to conceal undergarments at all times. See-through fabrics which expose the body are not acceptable. Bare midriffs, tube-tops or halter-tops are prohibited.
7. Shoes or sandals must be worn by all students. Any footwear which creates a safety hazard is prohibited.

8. Attire that may be used as a weapon (e.g. steel-toed boots, chains, items with spikes or studs, etc.) may not be worn.
9. Schools may restrict head coverings to ensure a safe and disruption-free program. In general, hats, caps, and other types of head coverings shall not be worn inside buildings.
10. Schools shall allow students to wear sun-protective clothing including, but not limited to, hats, for outdoor use during the school day.
11. Students shall not display any material or paraphernalia which incites a disruption or creates a clear and present danger of either the commission of unlawful acts on school premises or the violation of district or school-site policies or rules.
12. Gang-related apparel or paraphernalia, including symbols, emblems, insignias, or other gang identifiers, may not be worn or displayed. This rule prohibits the presence of any apparel, jewelry, accessory, notebook, or manner of grooming which by virtue of its color, arrangement, trademark, or other attribute, denotes membership in or affiliation with gangs.

Religious beliefs, when verified, may be grounds for an exemption to a specific portion of the Dress and Grooming policy. A request for exemption from enforcement of a specified portion of this dress code policy may be submitted to the school principal.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Regulation BEVERLY HILLS UNIFIED SCHOOL DISTRICT
approved: January 27, 2009 Beverly Hills, California

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

ALL SCHOOLS

S E C T I O N 7:

**CRISIS INTERVENTION MANUAL
&
Suicide Prevention Regulation 5141.52**

BEVERLY HILLS UNIFIED CRISIS INTERVENTION MANUAL

**December 2014
(Revised)**

***Originally Developed by
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CRISIS INTERVENTION MANUAL

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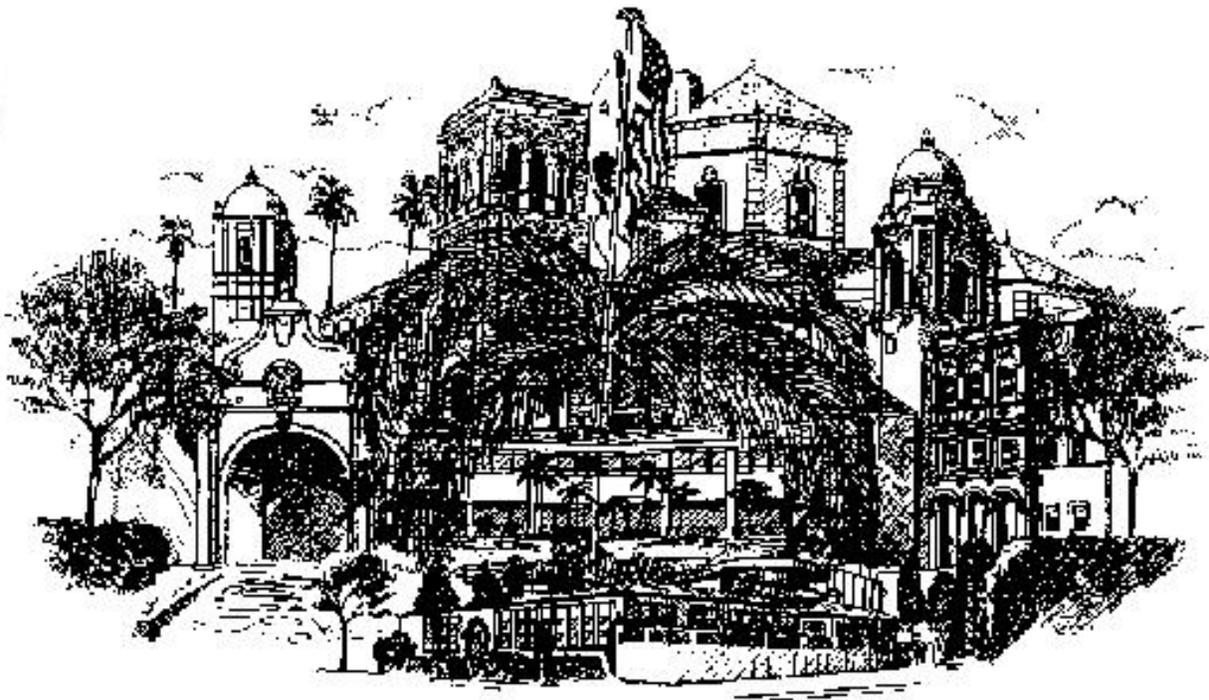
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INTRODUCTION

CRISIS TEAM MISSION STATEMENT

This handbook outlines crisis intervention procedures for trained, designated personnel at each school site. These procedures assist in identification of incidents, situations or states of mind that may have a profound negative effect on any student as well as any incident, which may have a widespread and long lasting effect on the school community. Once a crisis is identified, the crisis team is responsible for putting into action plans for prevention, intervention, and post-intervention.

The Beverly Hills Unified School District Crisis Team Model adds another dimension to District and site programming designed to enhance both the education and personal well-being of our students. With establishment of district-wide crisis team procedures, development of a crisis intervention manual, and provision of crisis intervention training, the Beverly Hills Unified School District assures that its students will receive the finest support services available.



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CHAPTER I

GUIDELINES AND PROCEDURES

GUIDELINES FOR ESTABLISHING CRISIS INTERVENTION TEAMS

I. The following information needs to be gathered when the District Site Team establishes itself. (Keep a copy of the information with the rest of the crisis materials.)

Name team members

Name team leader and backup

Determine person(s) responsible to call team together after crisis (and backup)

Determine responsibility of each member depending upon crisis. Use the “who will do what, when and how” question format

II. The District Team, before moving on to developing a general crisis action plan, needs to discuss and understand:

Action plans differ with each trauma

General principals of first aid

Different levels of crisis teams

Assessing needs for intervention

Symptoms to look for, including suggested first aid

Need to debrief after dealing with a crisis to evaluate the effectiveness of actions

III. An Action Plan Worksheet in combination with the Crisis Checklist may provide the structure and guidance for action planning by the District Team. The Crisis Checklist can be perceived as a tool to go through planned intervention and help generate questions and discussion. In case of an actual crisis, this rehearsal with the Crisis Checklist prior to decision-making may have a calming effect upon the staff.

IV. Forms have been provided to assist school personnel with the documentation of the psychological first aid efforts in the school. Familiarization with the forms illustrates the logical sequence of the action plan. A description of the forms follows:

Crisis Checklist

Lists the actions which should be taken in crisis situations

Planning Summary

Designates Team members and responsibilities

Action Plan Worksheet

Allows for recording of activities and personnel responsible in crisis situations

Referral to Crisis Intervention Team

Allows staff members to make referrals to the Crisis Intervention Team

Student Referral Log

Students referred to crisis intervention, their symptoms and action taken by staff need to be recorded to ensure services and accountability

Risk Screening Interview and Suicide Assessment Form

Provides an outline to help team members assess the degree of risk for individual students

Initial Counseling Referral Summary

Members of the District Team providing counseling services can use this form to keep track of initial contact with referred students.

Parent Consent Form (Permission for Counseling)

Parent consent (written) needs to be obtained for any planned, ongoing counseling with students. Personnel providing this service must have a valid credential in School Psychology or Pupil Personnel Service.

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Release of Records

Allows the school to release psychological, medical and/or educational records to outside agencies.

Community Resources

Outside agencies and their telephone numbers may be listed which are appropriate and convenient to the school community.

Counseling Referral Follow-Up

Use this form to keep track of and plan follow-up intervention.

CRISIS INTERVENTION TEAM MEMBER RESPONSIBILITIES

TEAM LEADER

Select Risk Assessment Coordinator

Complete Crisis Checklist

Name team members and designate alternate leader

Identify crisis and call team together

Conduct bi-annual meetings with the Crisis Intervention Team

Conduct daily de-briefing meetings of Crisis Intervention Team during a crisis

RISK ASSESSMENT COORDINATOR

Receive referrals from staff and others

Notify team leader of crisis situation

Arrange for risk screening interview for referred students

Review initial counseling referral summaries

Arrange for follow-up

Review student referral log with team leader on a regular basis

Notify parents and obtain signed parent consent for counseling services

TEAM MEMBER

Interview students as assigned by Risk Assessment Coordinator

Complete Risk Screening Interview form, Initial Counseling Referral Summary and Action Plan

Submit completed forms to Risk Assessment Coordinator immediately following each student contact

Conduct follow-up as assigned

Complete Counseling Referral Follow-up Forms and submit to Risk Assessment Coordinator after each student contact

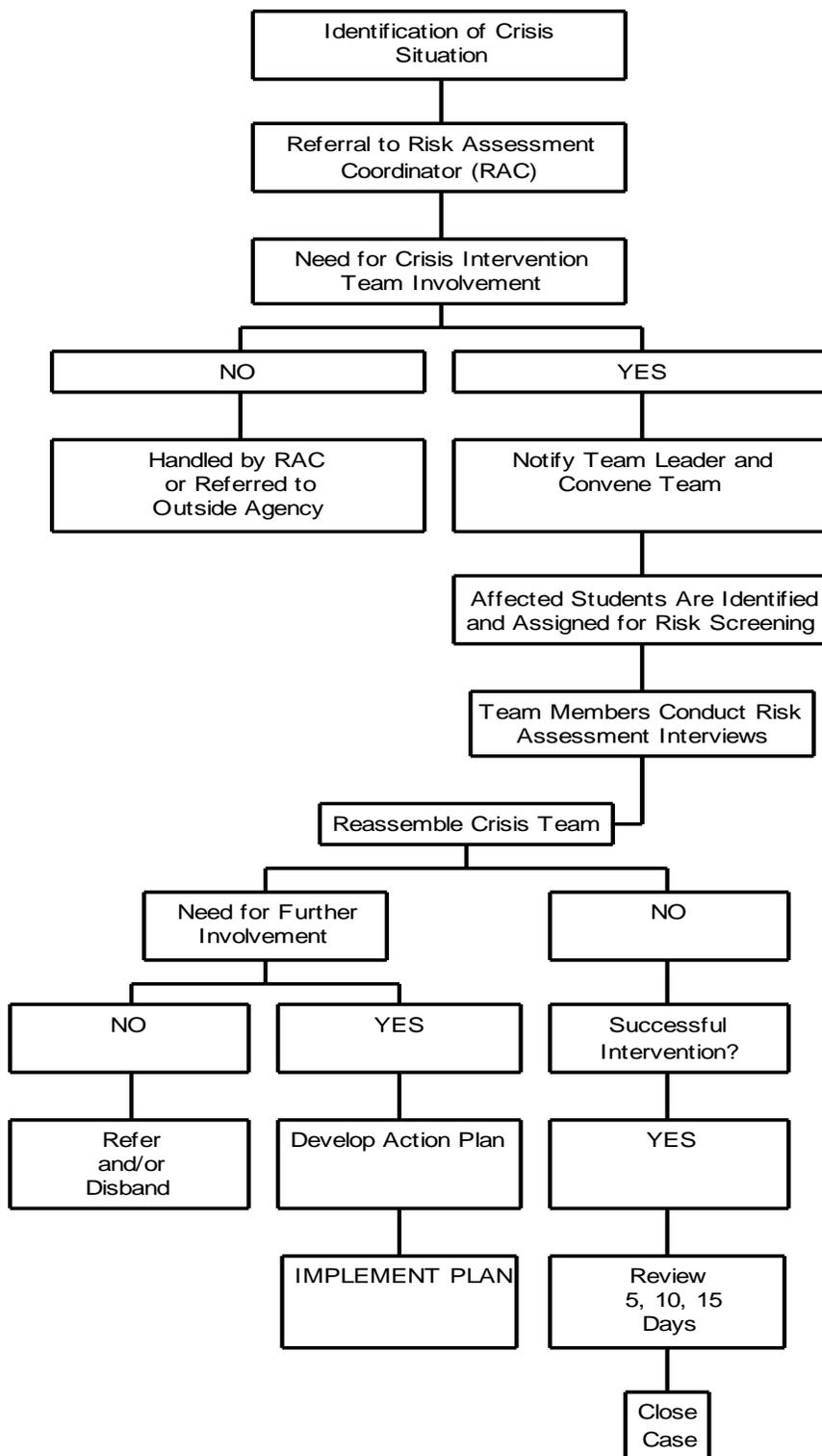
Other duties as assigned by team leader

STUDENT SUPPORT GROUP COORDINATOR

Provide support to school site Crisis Intervention Teams

Report to a student support group regarding interventions and ongoing needs

CRISIS INTERVENTION PROCEDURAL FLOW CHART



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PROCEDURES FOR DEALING WITH A MENTAL HEALTH CRISIS OCCURRING IN SCHOOL

- I. In situations involving immediate danger
 - Mobilize school's Crisis Intervention Team
 - Assess situation
 - Team assesses crisis as to degree of endangerment to the students and others.
 - Team may wish to consider telephone consultation with a crisis service to assist in determining severity. (Refer to a list of mental health emergency and crisis services).
 - Mobilize out-of-school resources
 - When immediate help is needed, call appropriate emergency service (Psychiatric Emergency Team, paramedics, police, etc.)
 - Contact parents to inform of situation, to request their presence, and to involve them in mobilizing resources.
 - Support student until emergency help arrives
 - Establish supportive contact with student and engage in non-threatening and everyday conversation. One's own experiences and intuition are helpful in maintaining sympathetic contact.
 - If student cannot be taken to the Health Office, provide as much privacy as possible.
 - Combative student behavior may require assistance of security personnel.
 - When a student needs to be taken to the hospital and the parent is not present, the administrative member of the team should accompany the student and remain until the parent arrives.
 - Develop supportive re-entry plan to assist the student in returning to school

- II. In serious situations that are not immediately life threatening
 - Assess situation.
 - Identify what is troubling the student and what may be the precipitating events.
 - Determine what seems to be of most concern to the student.
 - Establish a relationship with the student as an interested, attentive, responsive, concerned and empathetic person.
 - Convey hopefulness and give assurance to help.
 - Help student to consider options for coping with the problem situation.
 - Discuss with the student the need to involve the parents.

CALIFORNIA LAW REGARDING CONFIDENTIALITY

"Any information of a personal nature disclosed by a pupil 12 years of age or older in the process of receiving counseling from a school counselor is confidential." (Ed. Code 35301).

The only exceptions to this law are:

- A. Discussion with a psychotherapist or healthcare provider for the sole purpose of referral for treatment
- B. Reporting of suspected child abuse or neglect
- C. Reporting to the principal or parents of the pupil or others in the school community when there is reasonable cause to believe that disclosure is necessary to avert clear and present danger to their health, safety and welfare
- D. Reporting to the principal, parents, Beverly Hills Police Department, and other necessary persons when a pupil indicates that a crime, involving the likelihood of personal injury or significant or substantial property losses, will or has been committed
- E. By order of the court

A school counselor shall not disclose confidential information to parents if there is reasonable cause to believe that disclosure would result in clear and present danger to the pupil.

"No person required by this section to keep information discussed during counseling confidential shall incur any civil or criminal liability as a result of keeping that information confidential."

CHAPTER II

NATURAL AND MANMADE DISASTERS

UNDERSTANDING THE EFFECTS OF EARTHQUAKES ON CHILDREN

Earthquakes can be a frightening experience for everyone involved. The amount and duration of the emotional upset can depend upon many factors. Among things that will influence the upset are: emotional makeup of the child, particular circumstances of the event, physical injuries to his/herself and those close to him/her, and most importantly, preparation for and understanding of quakes in general. By knowing what to expect and how to react to it, we may be able to minimize some of these effects on children.

During an earthquake period, children are afraid of much the same things as adults. They are especially afraid of another earthquake happening. They are afraid of being hurt, of dying, and of being separated from their families. They are not pretending; this fear is genuine and it is reinforced by the observation of fear in adults. Older people should admit that they are afraid and they should listen sympathetically to the child as he/she expresses his/her fear. On the other hand, dwelling on the fear endlessly or constantly questioning the child about it could prolong it. Constructive activity and a return to some kind of routine will, in most cases, speed up a return to normalcy in the child.

Children thrive best in routine, orderly situations. Examples of some of these regularities are being with the family, playing with friends, going to school, having the same teacher each day, having fairly regular time schedules, and being in familiar surroundings.

Because an upset child can become panicky about being separated from his/her family, it is a good idea to include him/her in all activities immediately after a quake, even when it is not the most convenient thing to do. Let him/her help clean up some of the mess, help build a fire to cook on out of doors, and tag along where ever mom or dad goes if at all possible. Don't leave him/her alone. He/she needs reassurance for a while, and spoken reassurance is often not enough. He/she should be held and comforted, but he/she should also know what he/she is expected to do. A return to school is very helpful, since it's a routine and it's activity. The child may object, but be firm and insist that he/she go.

Briefly, a child needs to:

Know what quakes are and what to expect

Know what to do during a quake

Have families that know what to do

Help with activities immediately after a quake

Have family togetherness as much as possible after a quake

Have someone who will listen and understand

Have a quick return to as many of his/her normal routines as possible

ADMINISTRATOR TO DO'S

Hold staff meeting prior to staff working with students.

Allow everyone to tell his or her stories. Process their feelings, thoughts and behaviors.

Use "Emotional Well-Being Do's and Don't's".

Be open – listen and recognize edginess among staff and yourself.

Generate fact sheet to decrease rumors and general anxiety.

Review Community Resource Sheet for available shelter, food, medical care, emotional support and general earthquake relief.

Meet with staff daily to recognize what is working and process what is needed.

Inventory damage to equipment.

Implement buddy system for clean up and room preparedness.

Identify Crisis Intervention Team members and share with staff.

Assign room for traumatized students and staff to receive emotional well-being support.

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Review the following handouts with all staff:

After the Earthquake Do's and Don'ts for Parents
Community Resources for Parents and Staff
After the Earthquake Emotional Well-Being Do's and Don'ts
After the Earthquake Classroom Strategies
After the Earthquake Do's and Don'ts for Administrators
After the Earthquake Do's and Don'ts for Staff

A sample agenda to prepare your staff is attached.

BOTTOM LINE: Don't allow staff to walk into classrooms with students until they have processed their experiences, thoughts and behaviors, and until they have prepared lessons for the first day back with students.

STAFF MEETING AGENDA

DATE: A.S.A.P. (You Decide)

THIS MEETING NEEDS TO TAKE PLACE BEFORE STAFF MEETS WITH CHILDREN

1. Review Facts of Quake: School Site, District, and Community
 - a. What you know, collective knowledge of staff.
 - b. What else do you want to know?
2. Process emotional reaction to earthquake.
 - a. Allow expression of thoughts, feelings and behaviors.
 - b. Discuss what behaviors to expect from students, staff and parents.
 - c. Use Cooperative Learning Structures.
 - d. Review "Do's and Don'ts of Emotional Well-Being".
3. Review site command post and disaster preparedness for all.
4. Identify a site Crisis Intervention Team and your District Office contact.
5. Identify area and procedures for traumatized students, staff and parents.
6. Meet with staff daily to process what is working and what is needed.
7. Use classroom strategies and organize staff to prepare cooperative plan lessons to deal with trauma/fear.
8. Distribute community resources.
9. Do housekeeping – take an inventory of loss by classroom.

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BEVERLY HILLS UNIFIED SCHOOL DISTRICT CRISIS INTERVENTION

EMOTIONAL WELL BEING: DO'S AND DON'T'S

DO'S

- DO get involved in a support group of friends
- DO be a listener as well as sharing your story
- DO emphasize the positive aspects of your family or group working through the disaster
- DO try to get routines going that establish control of your environment; do get busy with cleanup and restoring order
- DO be flexible and allow for emotional ups downs and irritability among family and friends
- DO know your limits; rest when needed; provide adequate nutrition for your family

DON'T'S

- DON'T try to cope alone
- DON'T let pride get in the way of asking for help
- DON'T overwhelm others with your own fears, especially your children
- DON'T let your children watch T.V. or listen to radio reports of earthquake damage – it will increase their anxiety and fear
- DON'T expect 100% efficiency from anyone especially from children
- DON'T forget to eat and rest when needed

AFTER THE EARTHQUAKE: DO'S AND DON'TS FOR STAFF

Review “Emotional Well Being Using Do's and Don't's” Handout.

Recognize that you will experience emotional ups and downs for approximately 4 – 6 weeks.

If your emotional ups and downs persist, use the employee assistance program.

Don't be alone. Encourage others to share their thoughts and feelings regarding fears and concerns. Mutual sharing and support will help to relieve the tension produced from the fear and uncertainty.

Be aware of your own limits and take some time to relax just a few deep breaths and remaining quiet for a few minutes can assist your system to relax and rest during the frenzy of the day – set an example by remaining quiet and relaxing for others with some short periods of time-out during the day.

Working together, in pairs or small groups, is encouraged.

Use classroom strategies for ideas of dealing with student fears and concerns.

If aftershocks occur, remain calm and follow disaster preparedness procedures. Remember, remaining calm and encouraging children to remain calm in response to the aftershocks will reduce fears and anxiety levels. Allowing children to “talk about” their fear of the aftershock and the fact that these “less severe” tremors have not resulted in extensive damage or placed people in danger can help to calm the children's anxious responses. Treat aftershocks with the appropriate concern, however, following procedures defined in the Earthquake Disaster Preparedness Routine.

We will get through this “period of disaster” with listening skills, mutual support, and shared effort through teamwork.

CLASSROOM STRATEGIES FOR INDIVIDUAL STUDENTS – ELEMENTARY LEVEL

What you may see (Physical Reactions)

Headaches

Complaints of visual or hearing problems

Persistent itching and scratching

Nausea

Sleep disturbances, nightmares, night terrors

Tics, nervous behavior

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What to look for (Emotional/Behavioral Reactions)

Inability to concentrate, drop in level of school achievement

Irritability

Aggressive behavior

Disobedience

Sadness over loss of possessions

Regressive reaction (excessive need for adult attention, clinging, crying, whimpering)

Resistance toward going to school

Preoccupation with own actions during event as they relate to responsibility and guilt

Retelling and replaying the event; distorting the event cognitively; detailing the event obsessively

Concern about personal safety and safety of others such as siblings, parents, etc.

Fear of feelings (to cry, to be angry, etc.)

Concern for other victims and their families

What to do (Strategies)

Reassure with realistic, factual information

Permit acting out the experience – acknowledge the normalcy of such feelings

Temporarily lessen requirements for optimum performance in school, do not expect children to perform as usual

Encourage verbal expression of thoughts and feelings about the disaster/loss

Provide opportunities for structure, but not demanding chores, activities or responsibilities

Encourage physical activity

Give older children useful tasks to perform

Encourage constructive activities on behalf of victims

Help children identify a support network (friends, family members, school staff) with whom they can talk

Help children come up with concrete plans for dealing with whatever is troubling and reinforce any positive actions on their part

CLASSROOM STRATEGIES FOR INDIVIDUAL STUDENTS – MIDDLE AND HIGH SCHOOL

What you may see (physical reactions)

Headaches

Vague complaints of pains

Overeating or loss of appetite

Bowel irregularities

Sleep disturbances

What to look for (Emotional/Behavioral reactions)

Antisocial behavior:

- Aggression

- Rebellion

- Withdrawal

- Attention seeking

Use of drugs, sexual acting out

Sibling rivalry

Drop in level of school performance

Sadness, depression, apathy

Guilt about survival

Self-consciousness about fears and sadness

Premature entry into adulthood (leaving school, getting married, etc.)

What to do (Strategies)

Provide assurance that feelings and fears are normal

Encourage group discussion about event

Initiate resumption of routine activities

Discuss/address relationship between acting out and impact of event

Rehearse safety measures to be taken in future disasters

Encourage physical activity

Encourage taking part in home or community recovery efforts

CHILDREN AND RESPONSES TO DISASTER

Teacher Handout

Background – Disasters can take many forms. They may be:
Weather related, as in tornadoes, hurricanes, or floods
Accident related, as in bus or automobile deaths or drowning
Illness related, as in AIDS, cancer, or other deaths due to illness
Bizarre and unusual, as in the case of violent crime

Pre-planning can be done for some of these disasters (i.e., when a death from cancer is anticipated or when weather forecasts warn of hurricanes). Others may be sudden and allow no time for pre-planning. Yet another variable is whether the disaster occurs at school (e.g., as suicide in the school or earthquake during school hours) or outside of school hours (e.g., a hurricane or automobile accident). All of these factors will undoubtedly affect the specific response to the disasters, but some common elements can be found in response to all of these situations.

Teachers have two essential jobs in the aftermath of disasters: first, to make plans for the practical aspects of how the disaster will be handled in their own classroom; second, to understand and cope with student reactions. The first of these responsibilities will likely be shared with other building personnel, but each teacher will have to structure the response within his/her own classroom. The second responsibility, coping with student reactions will be shared – this time with the parents and individuals such as school psychologists, school counselor, or an outside mental health professional. The on-going need to deal with student reactions during the school day, however, will fall on individual teachers. This handout is designed to provide assistance in the first of these two areas. The accompanying parent handout deals with emotional reactions to disaster and the possible responses.

Upon experiencing a disaster, determining appropriate steps to be taken immediately upon experiencing a disaster and deciding what to do in the days and weeks that follow is crucial. The following ideas are suggested:

Immediate Reaction to Disaster

Inform students of the disaster:

Typically some school wide decision is made regarding notification of staff and students. Often the PA system or a message to all teachers is used so the same information is given to everyone at the same time and the spread of rumors is controlled. A death or other intimate event may require a more personal method of imparting information.

Your responsibilities are:

Ensuring that the information your students receive is appropriate to their developmental level and is stated in vocabulary that they can understand. You may need to restate information in several ways so that every student understands.

Controlling panic among your students. Your calm demeanor and take-charge attitude can do much to control panic. It is okay for students to know that you are upset, for instance by shedding tears over a death. While it will be natural for you to experience emotion, it is important to students that you maintain composure and control of the situation.

Decide about scheduling changes.

Decisions about scheduling changes may be made by administrators. However, you will have to make decisions about what is to happen in your classroom. Generally, returning to a normal routine is appropriate. If students seem very unsettled, returning to a normal routine may not be the best choice. Possible immediate responses to disaster include discussing what has happened, clarifying information and facts, and listening carefully.

Immediate Steps for Crisis Control

Arrange support and counseling for students.

Building administrators will probably have made arrangements for support services. Your job is to know how, where, and when to access these services and to channel students in need of these services to the appropriate individuals.

Children particularly affected by the disaster should be carefully observed. They may require extra support and assistance.

Continue to have group-discussion time at the beginning of the day. This may be useful in clearing the air of rumors and helping students get ready for schoolwork.

Plan a practical, concrete activity to help students deal with feelings.

Involve students in decisions about what to do to help restore their sense of having control of their lives.

Possible activities include:

Collecting money for disaster victims.

Planting trees as a memorial for a death.

Designing cards and writing notes to someone involved in the disaster.

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Drawing pictures and putting up a bulletin board.

Writing poems or stories for a class book about the disaster.

Inform parents about how their children are reacting and what is being done in the classroom to deal with the disaster.

If the disaster involves deaths decide how to handle attending funeral or memorial services.

Whenever possible, have parents take their own children to services.

To prepare students for the experience provide information about the funeral and its structure. Students who are not attending may still want to know what will happen. For young children, this may be their first experience with death, and information may be especially important for them.

Allow for fatigue that children may experience due to stress and changed sleep patterns.

Plan for less-intense instructional activities for a few days.

Introduce snack time for a few days to provide extra nourishment that tired children may need. Room parents or the PTA/PTO may be willing to provide snacks.

Delay tests that have significant impact on long-term grades.

Long-term and on-going disaster intervention

Provide on-going opportunities to deal with the crisis.

Let students know there are people available who are willing to listen. Tell them who is available and when and where to find them.

Discuss feelings with the entire class or individual children as appropriate.

Discuss the disaster in the context of other subjects, e.g. discuss suicide prevention in a middle school health class, or discuss weather-related disasters in elementary social studies classes.

Provide facts to help allay fears. For instance, if a classmate dies of cancer, facts about prevalence and cures may help students who are fearful when they feel unwell.

Think ahead to effects that might be delayed. For instance:

Be aware that similar incidents in another location may trigger renewed feelings.

Consider a special remembrance for the one-year anniversary of the disaster, thereby diverting renewed reaction if the anniversary date is ignored.

Listen and watch for long-term reactions.

Prepare for long-term reactions that are normal, such as continued need to discuss a hurricane or shooting.

Watch for pathological long-term reactions which are more severe than those experienced by most children and might include: (1) persistent re-experiencing of the traumatic event through intense recollections, dreams, flashbacks or hallucinations; (2) persistent avoidance of stimuli associated with the trauma or numbing of responsiveness, e.g., restricted affect, diminished interest in usual activities; or (3) signs of increased arousal, e.g., sleep difficulties, irritability, hyper-vigilance, disturbances in concentration, exaggerated startle response.

Find ways to emphasize a return to stability.

When the disaster abates, return to previous schedules and maintain these for a time, even if some change in routine was planned this will to provide a sense of security and comfort.

Information provided by: National Association of School Psychologists

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CHILDREN AND RESPONSES TO DISASTER

Parent Handout

Background: Disasters can take many forms.

Weather related, as in tornadoes, hurricanes, or floods

Accident related, as in bus or automobile deaths or drowning

Illness related, as in AIDS, cancer, etc.

Bizarre and unusual, as in the case of snipers or murders

The emotional effects of a disaster on you and your child can be tremendous. One of the difficulties experienced by parents during disasters is that they have not had adequate time to deal with their own reactions when they are called upon to deal with the impact of the disaster on their child. This handout is designed to help you and your child during a disaster.

Emotional Reactions to Disaster

Emotional reactions vary in nature and severity from child to child. Children's reactions to a disaster are determined by their previous experiences, their temperament and personality, and the immediacy of the disaster to their own lives. Nonetheless, some commonalities exist in how children (and adults) feel when their lives are disrupted by a disaster.

Loss of Control

By their very nature, disasters are something over which we have no control – if we did, we would stop them from happening. The feeling of loss of control can be overwhelming.

Loss of Stability

Disasters also interrupt the natural order of things. Stability is gone and this is very threatening; it can destroy trust and upset equilibrium for extended periods. After all, if this disaster could happen, then most anything else might happen too.

Self-Centered Reactions

Children's immediate reactions to disaster often include fear for their own safety. They may be worried intensely about what will happen to them to an extent that you think is unreasonable. However, young children have difficulty putting the needs of others before their own. Children need repeated reassurance regarding their own safety and the outcome of the disaster as it relates to them.

Stages of Reactions to Loss

Some reactions to disasters are similar to reactions to other losses or grief. These include denial, anger, depression, bargaining and acceptance. Not every person experiences all of these feelings, and they do not always occur in just this order. A person may feel angry, then depressed, then angry again. How feelings are expressed will vary with the age of the child. A very young child may express denial by refusing to talk about the situation or clowning when others are talking about the disaster. Older children may go into their rooms or insist on going to the mall. Anger in a young child may involve a tantrum and an older child may yell at a parent.

WHAT TO SAY TO A CHILD DURING OR AFTER A DISASTER

Knowing what to say is often difficult. When no other words come to mind, a hug and saying "This is really hard for us", may work.

Try to recognize the feelings underlying your child's actions and put them into words. Saying something like "It makes us mad to think about all the people and homes that were hurt by this flood" or "I can see you are feeling really sad about this", can help.

Sometimes children may have an overwhelming fear that they are unable to put into words, and you may need to voice for them. For instance, if a friend loses his mother during a flood, you might want to say to your child, "You may be scared that something will happen to me and Daddy (or Mommy) too. We are safe, and the floodwaters are leaving, so we aren't going to die from this flood."

Be honest with your child about what has happened and what is happening.

Don't deny the seriousness of the situation. Saying to a child "Don't cry, everything will be okay" does not reflect how the child feels and the child knows that, at least in the immediate future, it is not true.

Help your child know what words to use with others. For instance, if the disaster has resulted in death, the child may feel overwhelmed about what to say to friends at the funeral home. You may need to help by suggesting some simple appropriate words.

THINGS TO DO WITH A CHILD DURING AND AFTER A DISASTER

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Let your child be near you as much as he/she wants, and when this is not possible, find someone else with whom the child feels secure and make it clear to the child that this person will take care of him/her until you return.

If you have to leave, you may need to reassure your child that you will return. If the disaster has involved loss of lives or homes, even when the real threat is past, it may take some time for your child to feel secure when separated from you. This is a very normal reaction and should lessen over time.

Prepare for difficulties with your child at night:

If you can take the time to re-establish usual bedtime routines, such as story time, this can provide a sense of security.

You may need to sit near your child until he/she falls asleep for a few nights. Gradually withdraw this support by saying that you will check back in two minutes and continue lengthening this time until your child feels secure again.

If possible, you may want to ensure that your child has his/her special stuffed animal or usual pillow if you have to sleep in a strange place.

For a while, a light may need to be left on in or near your child's room.

Siblings may want to sleep in the same room until they feel more secure again.

Include your child in funeral or memorial services unless your child specifically requests not to be there:

Explain what your child will see and hear in advance of the service or funeral home visit.

If you will be very involved during the service, find someone whose sole task is to be with your child.

If feelings become too intense, allow your child to leave the service.

Plan something practical that your child can do to help with the disaster or memorialize someone who has died:

If a disaster has ruined property, your child can help clean up or make sandwiches for others who are working.

In the case of a death, your child may have some special activity he/she chooses to memorialize the person who has died. This could be writing a poem, drawing a picture, or taking a flower to the funeral. Your child can be the guide in what seems to be best for him/her.

Plan to spend extra time with your child as the emergency needs from the disaster decrease:

Reading children's books about similar incidents can provide a good beginning for discussions of your child's feelings. Librarians can typically guide you in finding such books.

Playing an extra game or just sitting with your child during playtime can provide an extra sense of security that might be badly needed.

Expect that resolving all of the feelings related to the disaster may take your child (and you) quite a while:

It is normal for a child to bring up the disaster long after it has happened and often when you least expect it.

Make sure your child's reaction is not more severe than that of other children. If you believe your child's reaction is extreme, seek professional assistance. Your school psychologist or counselor can assist or provide names of other professionals trained to deal with children. Signs of reaction which are extreme and need professional attention include:

Persistent re-experiencing of the traumatic event through intense recollections, dreams, flashbacks or hallucinations

Persistent avoidance of objects and events associated with the trauma

Numbing of responsiveness or diminished interest in usual activities

Extreme withdrawal

Continual weeping or crying

Signs of increased arousal, such as sleep difficulties, irritability, disturbances in concentration, or exaggerated startle response

You may notice several of these reactions in your child immediately following the disaster. However, if these extreme reactions continue over numerous weeks, your child probably needs extra assistance in dealing with the disaster.

Information provided by: National Association of School Psychologists

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REACTIONS OF CHILDREN TO DISASTER

Although many feelings and reactions are shared in common by people of all ages, in response to the direct or indirect effects of a disaster, special attention is required to meet the needs of children.

Typical reactions for children of all ages include:

- Fears of future disasters
- Loss of interest in school
- Regressive behavior
- Sleep disturbance and night terrors
- Fears of natural events associated with the disaster

SPECIFIC AGE GROUPS

Different age groups of children tend to be vulnerable to the stress of disaster in unique ways. Below we have summarized typical responses for different age groups, and suggested responses to them.

Pre-school (ages 1-5)

Typical responses in this age group include:

- Thumb sucking
- Bedwetting
- Fears of the darkness or animals
- Clinging to parents
- Night terrors
- Loss of bladder or bowel control; constipation
- Speech difficulties (e.g., stammering)
- Loss or increase of appetite

Children in this age group are particularly vulnerable to the disruption of their previously secure world. Because they generally lack the verbal and conceptual skills necessary to cope effectively with sudden stress by themselves, they look to family members for comfort. They are often affected strongly by reactions of parents and other family members. Abandonment is a major fear in this age group and children who have lost family members, pets or toys will need special reassurance.

The following suggestions help the child integrate his/her experiences and reestablish a sense of security and mastery:

- Encourage expression through play re-enactment
- Provide verbal reassurance and physical comforting
- Give frequent attention
- Encourage expression regarding loss of pets or toys
- Provide comforting bedtime routines
- Allow to sleep in same room with parents (with the understanding that this is for a limited period of time)

Early Childhood (ages 5-11)

Common responses in this age group include:

- Irritability
- Whining
- Clinging
- Aggressive behavior at home or school
- Overt competition with younger siblings for parents attention
- Night terrors, nightmares, fear of darkness
- School avoidance
- Withdrawal from peers
- Loss of interest and poor concentration in school

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Regressive behavior is most typical of this group. Loss of pets or prized objects is particularly difficult for them to handle.

The following responses may be helpful:

Patience and tolerance

Play sessions with adults and peers

Discussion with adults and peers

Relaxation of expectations in school or at home (with the clear understanding this is temporary, and that the normal routine will be resumed after a suitable period)

Opportunities for structured but not demanding chores & responsibilities at home; rehearsing safety measures to be taken in future disasters.

Pre-adolescent (ages 11-14)

Common responses in this age group are:

Sleep disturbance

Appetite disturbance

Rebellion in the home

Refusal to do chores

School problems (e.g., fighting, withdrawal, loss of interest, attention-seeking behavior)

Physical problems (e.g., headaches, vague aches and pains, skin eruptions, bowel problems, psychosomatic complaints)

Loss of interest in peer social activities

Peer reactions are especially significant in this age group. The child needs to feel that his/her fears are both appropriate and shared by others. Response should be aimed at lessening tensions and anxieties and possible guilt feelings.

The following may be helpful:

Group activities geared toward the resumption of routines

Involvement with same age group activities

Group discussions geared toward reliving the disaster and rehearsing appropriate behavior in future disasters

Structured but undemanding responsibilities

Relaxed expectations of performance at school and home

Additional individual attention and consideration

Adolescents (ages 14-18)

Common responses in this age group include:

Psychosomatic symptoms (e.g., rashes, bowel problems, asthma)

Headaches and tension

Appetite and sleep disturbance

Hypochondriasis

Amenorrhea or dysmenorrhea

Agitation or decrease in energy level; apathy

Decline in interest in the opposite sex

Irresponsible and/or delinquent behavior

Decline in emancipatory struggles over parental control

Poor concentration

Most of the activities and interests of the adolescent are focused in his/her own age-group peers. They tend to be especially distressed by disruption of their peer-group activities and the lack of access to full adult responsibilities in community efforts.

The follow responses are recommended:

Encourage participation in community rehabilitation or reclamation work

Encourage resumption of social activities, athletics, clubs, etc.

Encourage discussion of disaster experiences with peers

Temporarily reduce expectations of school and general performance

Discuss disaster fears within the family setting without insistence

Pre-school through Second Grade

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Symptomatic Response

First Aid Treatment

- | | |
|--|---|
| 1. Helplessness and passivity | 1. Provide support, rest, comfort, food, opportunity to play or draw |
| 2. Generalized fear | 2. Re-establish adult protective shield |
| 3. Cognitive confusion (e.g. do not understand that the danger is over) | 3. Give repeated concrete clarifications for anticipated confusions |
| 4. Difficulty identifying what is bothering them | 4. Provide emotional labels for common reactions |
| 5. Lack of verbalization – selective mutism, repetitive nonverbal traumatic play, unvoiced questions | 5. Help to verbalize general feelings and complaint (so they will not feel alone with their feelings) |
| 6. Attributing magical qualities to traumatic reminders | 6. Separate what happened from physical reminders (e.g. a house, monkey bars, parking lot) |
| 7. Sleep disturbances (night terrors and nightmares; fear of going to sleep; fear of being alone, especially at night) | 7. Encourage them to let their parents and teachers know |
| 8. Anxious attachment (clinging, not wanting to be away from parent, worrying about when parent is coming back, etc.) | 8. Provide consistent care-taking (e.g. assurance of being picked-up from school, knowledge of caretaker's whereabouts) |
| 9. Regressive symptoms (thumb-sucking enuresis, regressive speech) | 9. Tolerate regressive symptoms in a time-limited manner |
| 10. Anxieties related to incomplete understanding about death; fantasies of "fixing up" the dead; expectations that a dead person will return, e.g. an assailant | 10. Give explanations about the physical reality of death |

Third through Fifth Grade

Symptomatic Responses

First Aid Treatment

- | | |
|---|--|
| 1. Preoccupation with their own actions during the event, issues of responsibility and guilt | 1. Help to express their secretive imaginings about the event |
| 2. Specific fears, triggered by traumatic reminders or by being alone | 2. Help to identify and articulate traumatic reminders and anxieties; encourage them not to generalize |
| 3. Retelling and replaying of the event (traumatic play); cognitive distortions and obsessive detailing | 3. Permit them to talk and act it out; address distortions, and acknowledge normality of feelings and reactions |
| 4. Fear of being overwhelmed by their feelings (of crying or being angry) | 4. Encourage to express fear, anger, sadness, etc. in your supportive presence in order to prevent feeling overwhelmed |
| 5. Impaired concentration and learning | 5. Encourage to let their parents and teachers know when thoughts and |

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feelings interfere with learning

- | | |
|---|---|
| <p>6. Sleep disturbances (bad dreams, fear of sleeping alone)</p> | <p>6. Support them in reporting dreams; provide information about why we have bad dreams</p> |
| <p>7. Concerns about their own and others' safety, e.g. worrying about siblings</p> | <p>7. Help to share worries; reassure with realistic information</p> |
| <p>8. Altered and inconsistent behavior, e.g. usually aggressive or reckless behavior, inhibitions</p> | <p>8. Help to cope with the challenge to their own impulse control (e.g. acknowledge, "It must be hard to feel so angry")</p> |
| <p>9. Somatic complaints</p> | <p>9. Help to identify the physical sensations they felt during the event</p> |
| <p>10. Close monitoring of parent's responses and recovery; hesitation to disturb parent with own anxieties</p> | <p>10. Offer to meet with children and parent(s), to help children let parents know how they are feeling</p> |
| <p>11. Concern for other victims and their families</p> | <p>11. Encourage constructive activities on behalf of the injured or deceased</p> |
| <p>12. Feeling disturbed, confused and frightened by their grief responses; fear of ghosts</p> | <p>12. Help to retain positive memories as they work through the more intrusive traumatic memories</p> |

Adolescents (Sixth Grade and Up)

Symptomatic Response

First Aid Treatment

- | | |
|--|--|
| <p>1. Detachment, shame and guilt (similar to an adult response)</p> | <p>1. Encourage discussion of the event, feelings about it, and realistic expectations of what could have been done</p> |
| <p>2. Self-consciousness about their fears, sense of vulnerability and other emotional responses; fear of being labeled abnormal</p> | <p>2. Help them understand the adult nature of these feelings; encourage peer understanding and support</p> |
| <p>3. Post-traumatic acting out behavior, e.g. drug use, delinquent behavior, sexual acting out</p> | <p>3. Help to understand the acting out behavior as an effort to numb their responses to, or to voice their anger over, the event</p> |
| <p>4. Life threatening re-enactment; self-destructive or accident-prone behavior</p> | <p>4. Address the impulse toward reckless behavior in the acute aftermath; link it to the challenge to impulse control associated with violence</p> |
| <p>5. Abrupt shifts in interpersonal relationships</p> | <p>5. Discuss the expectable strain on relationships with family and peers</p> |
| <p>6. Desires and plans to take revenge</p> | <p>6. Elicit their actual plans of revenge; address the realistic consequences of these actions; encourage constructive alternatives that lessen the traumatic sense of helplessness</p> |
| <p>7. Radical changes in life attitudes, which influence identity formation</p> | <p>7. Link attitude changes to the event's impact</p> |

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8. Premature entrance into adulthood (e.g. leaving school or getting married), or reluctance to leave home

8. Encourage postponing radical decisions in order to allow time to work through their responses to the event and to grieve

POST-TRAUMATIC STRESS SYMPTOM CHECKLIST

By Jorge Cherbosque, Ph. D.

Presented below are common problems that may affect people following a major disaster such as an earthquake. Please mark the frequency with which you have experienced each of these problems since the occurrence of the first major earthquake. Use the following symbols in responses to the checklist:

X - Have not had this problem at all
C - Constant or near constant occurrence

F - Frequently
O - Occasionally

- | | |
|----------------------------------|---|
| ___ 1. Tension headaches | ___ 21. Aching neck and shoulder muscles |
| ___ 2. Migraine headaches | ___ 22. Sleep disturbances |
| ___ 3. Panic | ___ 23. Major weight gains or losses |
| ___ 4. Fear of losing control | ___ 24. Loss of interest in previous events that produced joy |
| ___ 5. Fear of death | ___ 25. Fatigue |
| ___ 6. Dizziness | ___ 26. Guilt feelings for surviving the disaster while loved ones didn't |
| ___ 7. Hyperventilation | ___ 27. Preoccupation with suicidal thoughts |
| ___ 8. Feeling of nervousness | ___ 28. Aggressive behavior |
| ___ 9. Nightmares | ___ 29. Numbness |
| ___ 10. High blood pressure | ___ 30. Sadness |
| ___ 11. Alcohol/drug consumption | ___ 31. Distancing from people |
| ___ 12. Dermatitis | ___ 32. Decrease in affective expression (such as warmth and love) |
| ___ 13. Menstrual distress | ___ 33. Sexual problems |
| ___ 14. Nausea or vomiting | ___ 34. Flashbacks |
| ___ 15. Irritability | ___ 35. Concentration difficulty |
| ___ 16. Loss of appetite | ___ 36. Withdrawal from friends and social situations |
| ___ 17. Periods of depression | ___ 37. Memory problems |
| ___ 18. Recurrent illness | ___ 38. Fears and avoidance of any event that reminds you of the disaster |
| ___ 19. Minor accidents | ___ 39. Behaving as if the disaster is occurring over and over again |
| ___ 20. Feelings of anger | |

CHAPTER III

ASSAULTS AND CONFRONTATIONS

Although it is not possible to prevent unwanted intrusions or disturbances completely, there are some planning steps that can minimize the possibility of accidents or tragedies on school campuses.

An overall school safety plan requires a thoughtful process for identifying security needs, developing prevention and intervention techniques, evaluating physical facilities, and providing communication and development for staff and students. Emergency procedures, or a “contingency plan” are an essential component. The following information outlines emergency response procedures that can be tailored for individual school sites. Schools are encouraged to use this outline as a starting point in reviewing the adequacy of their own contingency plans.

Procedures for Personal Safety and Security.

Devise a signal for announcing an emergency situation.

Identify who can declare an emergency and under what conditions.

Develop clear instructions for operating the contingency plan, and train staff regularly to respond in a reliable way. As the situation dictates, it may be necessary to:

Lock doors or assume placement in a hallway or classroom as a method of controlling movement around campus.

In the event of a shooting or explosion, instruct students and staff to follow lockdown procedures and remain calm.

Close and lock windows, if possible.

In the event of a natural disaster such as an earthquake or an electrical storm, turn off all power equipment.

Retain students until an “all clear” signal is given.

Identify an adequate primary location, secondary location, and a procedure for administering first aid.

Identify a team of psychologists to be called to provide counseling for any resulting trauma affecting students and staff.

Procedures to Ensure Smooth Administrative Control of Operations During a Crisis.

Generally, the principal, or his/her designee, declares an emergency and is responsible for requesting assistance through direct communication with the district superintendent. A predetermined “emergency operations center” (EOC) is established where the superintendent works with emergency services and clearly defines the responsibility of each person.

Establish emergency procedures that include notifying local law enforcement agencies, the fire department, and medical assistance agencies as appropriate.

Post and regularly update a checklist of equipment and emergency telephone numbers.

Have necessary equipment available for communicating with supervising staff; a camera and film for documentation, a fully operational public address system and fully operational fire extinguishers. When the emergency dictates, discontinue use of all land-line telephones, in order to provide uninterrupted communication with the EOC.

Determine how injured students and staff will be transported to the hospital.

Plan alternative routes for transporting injured when standard routes are obstructed.

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Establish an orderly dismissal procedure, e.g., dismissal by floors or sections, in a manner that everyone understands.

Account for and record who is present and who is absent.

Provide parents with information regarding relevant elements of the emergency plan so they are prepared to know what they expect.

Conduct periodic practice drills to ensure procedures for dismissal run smoothly.

Procedures for Clear, Effective Communication System

Establish a clear communication system that signals an emergency and when the crisis has passed, signals an “all clear”. The signals should be distinguishable from those that designate class periods and should be established prior to an emergency situation.

Establish a rumor control/information post in a location accessible to parents, interested community members, and media to handle inquiries in an orderly fashion. This post would provide a system for swift parental contact and an outside line for specific communication to community transportation volunteers.

Develop an ongoing system of communication and review of facility planning and student activity on campus that includes students, staff, law enforcement, and parents. Distribute new information as it develops and keep everyone current.

Review emergency plans with the Police Department that address life-threatening situations, such as shootings and bomb threats, as well as natural disasters.

Designate an assembly area for parents and other community members.

Establish personal contact between authorized staff and Police Department staff prior to an emergency.

Include arrangements for a “call back” number to verify that a police assistance call is legitimate.

Train school staff in leadership roles to recognize when police intervention is required. (Police staff become primarily responsible for enforcing the law and will insist on final decision-making in all matters involving their sworn obligations).

Practice contingency procedures to assure that the plan is smooth-running and comprehensive.

Guidelines for Police Intervention in School Disruptions

Before requesting direct police intervention, every reasonable effort to settle a disruption should be made by staff. However, the Police Department should be notified of the school disturbance as a matter of record and reference during any future need for assistance.

School and police officials respond to a disturbance in accordance with the level of intensity. The three levels are:

a. Level 1 The disturbance is confined to one area and without threat to students or staff. School personnel would respond by containing or removing persons involved with minimum interruption.

b. Level 2 The disturbance is mobile and/or poses a direct threat to students/staff. The school would remain open, but security forces would isolate the disruptive activity, detain individuals involved, and terminate the threat of escalation. As many school personnel as possible should carry out school operations during the disturbance.

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c. Level 3 The disturbance prevents regular school operations from continuing; there are serious threats to students and staff safety; the situation is no longer within the school's control; it appears that the situation may escalate towards physical confrontation. The principal would request police assistance in accordance with guidelines previously established in the written memorandum of understanding; school would be closed and responsibility for controlling a situation would be assumed by the officers assigned; authority to end the disruption would shift from the school administrator(s) to the police officer in charge. However, responsibility for maintaining safety and order among the students and staff, and responsibility for the facility would remain with the school and district administration.

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CHAPTER IV

SUICIDE

INTRODUCTION

Although the suicide rate among youth decreased in the mid-1990's, suicide deaths in the United States remain high with 3, 971 suicides in 2001 and over 132,000 suicide attempts in 2002, Today, suicide is the third leading cause of death for students between the ages of fifteen and twenty-four.

Many teenagers experience strong feelings of stress, confusion, and self-doubt in the process of growing up, and the pressures to succeed combined with economic uncertainties and fears about world conflict can intensify these feelings.

For some teenagers, divorce, the formation of a new family with stepparents and stepsiblings, or moving to a new community can be very unsettling and can intensify self-doubts. In some cases, suicide appears to be a "solution".

Depression and suicidal feelings are treatable mental disorders. The child or adolescent needs to have his or her illness recognized and diagnosed, and appropriate treatment plans should be made. When parents are in doubt whether their child has a serious problem, a psychiatric examination does no harm to the youngster.

Facts for Families from the American Academy of Child and Adolescent Psychiatry, Volume 1, No. 10

SCHOOL SUICIDE PREVENTION GUIDELINES

The principal or his administrative designee shall be in charge of the school site crisis team. The principal appoints team members.

It is suggested that designated team members include an administrator, counselor, school psychologist and other credentialed persons specifically trained in suicide prevention.

Confidentiality

The protection of the student, if he or she is a threat to his or her self or others, overrides the confidentiality aspect of the counseling.

Referrals

A student can be self-referred or referred by a friend, parent, teacher, neighbor, etc. Referral information should be thoroughly examined for accuracy and completeness of detail by designated team member(s) prior to interviewing the student.

Crisis Interview

When deciding which team member should conduct the interview, the following factors should be taken into account: already existing relationships, time and coverage constraints and the need for immediate emergency services. These issues should be discussed on a case-by-case basis with the principal or his designee.

Immediate Need for Medical Intervention

Contact paramedics.

Contact parents.

Contact principal or administrative designee.

Contact District.

Take emergency medical treatment card, any suicide note, or pertinent health history to the emergency room. Principal or principal's designee will accompany the student to the emergency room.

Planning Meeting If Non-Medical Emergency

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The school site crisis team should meet to discuss the student and develop an intervention plan. The intention is to offer appropriate referrals rather than long-term school counseling.

Informing Parent/Guardian

If the team considers that the student may possibly be suicidal, the parent/guardian must be informed. If possible, this should be done in person and witnessed by a second person. If the parent/guardian is only available by phone, it is recommended that a second person witness the call. Documentation should be kept as to the time and content of the contact.

Suicide Notes, Journal or Essay Writing

The parent/guardian should preferably be shown, or made aware of, the contents of any suicide notes their child has written. At the very minimum, the parent/guardian must be aware of the contents of a suicide note. The above procedure should be accomplished by informing the parent/guardian at the time of the contact.

Negative Parent Response

If the team members feel that the parent/guardian response may be damaging to the student or likely to cause a suicide attempt, the threat should be referred to the local police and protective services. If it is determined that the student needs immediate mental health service and the parent/guardian refuses, report the incident as neglect and protective services can obtain a court order mandating therapy. In an emergency situation, the police and the community mental health center can take custody on a 72-hour hold.

Transportation

In a non-medical emergency, if the parent/guardian is available, they should transport the student. If the parent/guardian is uncooperative, the police should transport the student to community mental health or the county hospital.

Staff Members being Informed of Suicidal Threats

Any school staff member who is informed by a student of suicidal threats or observes questionable suicidal behavior should consult a school administrator immediately.

Follow-up

A designated team member should communicate with the parent/guardian. The Principal or District psychologist should communicate with the student's physician or therapist if the student is hospitalized or receiving outpatient therapy.

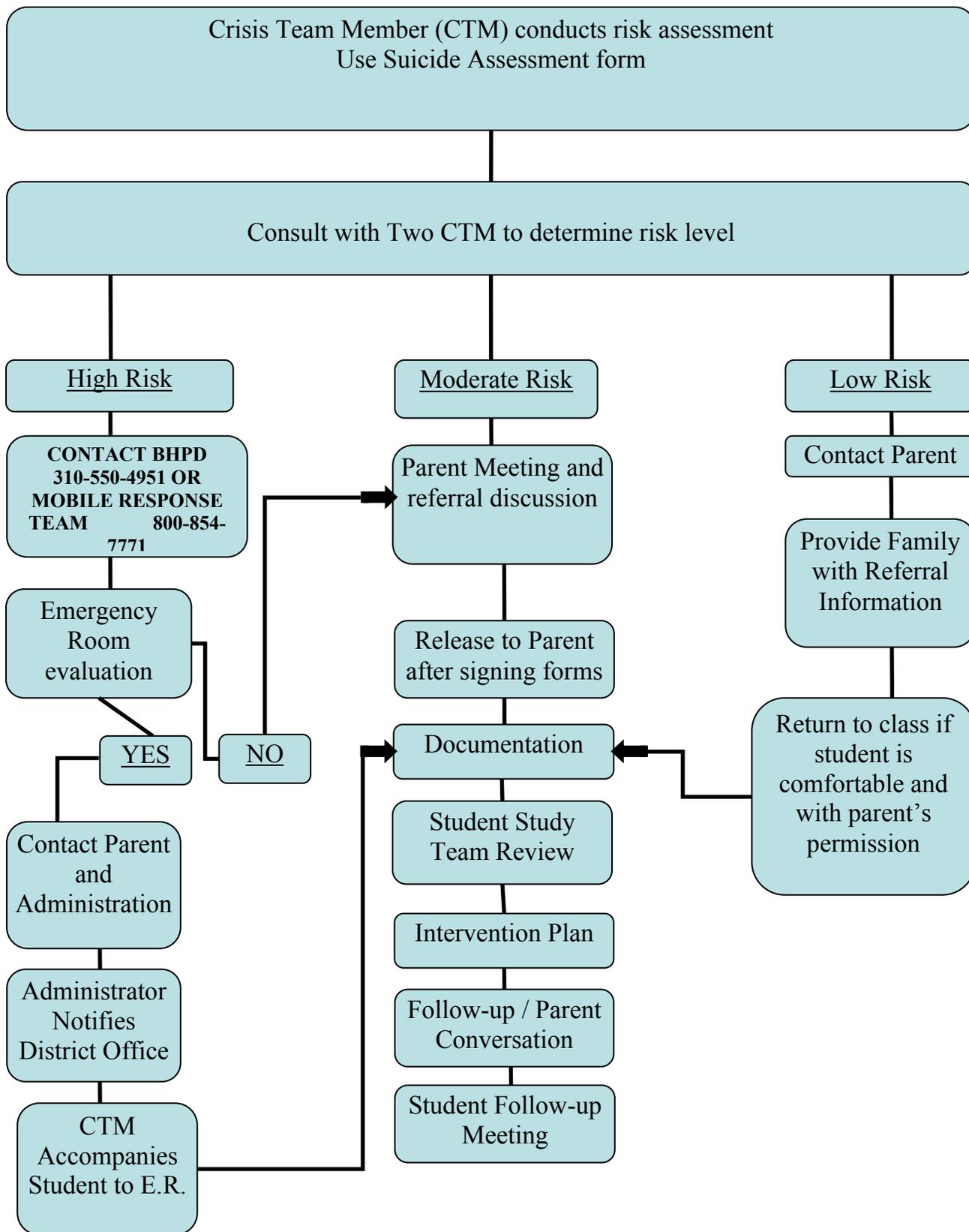
The school site crisis team should develop a follow-up plan on a case-by-case basis.

To ensure student safety, written or telephone recommendations from the physician or the therapist should be obtained by the principal or designee prior to return to school.

Report of Suicide Risk

A designated team member will submit a report form to Coordinator of Child Welfare and Attendance. This report is confidential and to be used for statistical purposes to determine health and guidance needs of students. A school copy of the report is filed with the school principal or designee. **(DO NOT PUT THIS REPORT IN THE STUDENT'S SCHOOL RECORDS).**

SUICIDE INTERVENTION FLOW-CHART



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INDICATORS OF POTENTIAL SUICIDES

HIGH RISK INDICATORS

1. Previous suicide attempt
2. Giving away of prized possessions
3. Recent loss or threat of loss of friend or family member
4. Specifically determined suicide method and time
5. Chronically self-destructive lifestyle

SYMPTOMS

- Attempt(s) at suicide known by significant others
- Family history of suicide
- Distributes favorite belongings to special friends or family member as a way of saying goodbye
- Extreme grief or trauma experienced due to tragic loss (e.g., death, suicide, divorce, separation, change in family status or residence, negative change in health status or appearance, etc.)
- When questioned, expresses wish to die and indicates existing plan, available means and specific time-frame for completion
- Drugs, including alcohol, used excessively
- Involved in high-risk activities
- Evidences careless disregard for personal safety
- Scratches and marks body

OTHER GENERAL INDICATORS

6. Verbalizing suicide threats
7. Collecting information on suicide methods
8. Expressing hopelessness, helplessness, and anger at self or world
9. Expresses death or depression themes

SYMPTOMS

- Makes comments such as, "I don't want to live any longer," and "You'll be better off without me"
- Expresses that friends and family will not miss them
- Threatens to hurt or kill self
- Makes inquiries regarding lethal weapons, pills and other methods used by people who have committed suicide
- Expresses that no one cares
- Indicates feelings of failure and lack of self-esteem
- Has increased conflicts with family, friends or authority figures
- Is overwhelmed with current stress factors and states, "I can't handle it."
- Lacks ability to problem solve appropriately
- Feels like quitting or running away from the world
- Feels humiliated, experiences loss of face
- Conversation, written expression, reading selections and art work focus on death and other morbid subjects
- Relates frightening dreams or fantasies

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- | | |
|--|--|
| 10. Evidences acute personality changes | Withdraws from family, friends and activities
Becomes sexually promiscuous
Is newly aggressive and irritable
Has frequent crying spells, temper tantrums and moodiness
Loses interest in appearance and grooming
Runs away from home
Becomes depressed due to pregnancy |
| 11. Demonstrates sudden dramatic decline or improvement in academic, athletic or other performance activities | Unable to concentrate, attend to or complete tasks

Chronically tardy or truant
Fidgety, hyperactive, or hypoactive in the classroom
Shows drastic drop or improvement in grades |
| 12. Evidences physical symptoms of depression | Appears apathetic, lethargic, bored or extremely fatigued
Sleeps excessively or experiences insomnia
Suffers markedly increased or decreased appetite
Displays tension, nervousness or anxiety |

SUICIDAL THREATS – WHAT TO DO

Suicidal symptoms must be acted on as if the person's life is in danger. Some people will take action if they are not taken seriously just to prove they really mean it. Most potential suicides seek help before making an attempt. They do not desire to end their lives, but have been unable to resolve their problems and feel it is hopeless. They are coming to you because they believe their own actions are utterly futile and need someone to take charge. You must make decisions that are in their best interest regardless of what they say they may want because this is truly a life-threatening situation.

Steps to Take:

Convey a sense of concern, interest, acceptance and respect. Convey that you believe they might do it. Let them know that this is serious to you. Never brush it off as childish.

Inquire about the suicidal impulses in a direct, open and straightforward manner, devoid of any criticism or judgment.

Convince them that although a serious problem exists, this problem can be resolved without resorting to irreversible measures.

Ask outright:

- Are they now seriously considering ending their life?**
- Specifically what detailed plans have been made?**
- What means are to be used to carry out the plan?**
- What actions have been made to obtain deadly means?**

If weapons or pills have been acquired, ask them to allow you to take possession of these for a while. If these are not physically on their person to give to you, ask for their exact location with enough specificity that someone could easily find them.

Obtain a written contract stating that no suicidal attempts will be made as long as any therapy is in progress, even if you are not going to be the therapist.

With student present, call parents and tell them of the suicidal nature of their child (required by E.C. 35301).

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If the child appears to be in immediate danger, ask the parent to come to school right then and pick up the child. Keep the child physically with you (not in lobby) until parent arrives.

Tell the parents of the physical location of any weapons or pills.

Assist the family by telephoning mental health services if they desire and making arrangements for service contract. Mental health may respond more quickly to a professional referral because you can provide valuable information.

Protect yourself legally by documenting the suicidal symptoms observed, other professionals consulted, contacts with the parents, and the actual measures taken to prevent the suicidal behavior. Document all contacts, either by phone or in person, to the family. Record exact names and phone numbers.

School settings are not prepared or equipped to provide adequately intensive support, 24 hour support, hospitalization services, group suicide counseling and post crisis support. For these reasons, the schools are not appropriate treatment facilities. As the deep depression begins to lift, the risk of suicide is highest. The basic dynamics of the depression are still operative, but now the client is able to generate sufficient energy to act on the suicidal thoughts. Also, depressions tend to recur if counseling treatment is inadequate. This implies that school-based crisis intervention alone is likely to leave the child more vulnerable, not less vulnerable, to a subsequent suicidal depression. This would endanger the child rather than protect him, which is what would occur if an appropriate referral were made in the first place.

Disclosure to parents is often resisted vehemently by children who fear ridicule or reprisals. They provide examples of how heartless parental responses have been in the past. Unless the counselor believes that the parental reaction to the disclosure would result in a clear and present danger to the pupil, the parent **MUST** be informed under E.C. 35301. The parents must be put in a position in which they can protect their child from hurting himself. Failure to do so is both illegal and unethical. The client's right to confidentiality is not absolute but is limited both by law and by every organization's code of ethics. The client must be protected from harm, or harming himself or others.

There are ways to limit any surprise the client expresses knowing that you must disclose what you have been told. One effective way is to establish a standard procedure that is used with anyone entering the door asking for counseling. Before letting him or her say anything, read or provide a written copy of a statement that limits the extent of confidentiality. The person came to you for help. He or she will generally not turn away if you set some ground rules right up front. Even if you failed to give such advance warning, your obligation to report is not diminished. If intervention were not wanted, he or she would not have walked in the door.

Example statements are:

"What you say to me is confidential. That is, I won't say anything to anyone without your permission unless what you say is a danger to yourself, others or property."

Another more explicit statement might be:

"Some things are not secrets. Because taking care of people is more important than keeping secrets, state law requires that these things must be reported:

Child Abuse
Suicide
Hurting people or property

Call the Coordinator of Child Welfare and Attendance if you have any questions.

SCHOOL READMISSION GUIDELINES FOR A STUDENT AFTER A SUICIDE ATTEMPT REQUIRING HOSPITALIZATION

If the crisis team is aware of a short or long-term hospitalization of a student who has attempted suicide, the following guidelines are recommended:

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Although hospital physicians may have only a minimal history of a student on a short-term stay, they will assist the school, student and family. Such assistance should be solicited.

Concern of the school principal and crisis team should be conveyed to the hospital physician PRIOR TO DISCHARGE FROM THE HOSPITAL. The principal or principal's designee should contact the physician.

Suggested Inquiries to the Physician:

Anticipated date of hospital discharge and return to school? Is the student ready to return to school?

Medication.

Follow-up therapy or counseling.

Length of school day.

P.E. participation, if a problem in that area.

Impact of student's anticipated behaviors on other students.

Transfer to another school. If a student does change schools, apprise the receiving school of transfer of referred student.

Male vs female teacher, if need identified.

It is suggested that communication with the physician be reviewed by the school principal or designee. If there is still concern about the student returning to school, the following agencies can be contacted for assistance:

Family physician, private therapist or counselor

Community Mental Health

Police Department representative, if appropriate.

CHAPTER V

DEATH, DYING AND GRIEVING

INTRODUCTION

The literature indicates that during childhood, one of every twenty children in the United States will lose a parent to death, and by the age of 16, one of every five children will have lost at least one parent. If this exposure to death is extended by including the rest of a student's family and close relatives and friends, bereavements among students will occur at least a few times during each school year.

Children's feelings and thoughts regarding death are often ignored in our American culture. Frequently children are not even told of the death of a significant other because parents are struggling with their own grief and cannot believe children understand the tragic situation.

Children growing up today know about death. A pet is killed. There is death in living color on news programs and prime-time TV shows. Death and dying conjure up different meanings to children than to adults. However, the facts of death should be explained to them naturally and lovingly. Traditional ways of explaining death, such as, "mother has gone to sleep" or "God took Dad because he was so good," hide life's realities and cause feelings of abandonment, betrayal, and resentment later. It is better to utilize examples from nature, e.g., flowers bloom in the spring and die in the fall. This illustrates the idea that there is a time for living and a time for dying.

MANAGING TERMINALLY ILL STUDENTS

School personnel are increasingly required to deal with terminally ill students. Schooling is vital in that it helps to maintain a student's self-image. It assures the student that parents and teachers have faith in his or her future.

Knowing about the following basic needs of a dying person will assist school personnel to cope:

- Need to know that he or she is dying
- Need for meaningful communication
- Need to live to the end with dignity
- Need to be listened to without anger and with acceptance
- Need for hope
- Need to know that he or she is a valuable person
- Need to maintain self-esteem

Some of the strategies that may help teachers and other school personnel in dealing with a terminally ill student:

Read about the disease and facilitate classroom discussion that can foster social acceptance.

Contact health personnel, parents and professionals who have worked with the student in the past to find out the best ways to meet physical and health needs.

Modify the instructional program as needed in light of fatigue, excessive absences and effect of medications.

Reduce instructional goals so that some can be completed and feelings of success can be achieved.

Do not make the student feel like an object of pity.

Be firm about holding the student to whatever academic and behavioral standards he or she is truly able to meet.

Do not isolate the student from activities. There is a need to participate in purposeful activity with peers.

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WHEN A DEATH OCCURS

Suggested Guidelines

Immediately upon confirming the news of the student's (or teacher's) death, a meeting of the principal, teachers involved, and Crisis Intervention Team members should be called to discuss how to deal with the situation, including the reactions of peers and parents.

One or more of those present at the meeting should be designated to discuss the death with the deceased student's classmates and to answer questions. If the person who knows the class best, the teacher, is unprepared for such a meeting, then he/she could be present while another person (principal, school counselor, or Crisis Intervention Team member) leads the discussion.

A class discussion should include decisions regarding: A) What to do with the deceased student's belongings; B) How to create and send a message of condolence to the family; C) What type of memorial would be appropriate for the deceased student. Ideally, the students should have major input into the design of the plan. The plan should be simple and allow for closure within a reasonable period of time.

In the immediate aftermath of these activities, the teacher should have administrative support in responding to individual and group requests to discuss death, either in terms of the deceased student or as a more general phenomenon. This has the potential for providing a learning experience for students and also provides an opportunity for the teacher to observe student's progress in resolving the loss.

The principal and/or Crisis Intervention Team member should continue follow up with the teacher to check on how the class is progressing, to resolve any further issues concerning further contact with the family regarding the death, and to check on other effects the death might have on classroom activity.

SIX STAGES OF GRIEVING

By Elizabeth Kubler-Ross

Depending on individual needs, a person may stay in one stage for a long time, move back and forth from one stage to another, or move through each stage in the order listed below.

DENIAL This may be expressed by feeling nothing or insisting there has been no change. It is an important stage and gives people a "time out" to reorganize. People in this stage need understanding and time.

ANGER Often, after denying a situation, people turn around and react. This reacting can be defined as anger. It can be expressed in nightmares and fears and in disruptive behavior. People in this stage need opportunities to express anger in a positive and healthy way.

BARGAINING The purpose of bargaining is to regain a loss. Consequently, a promise is made to do something in order to get something in return. Bargaining may be expressed through threats, tantrums or demands. It can also be expressed in angelic behavior or perfectionist tendencies.

DEPRESSION This sets in when it is realized that anger and bargaining will not work and one begins to understand that a change may be permanent. This is a stage of grieving for whomever or whatever is lost. People in this stage need to know that others understand and are concerned about their feelings.

ACCEPTANCE Acknowledgement of a death – a period of calm after release of emotions, demonstrated by a lifting of sadness and a willingness to keep living.

HOPE Evidenced by a revitalization of energy, a renewed interest in old friends, the development of new friendships, and the return of a sense of humor.

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HANDLING A CLASS AFTER A STUDENT DIES

Nearly every teacher involved with a death in the classroom or the school community needs help in handling his or her class. The following strategies, which involve many sharing experiences, will help.

Don't be impassive about a student's death. Share personal feelings, reactions and experiences with the class. Mention things that helped others during this time. This helps to take away some of the loneliness a student feels.

Allow yourself and students to cry. Giving permission, "Go ahead and cry – it's all right," may be necessary since so many strong feelings are labeled as being publicly unacceptable and some students are taught not to show their emotions in public.

Let the children talk and write about their feelings.

Listen and be sensitive to whatever students have to say.

Make sure the class knows the details of the student's illness. Especially for younger children, separate the illness of the child who dies from any medical problems his or her classmates experience.

Never tell young children, "God took Sally away because He loves her." Because children will wonder if it's a good idea to be loved by God. Likewise, don't say "Sally went to sleep"; you may create a class of insomniacs.

Don't force a "regular day" upon grieving students, but at the same time, don't allow the class to be totally unstructured. Offer choices of activities such as letters, journals, and discussions.

Ask the students to write personal sympathy notes either to the parents or to a student who has suffered a loss. Give an address for these notes or offer to deliver them yourself.

Older students may want to plan more concrete expressions of concern. Allow them to arrange a schedule for making food such as casseroles and desserts. Help them raise money for a memorial scholarship fund, medical research donations, or a cause especially commemorative of the dead student through functions such as car washes, dances or basketball games.

Make sure that visitation times are well publicized, perhaps with a tactful lesson on funeral etiquette.

Explain how students should treat a bereaved student who is returning to school. Emphasize that trying to avoid or being overly solicitous to the student will not help. Point out the need to resume normal relationships.

Remember that your class may remain quiet and depressed for some time afterward (perhaps even a month), and that some students may begin to act out noisily and physically as a way of affirming that they are still alive. Some children may experience, at least during the early stages of grief, physical illness, insomnia, severe depression, periods of crying, or illusions in which they see or hear the deceased. Be sure to communicate with the principal and parents about children exhibiting extreme reactions.

Recognize that grief may last over an extended period of time. Where grief is openly and deeply expressed, the first six months constitute the most stressful period, with recovery beginning during the first year and occurring more conclusively by the end of the second year.

Remember that ignoring grief does not cause it to go away. Research has indicated a relationship exists between antisocial behavior in adolescents and unresolved grief over the death of a loved one.

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HELPING YOUR CHILD AFTER THE DEATH OF A FRIEND OR FAMILY MEMBER

Remember that adults can make a difference in helping children when they have problems with death because most of them have faced the death of loved ones and other significant losses.

Listen and empathize. Make sure to hear what is said.

Maintain a sympathetic, never-shaming attitude toward your child's age-appropriate responses.

Respond with real feelings. The manner in which you express them is irrelevant.

Allow the child to cry by giving permission: "Go ahead and cry, it's all right." Permission may be necessary since so many strong feelings are labeled as being publicly unacceptable and some children are taught not to show their emotions in public.

Share personal feelings about reactions to and experiences with death; mention things that helped others during this time. This helps to take away some of the loneliness a child feels.

Remember that ignoring grief does not cause it to go away. Research has indicated a relationship exists between antisocial behavior in adolescents and unresolved grief over the death of a loved one.

Assure your child that they are not responsible for the person's death because they had negative feelings about him or her at some time.

Expect unusual behavior. Children may evidence an inability to concentrate on schoolwork, an unusual amount of daydreaming, a tendency to withdraw, and other physiological and behavioral reactions. If these symptoms become extreme or continue over an extended period, counseling may be indicated.

Recognize that grief may last over an extended period of time. Where grief is openly and deeply expressed, the first six months constitute the most stressful period, with recovery beginning during the first year and occurring more conclusively by the end of the second year.

SIBLING GRIEF

Parents would like to protect their children from the hard facts of life, but they cannot. When death of a sibling comes, the surviving children are affected but will react in different ways depending upon the age and experience. The following points are important for adults to remember.

Children have to be allowed to respond to the death of a sibling in their own way. Their relationship with the deceased would have been different from the parent's relationship to the child. Don't make a child feel guilty if he acts as if nothing is wrong because they don't seem as distraught as parents.

Do not exclude the child when grieving. Parents need to talk about their sadness with the child so he or she does not feel that he or she is the cause of the sadness. Very young children will feel adults' anger, frustration, or sadness as being something for which they are responsible. School age children differ in their reaction to death.

Children up to about seven do not see death as being a real change or irreversible. They view death as a separation and may revert to clinging close, or regressive behavior at the death of a sibling. Because they tend to believe in mystical powers, they tend to feel guilty for the death, especially if they at some time may have wished someone dead.

From about age seven to twelve, children see death as an aggressive personification – a boogeyman or a Darth Vader who is coming to get them. To ward off these fears, they may engage in ritual or incantation.

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Children over twelve can respond to death as adults do. The child may become religious or philosophical. They question the justice of a God who allowed the death to happen. Some adolescents develop a kind of nihilism and live for the moment. Others may be so affected by a death that they develop important political and religious commitments. Some adolescents may have difficulty in expressing emotions connected with death and develop emotional problems when they have not resolved their grief adequately.

We should not assume that grief is a major problem for many children. It is the same problem for them as for adults. If we see major changes in a child (sleep and eating habits, drop in grades, talk of suicide) within 18 months after a significant death, then it is a good idea for the entire family to seek professional counseling.

HELPING BEREAVED PARENTS: DO'S and DON'TS

DO's	DON'Ts
DO Let your genuine concern and caring show	DON'T Let your own sense of helplessness keep you from reaching out to a bereaved parent
DO Be available...to listen, to run errands, to help with the other children or whatever else seems needed at the time	DON'T Avoid them because you are uncomfortable (being avoided by friends adds pain to an already intolerably painful experience)
DO Say you are sorry about what happened to their child and about their pain	DON'T Say you know how they feel (unless you've lost a child yourself you probably don't know how they feel)
DO Allow them to express as much grief as they are feeling at the moment and are willing to share	DON'T Say "You ought to be feeling better by now" or anything else which implies a judgment about their feelings
DO Encourage them to be patient with themselves, not to expect too much of themselves and not to impose any "shoulds" on themselves	DON'T Tell them what they <u>should</u> feel or do
DO Allow them to talk about the child they have lost as much and as often as they want to	DON'T Change the subject when they mention their dead child
DO Talk about the special, endearing qualities of the child they've lost	DON'T Avoid mentioning the child's name out of fear of reminding them of their pain (they haven't forgotten it!)
DO Give special attention to the child's brothers and sisters at the funeral and in the months to come (they too are hurt and confused and in need of attention which their parents may not be able to give at this time)	DON'T Try to find something positive (e.g., moral lesson, closer family ties, etc.) about the child's death
DO Reassure them that they did every thing that they could, that the medical care their child received was the best or whatever else you know to be <u>true and positive</u> about the care given their child.	DON'T Point out that at least they have their other children (children are not interchangeable; they cannot replace each other)
	DON'T Say that they can always have another child (even if they wanted to and could, another child would not replace the child they've lost)
<i>Parents Bereavement Outreach Santa Monica, California</i>	DON'T Suggest that they should be grateful for their other children (grief over the loss of one child does not discount parent's love and appreciation of their living children)
<i>Reprinted with Permission</i>	
<i>The Compassionate Friends P.O. Box 1347, Oak Brook, IL 60521</i>	DON'T Make any comments which in any way suggest that the care given their child at home, in the emergency room, hospital, or wherever was inadequate (parents are plagued by feelings of doubt and guilt)

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without any help from their family and friends).

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SAMPLE LETTERS FOR PRINCIPALS

When a death occurs on campus, it is appropriate for the principal to send a letter of condolence to the parents of the deceased child, and if appropriate, information letters to other parents, students, and staff members. Each principal's individual feelings and style will dictate the content of the letters. Following are sample letters to use as guidelines.

Sample letters to parents of the deceased:

Dear Mary and Bill,

You have our deepest sympathy. When we heard of Mandy's passing, our hearts went out to you. There are no words that seem appropriate, but please know that we join you in your grief.

Please call upon us and let us know if we can be of any assistance to you.

We extend our sincere and deepest sympathy to you in this time of loss and sorrow.

Most sincerely,

Dear Mr. & Mrs. Feingold,

On behalf of our staff, I'd like to express our deepest sympathies to you and your family in this hour of grief. The passing away of Janie has touched us all very deeply and we will miss Janie dearly. There are no words to express our sense of loss and the great sadness that we all feel.

I would like to render any assistance that may be appropriate at this time. Please call me and let me know if I can help in any way.

Our deepest condolences,

Dear Mr. & Mrs. Zender,

On behalf of the staff and students of Mountain Meadows School, please accept my deepest sympathy for the loss of your daughter, Henrietta. As Henrietta was a friend to many students in our school, she will be missed each day and will long remain in our hearts.

The students in Henrietta's room are planning a memorial ceremony on Wednesday, May 26, at 2:00 p.m. in Henrietta's honor. If you feel that you are able to attend, please come and take part in this memoriam.

I hope that you will call if we can help in any way during this most grievous time. May each passing day bring peace and healing for you and your family.

Sincerely,

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Sample letter to parents of friends or classmates of the deceased:

Dear Parents,

It is with deep regret that I share a tragedy that took place over the winter break. One of our students, Mandy Harris, was killed in a car accident. Mandy was a second grader in Mrs. Horowitz's class. The loss of a child is certainly one of life's greatest tragedies.

Mandy was a delightful, loving child who will be sorely missed at Round Meadow. Our hearts go out to her parents Mary and Bill, to her brothers Jon, Nathan and Chris, and to her sister Michelle.

We know that the death of a friend is a difficult thing for young children. We, the staff and administrators of Round Meadow School, are sincere in offering any help or advice we can give in this time of crisis. Do not hesitate to call if we can be of service.

On Wednesday at 8:30 a.m., all of us at Round Meadow will share one minute of silence in memory of Mandy.

Sincerely,

Dear Parents,

It is with great sadness that we report to you that one of your child's classmates died last week. This announcement was made to the students in class today and provision was made for grieving and sharing of feelings.

In order to assist you in handling your child's emotional reactions and queries about death, a list of suggested strategies is attached.

Sincerely,

Beverly Hills Unified School District

Sample letters to staff and students:

Dear Staff and Students,

It is with deep regret and sorrow that I inform you that John Smith, a student in Mrs. Jones' class, was killed last night in an automobile accident. Many of you knew and loved John and will want to share your feelings regarding this tragedy. Others will prefer to remain quiet. Everybody handles grief differently; there is no one correct way to respond. Students who want to talk about their feelings at greater length should let their teacher know so that arrangements can be made for individual meetings.

Further information regarding memorial activities will be forthcoming. Students who would like to participate in the planning of those activities should notify their teacher.

Dear Students and Staff,

It is with regret that I inform you of the death of Fred Franklin, a 10th grade student at our school. Fred passed away last night as the result of a car accident. We will keep you informed as information on memorial services become available.

At a time like this, we all feel sorrow at the loss of one of our own, and we need to lend support to one another as we share our shock and grief. Please know that our crisis team members and counselors are available to listen and to offer comfort to Fred's friends and others.

Sincerely,

Beverly Hills Unified School District

CHAPTER VI

CHILD ABUSE

CHILD ABUSE LAWS AFFECTING MANDATED REPORTERS

Reporting Law – Section 11166 PC requires that a mandated reporter report suspected child abuse immediately or as soon as practically possible by telephone & follow up with a written report within 36 hours.

Definition – The definition of “mandated reporter” is located in Sections 11165 through 11166.5 of the Penal Code.

The Employment Statement – Section 11166.5 PC requires that any person who enters into employment as a child care custodian, or other employment specified by law, must sign a statement that her or she has knowledge of Section 11166 PC (The Child Abuse Reporting Law) and will comply with its provisions.

Liability – For mandated reporters, there is no civil or criminal liability. (Section 11172 (a) PC.)

Attorney’s Fees – For mandated reporters who are sued for making the mandated report, the State will pay attorneys’ fees up to \$50,000 at a rate not greater than that charged by the Attorney General. (Section 11172 (c) PC.)

Prosecution – For failure to obey the Child Abuse Reporting Law is described in Section 11172 (e) PC. Failure to obey the reporting law is a misdemeanor, punishable by a maximum of \$1,000 fine and/or six months in jail.

False Report – Non-mandated reporters may be liable for damages if they make a false report or one made with reckless disregard. (Section 11172 (a) PC, effective January 1, 1987).

Confidentiality, Classified Staff – Section 11165.5 PC requires reporting confidentiality for certain classified school staff and requires they be trained in the Child Abuse Reporting Law (effective January 1, 1987).

Child Abuse Reporting forms are available at all school offices.

CHAPTER VII

PRESS RELATIONS

During any crisis situation at a school site, reporters can be expected to come to the school in numbers commensurate with the gravity of the situation. It is their job to do all they can in order to get the information necessary to report the story. The principal of a junior high school, in which a female student was abducted and killed on her way home from school, stated that 95% of his time during the first three days after the incident was spent handling the news media. During the next three days, the news media demanded 75% of his time. The importance of knowing how to communicate effectively with the press during a crisis cannot be overstated. Pat Howlett, ACSA Director of Communications states: "It's a basic but hard-to-accept fact that the way an organization communicates during a crisis is just as important as solving the problem."

In order to have good press relations during a crisis, it is essential that administrators foster good relationships with reporters when there is not a crisis. It is important to create a reservoir of good will to cushion against the tendency of the relationship to become adversarial during times of crisis. Reporters will be more likely to respond in kind if they have been treated with consideration and respect consistently. At all times, school administrators should return reporters' phone calls, answer questions honestly, and help reporters meet their deadlines. The importance of good press relations is best expressed by the adage: "Never get into an argument with someone who buys ink by the barrel-full."

SUGGESTIONS ON TALKING TO THE PRESS

There is no such thing as "off the record" If you don't want to be quoted, don't say it!

Give yourself time to think. If you need to research something, say so. Even if you don't, use this time to collect your thoughts.

Do return calls from reporters promptly. Your respect for their deadlines will, hopefully, create commensurate respect for you. Remember that being unavailable will not stop the story. Factual information is better to report than subjective opinions. Do not try to hide facts. In some cases it may be advisable to give only a minimum of information. However, in any case, do not lie! Answer the reporter's questions and then stop. Know when to stop talking.

If silence bothers you (reporters will often pause to encourage you to keep talking), ask for the next question.

Don't be led into elaborate, lengthy conversations, especially those dealing with your own personal observations.

Don't respond to "what if's". A good answer is "We'll handle that when it occurs".

Rather than "no comment", say "I don't have any information on that now."

Avoid educational jargon.

Repeat your own words, not those of a reporter. For example, a reporter says to you, "What about those damn juvenile delinquents?" If you respond "We don't have any damn juvenile delinquents", you may be quoted as such.

When a reporter says, "so what you're really saying is...", repeat your statement in your words. Never lose your temper.

TEN KEYS TO CRISIS COMMUNICATION

Stress the uniqueness of the situation

Comparisons with other crisis situations are newsworthy and potentially counterproductive. Without becoming overly defensive, administrators should be prepared to point out why this situation is different.

Communicate control

Two questions reporters always ask are:

When did you learn about this crisis situation and what did you do at this time?

What are you doing now to handle the situation? In both cases, the responses must indicate concern for the individuals involved and an effective action plan.

Beverly Hills Unified School District

Accept Responsibility

Administrators should accept responsibility for finding solutions to the current crisis.

Be proactive

Avoid taking a defensive, reactive stance and steer the interview towards a proactive discussion of what is being done to handle the problem.

Consider the community before making decisions

The attitudes and opinions of the community will, to a large extent, be the measure by which the management of the crisis is judged.

Choose an effective spokesperson

The spokesperson must be fluent and comfortable with the English language; must speak for the whole school or district, not just one part; and must remain the spokesperson for the duration of the crisis. The spokesperson must have “organizational authority”, which means that he or she must be an essential and fully informed member of the crisis management team.

Have one message only

This can be accomplished by having only one spokesperson and making sure that all audiences are given the same information.

Demonstrate concern

Along with giving out accurate information, this is the most important aspect of crisis communication.

Deal only with the crisis until it is over

Administrators earn respect by giving all of their attention to the crisis and being visible on the scene. All other duties should be postponed or delegated until the crisis passes.

Return to normalcy as soon as possible

Schools need to get back to the business of educating children rather than managing a crisis.

COMMUNICATING WITH THE PRESS DURING A CRISIS

Initial response

Identify the crisis.

Convene the crisis team.

Designate a spokesperson and backup.

Prepare some brief notes (who, what, when, why, where) to help you in speaking with reporters.

Inform all staff members to refer to all inquiries to the designated spokesperson.

Give the phone answerer an initial response statement and have him/her maintain a telephone log of incoming reporter phone calls (see INITIAL RESPONSE STATEMENT and PHONE LOG, form VII-7)

Notify the District Office – further plan how to communicate with the press.

Develop a prepared statement for the spokesperson (see ELEMENTS TO INCLUDE IN PREPARED STATEMENT TO THE PRESS, page VII-5)

If press arrives on campus

Designate a room or area where reporters are to be taken:

Close to office

Away from students

Phone available

Beverly Hills Unified School District

Designate someone to stay with the reporters at all times.

Inform reporters that they have the same rights and limitations as the general public regarding access to school grounds, staff, and students. They must register in the office of the principal and receive approval to be on campus. Principals can deny access if it is felt that the presence of reporters is inimical to the educational process and/or their presence will interrupt or disrupt instructional and/or other programs (see Ed. Code and Penal Code regarding Loitering or Causing Disturbances, page VII-6).

Ongoing crisis

Ensure that the spokesperson has the most current information.

Provide regular updates.

Make sure the District Office knows what will be and has been told to reporters.

ELEMENTS TO INCLUDE IN A PREPARED STATEMENT TO THE PRESS

Different crisis events require different kinds of statements to the press. Statements can be issued either verbally or in writing. The following is a list of elements from which to choose when preparing a statement:

We're assessing the situation.

We're gathering information; as more information becomes available, we will keep you informed.

The situation is under control.

Our plan is in effect.

Our crisis team is operating.

We've ensured the safety of students.

We have secured the campus.

Teams are searching affected areas systematically.

We're providing medical attention.

We're in communication with the District Office (and other schools).

The District Office will issue a statement.

We're coordinating with law enforcement (and/or other agencies).

We're offering counseling services to students in need:

By District staff

With the help of outside agencies (name agency).

Note: Initially avoid giving out names and number of victims. If a more detailed press release is to be issued, it should be prepared in consultation with the District Public Information Officer.

LEGAL REFERENCES REGARDING LOITERING OR CAUSING DISTURBANCES

Any person who is not a member of the school staff or student body and who loiters on or about any school building or grounds without written permission or who causes disturbances may be guilty of disorderly conduct and may be prosecuted according to law. It is therefore required that all visitors register in the office of the principal and receive approval to be present on the campus.

Legal References:

Education Code

32210	Willful disturbance of public school or meeting a misdemeanor
32211	Threatened disruption or interference with classes; misdemeanor
44810	Willful interference with classroom conduct
44811	Disruption of classwork or extracurricular activities

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Penal Code

626.4 Notice of withdrawal or consent; report; action on report; reinstatement of consent; hearing; unlawful entry upon campus or facility; punishment
Committing act, or entry upon campus or facility to commit act likely to interfere with peaceful activities; direction to leave; refusal to leave or reentry; punishment
653(g) Loitering about schools or public places
602(l) Trespassing

Beverly Hills Unified School District

INITIAL RESPONSE STATEMENT

We're aware of the problem and we're looking into it.

_____ will get back to you as soon as more information is available.
Spokesperson

PHONE LOG

Name	Date	Time	Phone #	Comments	Call Returned Date/Time/Initials

Beverly Hills Unified School District

APPENDIX

FORM A-1

CRISIS CHECKLIST

1. SCHOOL SITE TEAM INITIAL CRISIS SCREENING

- ___ A. Identify problem/event and determine degree of impact on school
- ___ B. Determine if additional support is needed. Administrator may request assistance of District Crisis Team.
- ___ C. Review facts and determine what information is to be shared with:
 - ___ 1. Faculty
 - ___ 2. Students
 - ___ 3. Parents/community
 - ___ 4. Media
 - ___ 5. Identify media liaison

- ___ D. Determine how the information is to be shared with staff/students in order to control rumors and provide factual information:
 - ___ 1. Written bulletins
 - ___ 2. Classroom presentations/discussion
 - ___ 3. Assemblies
 - ___ 4. Other
- ___ E. Initiate the referral process, including procedures for self-referral.
 - ___ 1. Provide referral forms to staff
 - ___ 2. Maintain Student's Referral log. Designate where list will be maintained and by whom.
 - ___ 3. Designate interview locations
 - ___ 4. Distribute Screening Survey, Initial Referral Summary, and Parent Consent forms to interview counseling team. School Site Team Members who are assigned counselors will complete these forms and return them to the Risk Assessment Coordinator.
- ___ F. Monitor the identification of high-risk students and follow-up.

2. DEBRIEFING – on daily basis

- ___ A. Review process and status of referred students with team members
- ___ B. Prioritize needs
- ___ C. Plan follow-up actions
- ___ D. Provide support to team members

Beverly Hills Unified School District

FORM A-2

ADMINISTRATIVE CHECKLIST

This checklist is intended for use in the event of a crisis situation occurring at a school. Examples of incidents requiring a response would include:

- Death of a student – accident, suicide, illness, assault
- Death of a staff member
- Accident involving students – car, bus
- Potential suicide
- Community disaster

DETERMINATION OF LEVEL OF RESPONSE REQUIRED

Site Administrator determines if District and/or community resources are needed.

DESIGNATE SITE LEVEL COORDINATOR

Administrator assumes this role or designates individual.

NOTIFY DISTRICT OFFICE (DIRECTOR PPS/SUPERINTENDENT)

The District Office must be notified at the occurrence of any incident.

NOTIFY COMMUNITY TEAM LEADER (IF APPROPRIATE)

_____ @ _____ (310) _____

NOTIFY OTHER SITES IF THEY COULD BE AFFECTED

Sibling(s) of the involved student(s) attend

NOTIFY DESIGNATED MEDIA LIAISON (if PRE-ASSIGNED)

_____ @ _____ (310) _____

REVIEW INFORMATION AND DETERMINE WHAT IS TO BE SHARED WITH FACULTY, STUDENTS, PARENTS, COMMUNITY

MEET WITH TEACHERS INVOLVED TO PROVIDE INFORMATION, SHARE PLAN, REVIEW CLASSROOM PROCEDURES

SUSPEND BELL SCHEDULE AND CLASS CHANGES IF APPROPRIATE

SEND DESIGNATED PERSON TO GO TO EACH AFFECTED CLASS TO SHARE INFORMATION. ANNOUNCE AVAILABILITY OF CRISIS COUNSELING AT THIS TIME

VERIFY THAT SITE LEVEL COORDINATOR IS READY TO RECEIVE STUDENTS

UPDATE STUDENT STATUS IN COMPUTER- REMOVE BELONGINGS

Beverly Hills Unified School District

FORM A-4

ACTION PLAN

Date: _____ **School** _____ **Time:** _____

List Crisis Intervention Team Members:

_____	_____
_____	_____
_____	_____

<u>Action to be taken</u>	<u>Yes</u>	<u>Person Responsible</u>	<u>Date Done</u>
Complete Risk Screening	_____	_____	_____
Complete Initial Referral Summary	_____	_____	_____
Contact parents _____	_____	_____	_____
Obtain signed parent Permission for Counseling	_____	_____	_____
Obtain signed parent consent for Release of Records	_____	_____	_____
Notify school administration	_____	_____	_____
Notify BHPD	_____	_____	_____
Notify social services	_____	_____	_____
Notify community mental health _____	_____	_____	_____
Contact therapist: _____	_____	_____	_____
File released to: _____	_____	_____	_____
Safe to let student go home	_____	_____	_____
Student in need of custodial care	_____	_____	_____
Student provided with contact persons _____	_____	_____	_____
And phone numbers			
Student schedules for contact with _____ next day	_____	_____	_____
Other (specify) (Please attach to Initial Counseling Referral Summary)	_____	_____	_____

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FORM A-6

STUDENT REFERRAL LOG

School _____ Month _____

Date	Name	Grade	Reason for Referral	Action Taken	Interviewed By

Reviewed by Team Leader _____ (Initial)
Please submit to the Student Support Group Coordinator in a sealed envelope marked "CONFIDENTIAL" at the end of each month.

Beverly Hills Unified School District

FORM A-7

RISK SCREENING INTERVIEW

Name _____ M ____ F ____ Date _____ School _____

Referred by _____ Room _____ Grade _____ Birthdate _____

Parents _____ Address _____ Phone _____

English _____ Other _____ Interviewed by _____

Interview Outline (Ask for details, clarification of thoughts and feelings).

A. Degree of Risk

Where were you when the event occurred?

Direct _____ On-Site _____ In Neighborhood _____ Out of Area _____

What did you see or (hear about?) _____

How do you feel now? _____

B. Other Factors

How well do you know the victim(s)? _____

Have you or any of your family had a similar experience? _____

What are you angry/guilty about? _____

Do you want to "get even" or seek revenge? _____

C. Concerns/Problems

What is bothering you now? _____

Have there been any changes in your life or routine because of the event? _____

What is the most pressing problem? _____

D. Plan of Action

What has worked for you in the past when there has been a problem? _____

What is the problem you would like to work on now? _____

What is the first step you can take? _____

E. Support

Who would you like to help you? _____

Who can you talk to in your family? _____

What will you do when you leave school today? _____

Would you like to talk again? _____

Beverly Hills Unified School District

Follow-up scheduled: _____

F. Acknowledgement/Feedback

Has there been any particular activity or action that has been helpful to you? _____

What could I have asked or done to be more helpful? _____

Please attach to Initial Counseling Referral Summary

FORM A-8

BHUSD Suicide Assessment and Intervention Form (Confidential Information)

***Copy given to Child and Welfare Office**

Referral Date: _____ Time: _____

Name: _____ DOB: _____ Gender: M F

School: _____ Grade: _____ Staff Member: _____

—

Student referred by: _____

Crisis Team Designated Reporter: _____

—

Consult with two Crisis Team Members (CTM):

CTM 1 Name: _____

CTM 2 Name: _____

Description of Suicidal Threat (verbal-direct or indirect, drawings, writing) – Be specific:

Assessment (Determine Level of Risk)

Question 1-Have you thought of suicide before?

**Thoughts or threats alone, whether direct or indirect, may indicate LOW RISK*

Question 2-Have you ever tried to hurt yourself before?

**Previous attempts, repetitive self-injury may indicate MODERATE RISK*

Question 3-Do you have a plan to hurt yourself today? Have you thought of how you might do it?

**The greater the planning the greater the risk. The presence of a plan indicates some intent to die and has begun preparing to die. If student has a plan they may be considered HIGH RISK*

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Evaluate Risk: (2 crisis team members)

Low Risk: Ideation (current or recent thoughts; signs of depression; direct or indirect thoughts; changes in personality, friends; evidence of self-harm in written or art work; dark internet websites and chat) _____

Moderate Risk: Previous suicidal behaviors (previous attempts; hospitalizations; recent trauma losses, victimization); recent medications for mood disorder; alcohol or substance addiction; running into traffic or jumping from high places; repetitive self injury _____

High Risk: Current plan/method/access (current plan with method/access; finalizing arrangements; giving away prized possessions or written/emailed good bye notes; refusal to agree to a safety plan) _____

***Students judged either moderate or high risk should be supervised at all times and released only to parents, BHPD, or Mobile Response Team !**

Immediate Action Plan (please initial by each activity)

1) Notify School Administrator _____ (time) _____

2) Contact Parents: _____ (time/team member)

Question 1-Is the parent available? _____

Question 2-Is the parent cooperative? _____

Question 3-Does the parent have information that will help the team to assess the risk? _____

Question 4-What mental health insurance does the family have? _____

3) Determine if the student is safe to go home:

Moderate/High risk/parent available and cooperative

Community referral provided	_____ Yes _____ No
With parental approval, agency contacted prior to arrival	_____ Yes _____ No
Student safe to transport via parent	_____ Yes _____ No
BHPD (310-550-4951) contacted for transport if student is unsafe	_____ Yes _____ No
Mobile Response Team contacted (800-854-7771)	_____ Yes _____ No
Team member follows student to hospital	_____ Yes _____ No
Release information signed by parent	_____ Yes _____ No
Hospital contacted	_____ Yes _____ No
Crisis team has support established for students return	_____ Yes _____ No

Moderate/High risk/parent unavailable

BHPD (310-550-4951) contacted for transport to hospital	_____ Yes _____ No
Mobile Response Team contacted (800-854-7771)	_____ Yes _____ No
Contact DCFS (800-540-4000) to notify parent	_____ Yes _____ No
Crisis Team Member contacts parent	_____ Yes _____ No
Release information signed by parent	_____ Yes _____ No
Hospital contacted	_____ Yes _____ No
Crisis team has support established for students return	_____ Yes _____ No

Moderate/High Risk/parent uncooperative

a) If reluctance is based on negligence, contact DCFS (800-540-4000)	_____ Yes _____ No
b) Contact BHPD (310-550-4951) for transport	_____ Yes _____ No

Follow-up actions

Beverly Hills Unified School District

c) Crisis team has support established for students return Yes No

Low risk/parent uncooperative

a) Parent signed form indicating that they were notified about suicidal threat Yes No

b) Parent given outside referral information (Referral List) Yes No

Low risk/parent cooperative

a) Student has completed a safety plan Yes No

b) Parent/student have been provided resources Yes No

c) Parent has signed form indicating that they were aware of the threat Yes No

Student asks that parent NOT be notified

a) Is student rational and able to make clear decisions? Yes No

b) Will student be in more danger if released to parent? Yes No

c) Contact DCFS (800-540-4000) Yes No

d) Call BHPD (310-550-4951) to transport if high risk Yes No

e) Mobile Response Team contacted (800-854-7771) Yes No

f) Contact parents (review "BHUSD CTM Guide to Notifying Parents"):
 Yes No

Crisis Team Members Name: _____ Time of contact: _____

4) Additional Contacts

Contact outside therapist Yes No

Fax assessment form to attention Chris Hertz 310-551-5103 Yes No

Contact Guidance Counselor for follow up appointment Yes No

Contact SST team Yes No

5) Follow-up and support the family: CTM should work with the family on modifications and supports that need to be established prior to students return to school. Guidance Counselor should email teachers the support plan and monitor students' grades and attendance.

BHUSD Crisis Team Guidelines for Notifying Parents

Parents or guardians should be contacted as soon as possible after a student has been identified as being at risk for suicide. Crisis team members need to be sensitive toward the family's culture, including attitudes towards suicide, mental health, privacy, and help-seeking. Contact the Child and Welfare office if you need an interpreter.

1. Notify the parent and ask that they come to the school immediately.

2. When the parents arrive at the school, explain why you think their child is at risk for suicide. Utilize parent as part of suicide assessment.

Questions to ask parents

Has student demonstrated abrupt changes in behaviors?

What is the support system that surrounds this child (the more the student feels isolated and alone the greater the risk)?

Is there a history of mental illness (depression, alcohol and substance abuse, conduct or anxiety disorder, co-morbidity)?

Is there a history of recent losses, trauma or victimization?

What insurance does family have?

3. Explain the importance of removing from the home (or locking up) firearms and other dangerous items, including over-the-counter and prescription medications and alcohol.

4. If student is at a low or moderate risk and does NOT need to be hospitalized, discuss available options for individual and or family therapy. Provide parent with outside resources. If possible, call and make an appointment while the parent is with you.

5. Ask the parents to sign the Parent Contact Acknowledgement Form confirming that they were notified of their child's risk and received referrals to treatment.

6. Tell the parents that you will follow up with them in a few days. If this follow up conversation reveals that the parent has not contacted a mental health provider:

*stress the importance of getting the child help

*discuss why they have not contacted a provider and offer to assess with the process.

7. If student is working with an outside therapist, give parents medical release form.

8. If parent refuses to seek services for a child under the age of 18 who you believe is in danger of self-harm, you may need to notify DCFS that the child is being neglected.

9. Document all contacts with parents.

Beverly Hills Unified School District

Supporting Parents through Their Child's Suicidal Crisis

Family Support is Critical. When an adolescent experiences a suicidal crisis, the whole family is in crisis. If at all possible, it is important to reach out to the family for two very important reasons:

First, the family may very well be left without professional support or guidance in what is often a state of acute personal shock or distress. Many people do not seek help—they don't know where to turn.

Second, informed parents are probably the most valuable prevention resource available to the suicidal adolescent.

Remember, a prior attempt is the strongest predictor of suicide. The goal of extending support to the parents is to help them to a place where they can intervene appropriately to prevent this young person from attempting suicide again. Education and information are vitally important to family members and close friends who find themselves in a position to observe the at-risk individual.



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Parent Contact Acknowledgement Form

I have been notified that my child _____, has verbalized, or through other activities, has manifested a suicidal threat. My child has been assessed, and the crisis team has determined that s/he is low risk. I will remove or lockup firearms and other dangerous items, including over-the-counter and prescription medications and alcohol. I will monitor my child carefully and to take her/him in for immediate psychological assistance if s/he is in immediate danger.

*Parents Signature: _____ Date: _____

Witness: _____ Title: _____

Law Enforcement Witness: _____

(if parent refuses to sign)

Title: _____

***If the parent refuses to sign, contact law enforcement immediately and have them witness the parent's refusal.**



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CREATING A WORLD CLASS EDUCATION

Parent Consent Acknowledgement Form

I have been notified that my child _____, has verbalized and/or manifested the dangers of hurting him or herself or others. It has been strongly recommended that I should seek immediate psychiatric evaluation for my child. I have received phone numbers to aid me in this process. I will remove or lockup firearms and other dangerous items, including over-the-counter medications and alcohol. *I am aware that by not contacting a health professional, a staff member may have to contact child protective services.*

***Parents Signature:** _____ **Date:** _____

Witness: _____ **Title:** _____

Witness: _____ **Title:** _____

Law Enforcement Witness: _____
(If parent refuses to sign)

Title: _____

***If the parent refuses to sign, contact law enforcement immediately and have them witness the parent's refusal.**

Beverly Hills Unified School District

FORM A-9

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

Initial Counseling Referral Summary

Referral Date _____ Time _____ School: _____

Student's Name _____ DOB _____ Age _____ M ___ F ___

Parents/Guardians Names _____

Address _____

Phone Numbers: Home _____ Work _____

Cell _____

Cell _____

Student Referred By _____

Person Recording Data _____

Reason for referral: (list somatic, emotional reactions)

Summary/Comments/Impressions

Need for follow-up: Student _____ Area of Need _____

Parent _____ Area of Need _____
Parent contacted? Yes _____ No _____

Please give completed referral to your Risk Assessment Coordinator in a sealed envelope marked "Confidential"

Beverly Hills Unified School District

FORM A-10

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

PERMISSION FOR COUNSELING

I give permission for my child to meet with the School Counselor or member of the Student Support Group. I understand that they will meet and speak with my child in order to help my child with his or her personal feelings/problems and/or reactions to traumatic events.

Name of Pupil: _____ **School** _____ **Grade**

Signature of Parent of Guardian

Date

Beverly Hills Unified School District

FORM A-11

COUNSELING REFERRAL FOLLOW-UP

Referral Date _____ Time _____ School: _____

Student's Name _____ DOB _____ Age _____ M _____ F _____

Teacher _____ Grade _____

Time: From _____ To _____

Interviewed by _____

Reason for follow-up

Summary/comments/impressions

Action taken

Plans for further follow-up

Please give completed referral to your Risk Assessment Coordinator in a sealed envelope marked "Confidential".

Beverly Hills Unified School District

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

COMMUNITY RESOURCES

Name of Agency

Telephone

Alcohol and Drug Abuse Centers (*user support groups)

Disabilities

Eating Disorders

Hospices

Hotlines

Help-line – Information and Referral

Emergency Assistance (food/clothing/limited financial)

Mental Health

Parent Support Groups

Private Treatment

ADOLESCENT SUBSTANCE TREATMENT CONTACTS

Dear Parent(s)/Guardian(s):

As you have requested, the resources listed below are provided to you to assist you in locating support services within the community. The Beverly Hills Unified School District does not assume responsibility for services provided by these agencies/individuals, nor any fees that may be charged to the parent(s)/guardian(s).

ANGELS AT RISK

(310) 457-1421

ASAP FAMILY SERVICES

(800) FOR-ASAP

BETTY FORD CENTER

(800) 434-7365

CLINICAL & EDUCATIONAL PLACEMENT

KURT GARBE (805) 302-2560

COTTONWOOD (ARIZONA, GIRLS 13-17)

866-514-5556

DRUG HOTLINE

1-800-367-2727

ECHOS

1-310-589-2090

NATIONAL ASSOCIATION OF THERAPEUTIC
SCHOOLS & PROGRAMS

Beverly Hills Unified School District

(800) NCA-CALL

NATIONAL COUNCIL ON ALCOHOLISM & DRUG DEPENDENCE

(800) NCA-CALL

NATIONAL INSTITUTE ON DRUG ABUSE

(800) 662-HELP

OFFICE OF NATIONAL DRUG POLICY

(800) 666-3332

PASADENA COUNSEL ON ALCOHOLISM & DRUG DEPENDANCY

626-795-9127

PROMISES

310-572-7528

TARZANA TREATMENT CENTER

800-996-1651

VISIONS ADOLESCENT TREATMENT CENTERS

(866) 889-3665

VIVE

800-261-0127

(310) 216-4444 in Los Angeles and 1-800-347-8998

Information, referrals and printed literature.

Do It Now Foundation

www.doitnow.org

Drug Information Help or National Clearinghouse for Alcohol and Drug Information (SAMHSA).....800-729-6686

24 hours

<http://ncadi.samhsa.gov>

Information on alcohol and other drugs. Treatment referrals.

Families Anonymous.....800-736-9805

M-Thurs 8am-3pm; 8-1 Fri 24-hour recording www.familiesanonymous.org

12-step program for family and friends of people with drug, alcohol and behavior problems.

I-ADARP (Inter-Agency Drug Abuse Recovery Programs).....818-994-7454

M-F 9am-6pm

Probation Department approved drug abuse counseling. UA Testing, Youth Program. Sliding fees.

Los Angeles County Alcohol and Drug Program.....800-564-6600

M-F 9am-5pm; no walk-ins

www.lapublichealth.org/adpa

Substance abuse assessment and referral. (No counseling)

Central Public Health Center

241 N. Figueroa Street

Los Angeles, CA 90012

(213) 240-8204

Marijuana Anonymous.....800-766-6779

24 hours

www.marijuana-anonymous.org

L.A. (24 hours) (323) 964-2370

Recorded information. 12-step recovery program for those wanting to quit smoking marijuana.

Matrix Center.....(800) 310-7700

Outpatient addiction treatment center.

Nar-Anon/World Service Office.....310-534-8188

M-Th 9am-5pm

www.naranon.com

For family and friends of drug users. Visit website for Nar-ateen meetings in your area.

Narcotics Anonymous Meeting Information Line.....818-773-9999

24 hours

www.todayna.org and www.na.org

Additional phone 1-800-TODAY-NA

Call to get a local meeting referral only.

Nicotine Anonymous.....800-642-0666

24 hour recording

www.nicotine-anonymous.org

Additional phone (415) 750-0328

Referrals to 12-step meetings and support group information.

Phoenix House.....818-896-1121

www.phoenixhouse.org

Residential treatment program for substance abuse ages 13-17.

Substance Abuse and Mental Health Services Administration (SAMHSA).....800-662-4357
M-F 8am-12am www.samhsa.gov
Referrals to mental health clinics and substance abuse providers. Provide information on Mental Health and Substance Use/Abuse.

Tarzana Treatment Centers.....800-996-1051
24-hour Hotline (818) 996-1051 www.tarzanatc.org
Chemical dependency treatment, counseling, mentoring program, vocational training. Check website for location near you.

Thelma McMillen Center for Chemical Dependency Treatment.....310-257-5760
24 hours www.torrancememorial.org/tmcmillen.htm
Serves teens ages 13-17 with substance abuse and related issues using therapy, drug testing, support groups and education.

Victory Foundation.....818-842-9446
M-F 8:30am-5pm; after hours and Sat. by appointments only
Alcohol/Drug screening, interventions, individual and family substance abuse counseling and outpatient services for ages 12-adults, on-site drug testing, relapse prevention education and outreaches. Services in English, Russian and Spanish. Sliding fees.

Visions Adolescent Treatment Centers.....866-889-3665

Related websites:

www.acde.org

www.alcoholics-anonymous.org

www.arf.org/isd/info.html

www.drugfreeamerica.org

ncadi.samhsa.gov

www.lacoaa.org

www.nida.nih.gov

www.stopdrugs.org

www.teamchallenge.com

www.youthpower.org (for girls ages 9-13)

CHILD ABUSE

Center for Individual and Family Counseling.....(818) 761-2227

5445 Laurel Canyon Blvd, North Hollywood, CA 91607

Treatment for individuals, couples, teens, children from a humanistic counseling philosophy and eclectic psychotherapeutic orientation. Programs for addictions, abuse survivors, grief and loss, divorce, eating disorders, and crime victims. Parenting classes and a job search boot camp. \$25 intake fee, sliding fee scale, no insurance accepted. Website: www.cifc1.org/

Child Alert at Did Hirsch CMHC Outpatient Clinic.....310-390-6612

M-F 8:30am-5pm; open evenings for counseling

www.didhirsch.org

Outpatient clinic provides counseling and mental health services.

Child Protection Hotline of L.A. County.....800-540-4000

24 hours

To report abuse. Referrals for counseling and childcare. Bilingual.

Child Sexual Abuse Crisis Center Harbor-UCLA Medical Center.....310-222-3567

M-F 8am-12pm & 1pm-5pm

On-site medical services and referrals. Forensic evaluations of victims 17 yrs and under.

Childhelp USA, National Child Abuse Hotline.....800-422-4453

24 hours

www.childhelpusa.org

Additional phone (323) 465-4016

Crisis intervention for child abuse, telephone counseling and referrals.

Children's Institute International.....213-385-5100

24 hours

www.childrensinstitute.org

South Bay (310) 783-4677

Treatment, foster care, parent education and childcare.

House of Ruth Child Abuse Treatment Program (CHAT).....909-623-4364

Counseling and case management services to teens up to 18 yrs of age who have experienced abuse, neglect or violence in the home, school or community. English and Spanish. Free of charge.

Stuart House.....310-319-4248

M-F 8am-6pm

FREE Bilingual. Immediate assistance and treatment for those under 18 on the Westside of LA.

Related website: www.peaceoverviolence.org

COUNSELING

TEEN LINE.....310-855-4673
M-F 6-10 pm

Antioch University International Counseling Center.....310-574-2813
www.antiochla.edu
Psychotherapy in many languages including English, Farsi, Hebrew, Russian & French.

Chicago School Counseling Center.....310-208-4240
M-F 9am-4:30pm
Individual, family and group therapy for children and adolescents. Sliding scale. Sessions also available during evenings and weekends by appointment only.

Daniel's Place.....310-392-5855
M-Sat. 9am-5:30pm www.danielsplace.org
Santa Monica free mental health services including information and education about mental illness and treatment, support groups, individual therapy and case management services for uninsured young adults 18-28.

Didi Hirsch Community Mental Health Center.....310-390-6612
M-Th. 8:30am-8pm; Fri. 8:30am-5pm www.didihirsch.org
Culver City. Sliding fees. MediCal accepted. Bilingual.

Edelman Mental Health Center.....800-854-7771
M, F 8am-6:30pm; T, Th 8am-7pm; W 8am-8pm <http://dmh.lacounty.gov>
Individual, group and family therapy. Crisis services, medications. Children's Dept. assessments.

Jewish Family Service of Santa Monica.....310-393-0732
M-Th 8:30am-5pm; F 8:30am-3:30pm www.jfsla.org
Counseling. Sliding scale. Make appointment first.

Los Angeles Child Development Center (LACDC).....310-477-8620
M-W 9am-3pm www.lacdc.net
Psychoanalytic therapy for children and families, group counseling for children of divorce; family court counseling; preventative mental health to preschools and elementary schools. Sliding fees.

Mental Health Services.....1-800-854-7771

Open Paths Counseling Center.....310 967-6072
M-F 8am-9pm www.openpaths.org
Individuals, couples, families. Counseling for at-risk youths, parenting and domestic violence. Sliding fees. Bilingual.

Thalians Mental Health Center at Cedars-Sinai.....(310)-423-3277
M-F 8:30am-8:30pm www.csmc.edu
Sliding fees.

The Maple Counseling Center.....**310-271-9999**
M-F 8am-9pm; Fri 8am-5pm; Sat 9am-1pm www.TMCC.org
Beverly Hills. Sliding fees.

Westside Children’s Center.....**310-390-0551**
M-F 7:30am-5:30pm www.westsidechildrens.org
Free family support services to those with children under the age of five. Bilingual.

Southern California Counseling Center.....(323) 937-1344
5615 West Pico Blvd., Los Angeles, CA 90019 (5 blocks east of Fairfax)
Counseling for individuals, teens, couples, families, and groups. Classes and groups include parenting (for both English and Spanish), anger management, and domestic violence for survivors and perpetrators. Multiple modalities, can counsel individuals with eating disorders depending on the level. No psychiatric services. Sliding fee scale. Spanish, Persian, French and English Counselors available. Social skills embedded in programs.

Website: www.sccc-la.org

The Reiss Davis Child Study Center(310) 204-1666 ext.
307 3200 Motor Avenue, Los Angeles, CA 90034
Diagnostic psychological testing, counseling, and psychotherapy for children and adolescents related to social, emotional or education issues, and parent counseling available on a sliding scale. Family therapy, Child and Adolescent group therapy, parent groups, psychiatric services, ADD and learning disabilities assessments and more. Website: <http://www.vistadelmar.org/reiss-davis-child-study-center/>

Center for Psychological Studies(310) 475-2323 Dr.
Bonnie Mark-Goldstein
Child and Adolescent Young Adult groups. Opportunity to explore ongoing issues concerning school, work, and parent–child interactions and address topics of accountability, honesty, and responsibility. Develop tools for communication with friends and family members and exploring strategiesforthecomingyears. Website:<http://www.drbonniegoldstein.com/index.html>

CUTTING AND SELF-INJURY

Safe Alternatives.....800-366-8288
24 hour recording www.selfinjury.com
Office (630) 305-5813
Support for those who engage in repetitive self-harm behaviors.

The Healing House.....(909) 596-5921
www.thehealinghousela.com

A private therapeutic treatment center specializing in the treatment of self-injury. Offers intensive outpatient therapy, individual therapy, group therapy and family support.

Vista Del Mar Outpatient Self-Injury Program.....310-836-1223
M-F 8:30am-5pm www.vistadelmar.org
Outpatient counseling and treatment program for teens who have a pattern of self-injury related behaviors.

DEATH & DYING/ CHRONIC ILLNESS/ GRIEF SUPPORT

Kids Can Cope.....323-564-7911
M-F 8am-6pm
FREE cancer support group for children ages 4-19 at 3 Kaiser Permanente locations.

Loved Ones Victim Services.....323-337-7006
M-F 9am-5pm; 2nd and 4th Sat. 9am-5pm <http://lovedonesvictimsservices.org/>
FREE teen group meeting twice a month. Counseling for those who have experienced a family member's or friend's homicide. Group, individual and family counseling. Accompany to court.

Our House.....310-473-1511
M-F 9am-5pm www.ourhouse-grief.org
Woodland Hills Location (818) 592-4080
Bereavement counseling for children, adolescents and adults.

Teen Impact.....323-669-4660
M-F 10am-5pm www.teenimpactprogram.com
Group meetings every 2nd and 4th Monday of the month, Annual three-day retreat, Groups for siblings, pre-teens and parents.

Compassionate Friends (local chapter office).....(310) 474-3407 Self-help support groups for parents, siblings and grandparents who are mourning the loss of a child. Spanish speaking meetings and phone support. 1st Thursday of each month at 8:00 pm Meeting Address: Temple Emanuel, 8844 Burton Way, Beverly Hills, CA 90211.
Website: www.compassionatefriends.org/

EATING DISORDERS

EDAP (Eating Disorder Awareness & Prevention, Inc.).....800-931-2237
M-T 8:30am-4:30pm (PST); W-Th 8:30am-5pm (PST) www.edap.org
Toll-free help line to connect people with resources, information or referrals to national and local treatment providers.

Monte Nido Treatment Center.....310-457-9958
M-F 9am-5pm www.montenido.com
Residential treatment center designed and created by recovered professionals to heal women suffering from anorexia, bulimia and exercise addiction.

National Eating Disorder Association (NEDA).....800-931-2237
Confidential Helpline Monday-Friday, 9:00 am- 5:00 pm, Eastern Standard Time
Office phone (206) 382-3587 www.nationaleatingdisorders.org
Toll free helpline to connect people with resources, information or referrals to national and local treatment providers.

Overeaters Anonymous (Los Angeles).....323-653-7499
24 hours <http://www.aa.org/>
Los Angeles (323) 653-7652
For all types of eating disorders information and referrals to LA areas 12-steps meetings.

UCLA – Eating Disorders..... (310) 825-5730
M-F 8am-5pm Call for appointment
Intensive outpatient program for eating disorders.

UCLA – Neuropsychiatric Hospital.....800-825-9989
M-F 8am-5pm
Comprehensive inpatient and outpatient services.

Saturday Center for Psychotherapy(310) 829-7997 3201
Wilshire Blvd., ste 201, Santa Monica, CA 90403
Long-term psychodynamic treatment for individuals (adolescents/adults), couples and families.
Sliding fee scale starting at \$40. Intake \$50. Medicare accepted, PPO accepted, no Medi-Cal.
Services in English only. Individual counseling for eating disorders and anger management.
Website: www.saturdaycenter.org/

In addition to the above resources make sure to check the Counseling section because most of the counseling agencies will treat people with eating disorders.

Related websites: www.somethingfishy.org

GAY, LESBIAN, BISEXUAL & TRANSGENDER SERVICES

- Bienestar – GLBTQ Program.....323-600-9680**
M-F 10am-7pm www.bienestar.org
 Groups on weekends and evenings. Community center for Latino youth. FREE support groups, one-on-one counseling, weekly gatherings and social events, 10 minutes rapid HIV testing.
- Gay and Lesbian Kruks/Pilsner Transitional Living Program.....323-993-7501**
M-F 8am-4:30pm www.lagaycenter.org
 Showers, lunch, laundry, internet, clothing, drop-in service center. Fill in paperwork for transitional living program for youth ages 17-24.
- Gay and Lesbian National Hotline.....888-843-4564**
M-F 1pm-9pm; Sat. 9am-2pm www.glnh.org
 Information and referrals.
- Gay and Lesbian Youth Services.....323-993-7450**
M-F 9am-6pm www.lagaycenter.org
 Transitional living program for youth ages 18-24, mentoring and HIV education. 18 mos.
- Gay and Lesbian Youth Talkline.....866-488-7386**
M-F 8am-4:30pm www.lagaycenter.org
 Youth talkline has a referral to call Trevor Line to speak to other LGBT people.
- Gay-Straight Alliance Network.....213-534-7162**
M-F 10am-6pm www.gsanetwork.org
 Resources, peer support, networking, leadership development and student activism training for GSA members, leaders and advisors.
- Jeffrey D. Griffith Youth Center.....323-993-7501**
M-F 8am-4:30pm www.laglc.org
 Drop in center for homeless youths. Showers, meals, educational service and GED program, counseling, laundry, employment training and HIV testing and counseling.
- Los Angeles Gay and Lesbian Centers Family Services Program.....323-993-7400**
M-F 9am-9pm www.LAGayCenter.org
Sat. 9am-1pm (Mental Health & Pharmacy)
 Anti-violence and hate crimes; clinical trials; drug and alcohol counseling; employment services; family violence; HIV medical care and testing; legal services; mental health counseling; STD's; parents and families (Youth Center).
- Parents and Friends of Lesbians and Gays – PFLAG.....310-472-8952**
M-Sun 9am-9pm www.pflagla.org
Additional phone (310) 454-6681 or (818) 788-8678
 Support for families and friends of gays and lesbians. Meetings 3rd Tues. of each month.
- Project 10.....626-577-4553**
M-F 8am-5pm www.project10.org
 Educational support and outreach to LGBT and questioning youth. Referrals.
- Trevor Line.....800-850-8078**
24 hour www.thetrevorhelpline.org
 Crisis line for LGBT youth younger than 25 years old. National line with referrals.

HEALTH CARE SERVICES

- California Kids**.....1-818-461-1400
<http://www.californiakids.org>
If you child is not eligible for free (no share-of-cost) Medi-Cal or Healthy Families Programs and is between 2 -19, (s)he may be able to get low-cost health insurance.
- Family Planning, Access, Care & Treatment (Family PACT)**.....1-800-942-1054
Low-income
- Free and Low-Cost Health Services**.....1-800-427-8700
- Healthy Families**.....1-888-747-1222
<http://www.healthyfamilies.ca.gov>
Provides low-cost health insurance coverage.
- Immunizations**.....1-800-427-8700
<http://www.dhs.co.la.ca.us>
- Medi-Cal/ County Health & Nutrition Hotline**1-877-597-4777
<http://dpss.co.la.ca.us>
Provides free or low-cost health care coverage. You may apply at the local Department of Public Social Services (DPSS) Office or at many clinics, schools and service agencies.

HOSPITALS/ EMERGENCY ROOMS

- Cedars-Sinai Medical Center**.....310-423-3277
Hospital and Emergency Room www.cedars-sinai.edu
- Children’s Hospital Los Angeles**.....323-660-2450
Teenage and Young Adult www.childrenshospitalla.org
Health Center M-F 8:30am-5pm
314 bed hospital treats children 0-18 yrs. Services include hematology, oncology, Cystic Fibrosis, AIDS program, intensive neonatal unit.
- H.C. Hudson Comprehensive Health Center**.....213-744-3946
M-Sun 7:30am-12 midnight
Provides dental, pediatric and urgent care services.
- Harbor-UCLA Medical Center**.....310-222-2345
Hospital & emergency room care.
- Los Angeles County/USC Medical Center**.....323-226-5581
24 hours
Mobile Response (800) 854-7771
Emergency (323) 226-2622
Suicide Hotline (800) 727-4747
Full service psychiatric medical center. Outreach team gives referrals and evaluations for hospitalization. Provides other mental health services.
- Queen of Angels/Hollywood Presbyterian Medical Center**.....213-413-3000
- Santa Monica/UCLA Medical Center**.....310-319-4000
www.healthcare.ucla.edu/santa-monica
- UCLA Medical Center West L.A.**.....310-825-9111

- California AIDS/ HIV Hotline.....800-367-2437**
M-F 9am-5pm (til 9pm on T) www.AIDSHotline.org
 Referrals to anonymous test sites. Information and support. English, Spanish, Filipino.
- California Smokers Helpline.....800-662-8887**
M-F 7am-9am; Sat 9am-1pm www.californiasmokerhelpline.org
 FREE information; telephone counseling to help people stop smoking (in 6 languages).
- Child Protection Hotline of L.A. County.....800-540-4000**
24 hours To report abuse. Referrals for counseling and childcare. Bilingual.
- Childhelp USA, National Child Abuse Hotline.....800-422-4453**
24 hours www.childhelpusa.org
Additional phone (323) 465-4016
 Crisis intervention for child abuse, telephone counseling and referrals.
- Children of the Night.....800-551-1300**
24 hours www.childrenofthenight.org
 90-day-program-shelter-home for runaway prostitutes, ages 11-17. In-house school and independent living program for children involved with prostitution. Bilingual.
- Community Helpline.....877-541-2525**
7am-10pm, 7 days a week
Office (310) 375-6160
 Confidential crisis intervention, listening, information and referral hotline.
- Covenant House California.....323-461-3131**
24 hours www.covenanthouseca.org
Hollywood Shelter (323) 461-3131
 Hotline for troubled teens ages 18-20. Shelter, referrals, information, crisis intervention and health clinic. Bilingual. Also provide assistance with employment, counseling and case management services.
- Covenant House Nineline.....800-999-9999**
24 hours www.covenanthouse.org
 Crisis line for youth and parents. Referrals throughout the U.S.
- Didi Hirsch CMHC Crisis Line.....310-390-6612**
M-F 8:30am-5pm www.didihirsch.org
 Counseling and referrals. Culver City. Sliding fees. Medi-Cal accepted. Bilingual.
- Emergency Contraception Hotline.....800-584-9911**
- Family Planning Referral Hotline.....800-942-1054**
24 hours
 Referrals in any area. Bilingual.
- Gamblers Anonymous.....213-386-8789**
M-F 7am-4pm www.gamblersanonymous.org
 24 hours referrals. Bilingual.

- Gay and Lesbian National Hotline**.....888-843-4564
M-F 1pm-9pm; Sat 9am-2pm www.glnh.org
 Information and referrals.
- Girls and Boys Town National Hotline**.....800-448-3000
24 hours hotline www.girlsandboystown.org
Center hours: M-F 8am-5pm
National Hotline (562) 427-1155
 Crisis and resource referral services. Specialize in family reunification of runaways and homeless adolescents ages 11-17. Counseling and placement. Long-term residential care. Bilingual.
- Heroin Hotline**.....800-662-4357
24 hours www.health.org
 Info and referral to bilingual support groups and for in/out patient treatment for heroin, cocaine, speed and tobacco abuse. Crisis intervention. Literature and local referrals.
- Herpes Hotline**.....919-361-8488
M-F 9am-6pm (EST) or 5am-3pm (PST) www.lahelp.org
National Information (919) 361-8488
Los Angeles (310) 845-6656 (ASHA support)
- Los Angeles Youth Supportive Services**.....323-969-8726
24 hours www.la-youth.org
24-hour Toll Free Crisis Line (877) 465-2977
 Phone counseling, referrals, education and recovery support (no street outreach).
- Missing Children Hotline**.....800-222-3463
24 hours
 Provides monthly “Missing Child” poster and quarterly bulletins. Deals mainly with parents of missing/runaway kids. Spanish, English, Cantonese and Tagalog (on call). Hotline mainly for “sightings”.
- National Abortion Federation Hotline**.....800-772-9100
M-F 4pm-8pm; Sat-Sun 6am-6pm www.prochoice.org
 Provides pro-choice information and referrals to qualified providers in caller’s area. Bilingual.
- National Center for Victims of Crime**.....800-394-2255
M-F 8:30am-8:30pm www.ncvc.org
TTY 1-800-211-7996; Hotline 1-800-FYI-CALL
 Information and referrals to support services nationwide. Online resources for victims of crime and agencies who serve them.
- National Council on Problem Gambling**.....800-426-2537 **24 hours**
 Information and referrals; crisis intervention and counseling.
- National Domestic Violence Hotline**.....800-799-7233
TTY 1-800-787-3224 www.ndvh.org
 Information and referrals for shelters and counseling.

- National Runaway Switchboard**.....800-621-4000
24 hours www.1800runaway.org
 Crisis intervention and referrals for runaways, homeless and other teens; provides youth-parents reunification with conference calls and bus tickets; provides message service for parents and youth.
- National STD and AIDS Hotline**.....800-227-8922
24 hours www.ashastd.org and www.cdc.gov
Center for Disease Control (800) 342-2437 English; (800) 344-7432 Spanish
TTY Hotline (800) 243-7889
 Information and referrals for clinics nationwide. Also free publications on HIV, STD's, etc.
- Poison Control Center**.....800-222-1222
24 hours
- Rape Treatment Center at Santa Monica**.....310-319-4000
 Press 3 for Rape Center.
- Relapse Prevention Center**.....800-662-4357
8-4:30 www.findtreatment.samhsa.gov
 Information and referrals to substance abuse programs.
- Suicide Prevention Hotline**.....877-727-4747
24 hours www.suicidepreventioncenter.org
Hotline 1-800-784-2433; 1-800-273-8255 or 1-800-273-TALK
 Hotline, information, referrals, suicide prevention counseling.
- TEEN LINE**.....800-852-8336
M-Sun 6pm-10pm www.teenlineonline.org
Los Angeles (310) 855-4673
 Teen-to-teen hotline; provides counseling and referrals.
- Trevor Line**.....866-488-7386
24 hour www.thetrevorhelpline.org
Office (310) 271-8845
 Crisis line for LGBT youth younger than 25. National line with referrals in all areas.

RAPE AND SEXUAL ABUSE

Rape Hotlines: All lines are open 24 hours.

- Asian Rape Crisis Hotline.....800-339-3940**
Asian languages spoken. www.cpaf.info
- Center for Pacific Asian Family, Inc.....323-653-4042**
M-F 9am-5pm www.cpaf.info
24-hour Crisis Hotline (800) 339-3940
Counseling services offered to children and teens who have been victims of domestic violence, sexual assault and child abuse. Rape Prevention and Domestic Violence Education is offered to high schools and other community organizations.
- Los Angeles Rape and Battery Hotline.....800-656-4673**
24 hours www.rainn.org
Telephone counseling, victim advocacy, referrals.
- Peace Over Violence.....213-955-9090**
M-F 9am-5pm by appointment www.peaceoverviolence.org
24-hour Hotline (213) 626-3393
Los Angeles County (310) 392-8381- hotline
Counseling for dating violence, rape survivors, child abuse. Phone counseling and referrals.
Self-defense classes and teen abuse prevention.
- Project Sister.....909-626-4357**
24 hours for emergencies
Hotline (909) 626-4155
Crisis and prevention services. Incest survivor groups, teen groups and self-protection.
- RAINN (Rape, Abuse and Incest National Network).....800-656-4673**
24 hours
Free and confidential. Connects caller to nearest service.
- Rape Treatment Center at Santa Monica.....310-319-4000**
Press 3 for Rape Center.
- Victims of Crime Resource Center.....800-842-8467**
M-F 8am-5pm www.1800victims.org
Information regarding victims' rights and what to expect while going through the court system.
Confidential referrals for counseling. Spanish services available. FREE.

SEXUALITY/ SEXUALLY TRANSMITTED DISEASES/ AIDS

- AIDS Project Los Angeles (APLA).....213-201-1600**
M-F 9am-5pm www.apla.org
Client Line (213) 201-1600
Provides education, individualized assessment, case management, medical, pharmacological, legal, mental health, dental, residential and work services along with support groups and a food pantry program.
- Alta Med Health Services.....323-980-4466**
Torrance Hospital M-F 8-4 323-669-2113 www.altamed.org
Confidential HIV testing.
- CA Family Planning Information (Family PACT).....800-942-1054**
24-hour referrals
Confidential reproductive care services including emergency, short, long and permanent contraception; birth control; STD/HIV testing; cancer screening; family planning and counseling.
- California AIDS/ HIV Hotline.....800-367-2437**
M-F 9am-4pm www.AIDSHotline.org
Referrals to anonymous test sites. Information and support. English, Spanish, Filipino.
- Common Ground – The Westside Community Center.....888-554-5459**
M-F 9am-5pm www.commongroundwestside.org
Additional phone (310) 314-5480
Free anonymous HIV testing. HIV prevention & education. Bilingual. By appt. only.
- Herpes Resource Center.....310-281-7511**
24-hour recordings www.lahelp.org
Hotline services, advocacy work and a network of support groups. The HRC focuses on increasing education, public awareness and support to anyone concerned about herpes.
- Los Angeles Free Clinic.....323-653-8622**
M-F 7:30am-5pm for appointments www.lafreeclinic.org
Serves ages 12-23 for high-risk youth clinic and homeless walk-ins; provides medical and dental care, STD/HIV testing, counseling, family planning, pregnancy testing, prenatal program, social services, education and outreach to men, women and children.
- National STD and AIDS Hotline.....800-227-8922**
24 hours www.ashastd.org and www.cdc.gov
Center for Disease Control (800) 342-2437 English; (800) 344-7432 Spanish
TTY Hotline (800) 243-7889
Information and referrals for clinics nationwide. Also free publications on HIV, STD's, etc.
- UCLA –OB/GYN.....310-794-7274**
M-F 8am-4:45pm www.uclaobgyn.com

SUICIDE

California Youth Crisis Line.....800-843-5200
24 hours www.youthcrisisline.org
Crisis phone counseling, information and referrals for all problems ages 12-24. Bilingual when available. Can connect without charge to parent/guardian or other agency. Message relay service.

Los Angeles County/USC Medical Center.....323-226-5581
24 hours
Mobile Response (800) 854-7771
Emergency (323) 226-2622
Suicide Hotline (800) 727-4747
Full service psychiatric medical center. Outreach team gives referrals and evaluations for hospitalization. Provides other mental health services.

Suicide Prevention Hotline.....877-727-4747
24 hours www.suicidepreventioncenter.org
Hotline 1-800-784-2433; 1-800-273-8255 or 1-800-273-TALK
Hotline, information, referrals, suicide prevention counseling.

Yellow Ribbon Suicide Prevention Program.....(national # - 24 hours).....800-273-8255
Local # 303-429-3539

www.yellowribbon.org
Outreach service to schools, youth programs. Distributes cards so youth feel comfortable asking for help.

Related websites: www.suicidology.org Organization to provide information on suicide.
www.teenlineonline.org Confidential telephone helpline for teens.

SPECIALIZED/MINORITY COUNSELING SERVICES

- La Vie Counseling Center**.....(800) 483-9591
3201 Wilshire Blvd., Suite 310, Santa Monica, CA 90403,
650 Sierra Madre Villa, Suite 110, Pasadena, Ca. 91107
Christian professional counselors and psychotherapists. Individual, marital, pre-marital, family, child and group counseling. Whole person approach integrating psychology and faith, recognizing the unity of mind, body and spirit. Free initial consultation and sliding scale fees.
- UCLA Outpatient Spanish-Speaking Psychological Clinic**.....(310) 825-6501
741 Charles E Young Dr S Los Angeles, CA 90095
This program offers psychiatric evaluation, psychotherapy, psychosocial interventions, family education, and pharmacotherapy to Hispanic patients. The bilingual and bicultural mental health team includes psychiatrists, psychologists, and social workers.
- Aleinu Family Resource Center**.....(310) 247-0534
8838 W. Pico Blvd, Los Angeles, CA 90035
Aleinu, a program of Jewish Family Services of LA, is an outpatient mental health clinic serving the Los Angeles Jewish community. Their services include counseling, social skills groups, child safety education, crisis support, school counseling and other services. Their website is www.aleinu.net
- Asian Pacific Counseling & Treatment Center** (213) 252- 2100 (See both Asian and other ethnicities)
605 W. Olympic Blvd., Suite 550, Los Angeles, 90015
1310 Wilshire Blvd., Los Angeles, 90017
Provides vital bilingual services to adults, older adults, adolescents, and children who are dealing with a wide range of mental health and social problems. Individuals come from the following Asian Pacific communities: Cambodian, Chinese, Japanese, Korean, Laotian, Pilipino, Thai and Vietnamese. Services include psychiatric evaluation, psychological testing, and assessment, medication treatment, crisis intervention, individual and family therapy, problem solving/social skills building groups for children and probation youth, child abuse prevention, parenting class, Accept Medi-Cal, Medicare, Healthy Families and/or authorized private insurance for our service. Can be uninsured.
- Chinatown Service Center**(213) 808-1700
767 North Hill Street, Suite 400, Los Angeles, CA 90012
Private non-profit organization serving low-income individuals. Provides services in English and Cantonese, Mandarin, Toisan, Chiu Chow and other languages including Vietnamese, Spanish, and Cambodian. Provide medical and dental services for all ages, women's health, individual, family, couples, and anger management counseling; life skills training groups for children and youth; crisis intervention; parent education; domestic violence/batterer's intervention treatment; case management. Website: <http://www.cscla.org/index.php>
- Clearview Dual Diagnosis Treatment**1-866-891-5934
Located in Venice homes and Westwood depending on the treatment
1334 Westwood Blvd., Suite 3-A Los Angeles, CA 90024
Address both your substance abuse disorder and psychiatric disorder and offers residential dual diagnosis treatment, a day treatment program, and an outpatient treatment center. Treat depression, Bipolar Disorder, anxiety, trauma, or eating disorder. Borderline Personality Disorder

Beverly Hills USD

Administrative Regulations

Suicide Prevention

AR 5141.52

Students

Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students at the secondary level. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community

5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

7. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide

Instruction

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills and self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. 1020 - Youth Services)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.6 - School Health Services)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6164.2 - Guidance/Counseling Services)

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she shall promptly notify the principal or school counselor.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5141 - Health Care and Emergencies)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. 5125 - Student Records)

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112- Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Regulation
adopted: June 27, 2017

BEVERLY HILLS UNIFIED SCHOOL DISTRICT
Beverly Hills, California

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

ALL SCHOOLS

**SECTION 8:
TRESPASS PLAN**

TO BE POSTED IN THE SCHOOL OFFICE:
Grounds for Refusal to Permit Registration for School Site
Access - Penal Codes 627.2 – 627.6

Penal Code 627.2. (Requirement for Visitor Registration) No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee, except to proceed expeditiously to the office of the principal or designee for the purpose of registering. If signs posted in accordance with Penal Code Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the principal or designee, an outsider shall comply with such signs.

Penal Code 627.3. (Visitor Registration Information) In order to register, an outsider shall upon request furnish the principal or designee with the following:

- (1) His or her name, address, and occupation.
- (2) His or her age, if less than 21.
- (3) His or her purpose in entering school grounds.
- (4) Proof of identity.
- (5) Other information consistent with the purposes of this chapter and with other provisions of law.

No person who furnishes the information and the proof of identity required by this section shall be refused registration except as provided by Penal Code Section 627.4.

Penal Code 627.4. (Grounds for Refusal) (a) The principal or his or her designee may refuse to register an outsider if he or she has a reasonable basis for concluding that the outsider's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

(b) The principal, his or her designee, or school security officer may revoke an outsider's registration if he or she has a reasonable basis for concluding that the outsider's presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

Penal Code 627.5. (Procedures for Revoked Registration) Any person who is denied registration or whose registration is revoked may request a hearing before the principal or superintendent on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the principal or the superintendent within five days after the denial or revocation. The principal or superintendent shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the principal shall be held within seven days after the principal receives the request. A hearing before the superintendent shall be held within seven days after the superintendent receives the request.

Penal Code 627.6. (Posting of Signs and Registration Procedures) At each entrance to the school grounds of every public school at which this chapter is in force, signs shall be posted specifying the hours during which registration is required pursuant to Penal Code Section 627.2, stating where the office of the principal or designee is located and what route to take to that office, and setting forth the applicable requirements of Penal Code Section 627.2 and the penalties for violation of this chapter.

POLICE DEPARTMENT
464 N. Rexford Drive
Beverly Hill, CA 90210

WATCH COMMANDER
(310) 285-2125
(310) 274-8758

TRESPASS ARREST AUTHORIZATION

To: Watch Commander

Effective Date: _____

From: _____

Please PRINT last name, first name, middle initial

Phone Number: _____

E-Mail: _____

I am (Circle one of the following): The owner/owner's agent/person in lawful possession of the property located at (please PRINT full address, including apartment number or name of business.

The property is an apartment house/business/private residence/vacant lot/structure. (Circle one). The on-site contact person is: Name, address and phone number.

Name of habitual offender, if any: _____

I authorize the Beverly Hills Police Department (BHPD) to arrest for trespassing (602 P.C.) any person found on the property without my consent or without lawful purpose. I certify that the property listed above is (check applicable sections):

Closed to the public

Closed to the public, and posted as NO TRESPASSING (602 PC)

Open to the public between the hours of _____ and _____. I authorize the BHPD to ask the unauthorized persons to leave the property. If they refuse to do so, or return thereafter, I authorize the BHPD to arrest for 602 P.C.

I, or my agent, will cooperate in the prosecution of persons arrested for these offenses. I understand that this letter is valid for a maximum period of *six months* and it is my responsibility to renew the letter at that time if the need still exists.

Signature

Date

Print name

Beverly Hills USD

Administrative Regulation

Disruptions

AR 3515.2

Business and Noninstructional Operations

The principal or designee may direct a person to leave school grounds when there is a reasonable basis for concluding that the person is committing, or has entered campus with the purpose of committing, an act that is likely to interfere with the peaceful conduct, discipline, good order, or administration of school activities or with the intent to inflict damage on any person or property. He/she may also ask a person to leave who uses loud and/or offensive language which could provoke a violent reaction or a person who has otherwise established a continued pattern of unauthorized entry on school grounds. This shall not apply if that person is a student, school employee, or other person required by his employment to be on school grounds. (Education Code 44810, 44811; Penal Code 415.5, 626.7, 626.8)

The principal or designee may also direct a specified drug offender to leave school grounds, unless that person is a student at the school, a parent/guardian of a child attending the school, or he/she has prior written permission for entry from the principal or designee. (Penal Code 626.85)

When directing any person to leave school premises, the principal or designee shall inform the person that he/she will be guilty of a crime if he/she:

1. Remains after being directed to leave (Education Code 44811; Penal Code 626.8)
2. Returns to the campus without following the school's posted registration requirements (Penal Code 626.7)
3. Returns within seven days after being directed to leave (Penal Code 626.8, 626.85)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1250 - Visitors/Outsiders)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131.4 - Student Disturbances)

The principal or designee may direct a person who is required to register as a sex offender to immediately leave school grounds, unless he/she is on school grounds for lawful business and with the principal's permission. If such a person does not leave school grounds, the principal or designee shall inform the person that he/she may be guilty of a crime.

(cf. 3515.5 - Sex Offender Notification)

The principal or designee shall notify law enforcement as appropriate.

Appeal Procedure

Any person who is asked to leave a school building or grounds may appeal to the Superintendent or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. After reviewing the matter with the principal or designee and the person making the appeal, the Superintendent or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding. (Education Code 32211)

The decision of the Superintendent or designee may be appealed to the Board of Education. Such an appeal shall be made no later than the second school day after the Superintendent or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final. (Education Code 32211)

Regulation BEVERLY HILLS UNIFIED SCHOOL DISTRICT
approved: January 27, 2009 Beverly Hills, California

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

ALL SCHOOLS

S E C T I O N 9:
CONSTRUCTION SAFETY PLAN

Student Safety During Construction

When a school is under construction, extra steps should be taken to ensure student safety:

1. Principals or their designee must remind students to not enter construction zones or handle any construction equipment.
2. Students should be encouraged to report any safety concerns to their teachers or administrators, and their parent. "If you see something, say something." Examples range from wanted attention from contractors to trip hazards or open gates.
3. Principals should report construct hazards to the Chief Facilities Officer. If additional fencing or safety measures are needed to maintain boundaries between students and construction, this should be requested.

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

ALL SCHOOLS

S E C T I O N 10:
HEALTH SAFETY INFORMATION

Emergency Medical Assistance at School

The Emergency Card will be used to contact a parent/guardian in the event of a medical emergency. The school will act in the absence of parent/guardian contact to ensure appropriate medical treatment is provided even if the parents cannot be reached. The school staff may call 911 to make needed services available for a student while on the way to or from school or during a school off-site activity. It is important to include all information regarding student health needs (health conditions and/or medications). A parent/guardian is responsible for updating their student's emergency card as information changes during the school year. This confidential health information will only be shared at the discretion of the Principal with staff who has a "legitimate education interest." (EC 49472; BP/AR 5141.21 through 5141.33)

When to Keep Student Home

Any student exhibiting one or more of the following conditions/symptoms must be kept home from school. Unless otherwise noted, student may return to school the following day after it is determined to the satisfaction of District representatives that a contagious or infectious disease does not exist. (Education Code 48980, 49403 and 49451)

- Temperature of 100° F or higher. Student may return to school when he or she has been without a fever for **24 hours without the use of fever-reducing medication.**
- Nasal discharge that cannot be controlled with tissue and proper hand washing.
- Non-allergy related sore throat and/or persistent cough. Student may return to school when symptoms are resolved or medical provider documents that the student can return to school.
- Continued symptoms within 24 hours of illness-related absence.
- Vomiting or persistent nausea. Student may return 48 hours after vomiting has stopped or medical provider documents that the student can return to school.
- Diarrhea. Student may return 48 hours after diarrhea has stopped or medical provider documents that the student can return to school.
- Rash of unknown cause. Student may return when rash is gone or medical provider documents that rash is not contagious.
- Lice. Students found with live lice should be sent home to start treatment as soon as possible to avoid the spread of lice. Students may return to school upon satisfactory treatment and after there are no visible lice upon re-examination. (AR 5141.33)
- Suspected contagious condition (i.e., Impetigo, Ringworm, Scabies, Pink Eye, etc.). Student may return to school when condition has resolved or medical provider documents that the student can return to school.
- Asthma symptoms not relieved with medication.
- Allergic reaction. Student may return to school the next day if reaction has resolved.

Unhealthy Weather Regulations (See next pages)

Beverly Hills USD

Administrative Regulation

Unhealthy Air/Inclement Weather

AR 3514.11

Business and Noninstructional Operations

Unhealthy Air Episodes

1. Notification

a. The Child Welfare and Attendance Office will receive notification of the air quality index from the Air Quality Management District (AQMD). Designated district employees will receive the information daily pertaining to Air Quality Index (AQI) readings and predictions for the day.

b. If a smog episode is predicted, the Child Welfare and Attendance Office will notify each school site and Director of Maintenance/Operations, Grounds, and Special Education to prepare for modified activities. Each school and department head will be notified again when an episode has ended.

c. Upon receipt of notification that an unhealthy air episode has been declared, each principal/designee shall be responsible for notifying all students and staff members present that an episode has been declared. Director of Maintenance/Operations and Grounds shall be responsible for notifying department employees of the declared episode.

d. Once a smog/smoke episode has been declared, the procedures required by these regulations shall remain in effect until notification has been received that the episode has ended or until sunset, whichever occurs first.

2. Health Advisories

a. Sensitive (AQ 101-150)

(1) Sensitive people: includes students with asthma, other respiratory problems or heart disease, students with notes from physicians, and students who are complaining about the effects of unhealthy air.

(2) Students designated with sensitivity to unhealthy air may participate in an activity/event while self-limiting their participation.

b. Unhealthy (AQI 151 - 200)

(1) Everyone, including healthy adults and children, should avoid prolonged periods of vigorous outdoor exercise (not to exceed 10 minutes). Short bursts of physical activity that do

not increase the rate and depth of respiration for extended periods of time may be acceptable.

(2) Less vigorous activities that may be continued for extended time periods.

c. Stage 1 Smog Alert - Very Unhealthy (AQI 201 - 274)

(1) Any student with respiratory or heart problems, or whose physician has so requested, should be exempt from any physical activity during this stage and should remain indoors where possible. This includes students who are complaining about the effects of unhealthy air.

(2) The intent of this directive is to allow the continuance of a modified physical education and recreation program during the first stage while avoiding strenuous exercise, which might injurious to a student's health.

(3) In determining whether a proposed activity can be conducted during declared smog alert, supervising personnel shall examine each proposed activity to determine its potential for unmistakably increasing the respiration rate for an extended period. The intensity of an activity may be the deciding factor as to whether it shall be included in, or excluded from, the program of the day.

(4) League regulations governing interscholastic competition will be honored. It is the responsibility of the home school principal to cancel an outdoor athletic event if a prediction is made by the SCAQMD at least one hour prior to the scheduled event. The intent of this regulation is to provide enough lead-time on cancellation to stop officials and visiting teams from unnecessary travel and to minimize confusion, which will always accompany a cancellation. This is based on the assumption that any Stage 1 alert that might develop without a prediction would be at a minimum level.

d. Stage 2 Smog Alert (AQI 275 - 299)

(1) All unnecessary physical activity will be avoided. Scheduled non-physical activities such as board games, video games, arts and crafts, and slow walking. Every effort should be made to keep students indoors.

(2) In the event that an unpredicted Stage 2 alert is declared, the interscholastic competition and physical exercise shall cease immediately.

e. Stage 3 Smog Alert (AQI 300 or above)

All schools will be closed if notification is received by 11:00 a.m. on the day prior to the anticipated Stage 3.

Heat/Humidity

1. Outdoor activities by students and staff shall be modified to prevent heat stroke/heat exhaustion during hot weather.

2. When temperatures are 80 to 94 degrees Fahrenheit, the following precautions shall be taken for students involved in outdoor exercise and/or events:

- a. Provide adequate time (at least 10 minutes per hour) for water breaks, rest and cooling for every half hour of physical activity.
- b. Staff should review the Confidential Health Concerns notification provided by Health Services for those students who may be at risk.
- c. During period of moderate to high humidity, avoid prolonged vigorous activity.

3. When temperatures are above 94 degrees Fahrenheit, the following precautions should be taken:

- a. Follow items 2a and 2b above
- b. All vigorous outdoor activity may be suspended
- c. Limit outdoor activities to short periods of time
- d. Watch carefully all athletes/students and especially those with health concerns
- e. Limit athletic practices to short, non-vigorous work-outs.

Cold Weather

1. During periods of cold weather, school staff shall determine the availability of outdoor activity for students based on:

- a. Wind factor
- b. Student history of cold-related illness such as circulatory impairment, diabetes, etc.

2. The following precaution shall be taken to avoid cold-related illness:

- a. Vary activity level according to the temperatures.
- b. Avoid prolonged periods of outdoor exposure, especially during less vigorous activity.

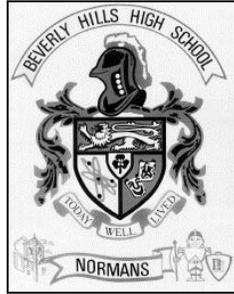
Site Modifications

1. In addition to district regulations, each school shall establish guidelines to be used in implementation of the policy at the site. The principal/designee shall appoint a school site team to:

- a. Assess the physical site, including the availability of shady areas, amount of grass, blacktop and accessibility of drinking fountains.
- b. Define and identify sensitive students at the site, using the Confidential Health Concerns notification provided by health services. Consider also: Students with notes from physicians regarding activity restrictions relative to unhealthy air and /or temperature.
- c. Develop a plan to quickly notify these identified students when necessary.
- d. Identify indoor areas for student activity and establish a plan for supervision.
- e. Develop a list of suggested outdoor and indoor activities related to specific unhealthy air episodes, temperature extremes, and weather conditions considering school population, equipment and space available.
- f. Consider modification of class schedules to allow physical education classes to be conducted in the morning.
- g. Identify resources for student curriculum regarding effects of unhealthy air, temperature extreme and preventative measures.
- h. Develop a site plan based on the above considerations.
- i. Communicate the school site plan to the Assistant Superintendent Business Services/designee for review.
- j. Communicate the school site plan to students, parents/guardians, and staff.

Regulation BEVERLY HILLS UNIFIED SCHOOL DISTRICT
approved: May 26, 2009 Beverly Hills, California

BEVERLY HILLS HIGH SCHOOL



SECTION 11 :
SCHOOL RULES AND
REGULATIONS

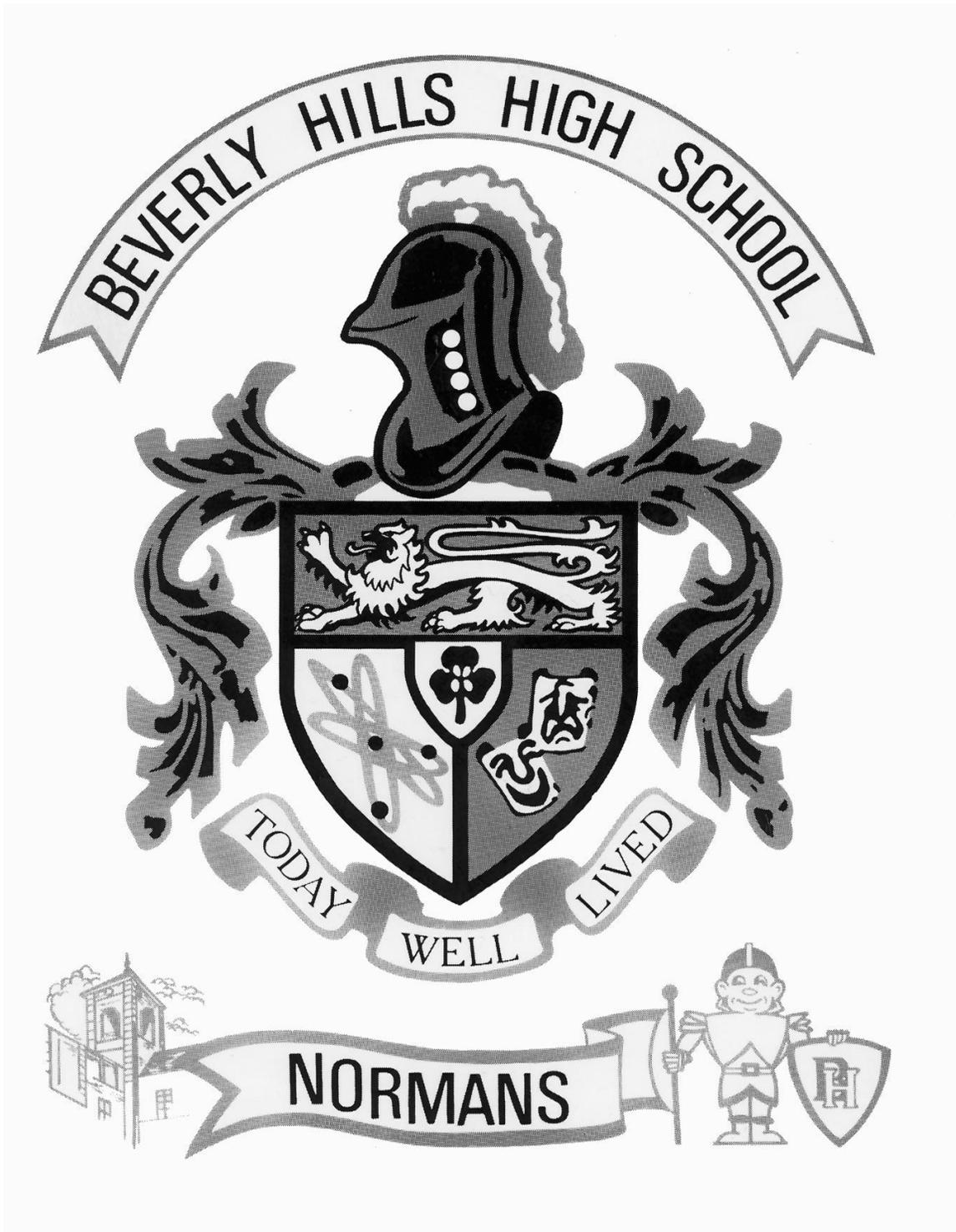
Section 11 Contents

- **BHHS Norman Guide**
- **Annual Acknowledgement Form**
- **Senior Contract**
- **Senior Probation Progress Report**
- **Attendance Contract**
- **Referral Form**
- **Student Responsible Use of Technology Form**

NORMAN GUIDE

Beverly Hills High School

2017-2018



Student and Parent Handbook

PRINCIPAL'S MESSAGE

Beverly Hills High School has come a long way since it opened its doors to 320 students in 1928. We take great pride in recently being named a National Blue Ribbon School of Educational Excellence. Our school was cited for our record of excellent achievement and for providing a rich curriculum that addresses the needs of all the students in the school. We were especially commended for our exemplary relationship with the community and for our commitment to preparing all students to meet the challenges of the 21st century. We continue to provide this excellence in education to our 1,500 students who presently attend Beverly Hills High School.

We urge all students to take advantage of the variety of opportunities available to them during their years at Beverly. Please keep this guide handy and remember that information will change from time to time. You are encouraged to periodically look for update on our website at bhhs.bhusd.org.

Welcome to Beverly Hills High School!

Mark Mead

Principal

BOARD OF EDUCATION

MISSION STATEMENT

The mission of Beverly Hills Unified School District is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity. To these ends, Beverly Hills Unified School District provides dynamic and enriching educational opportunities, collaborative community partnerships, and challenging and supportive learning environments.

OBJECTIVES

Our objectives are the desired, measurable results we plan to achieve. They are focused on student growth, student success, and student achievement.

- All students will be prepared to demonstrate higher order thinking skills.
- All students will develop the character to function as humane citizens in society.
- All students will be prepared for higher education and/or employment within this rapidly changing global society.

BEVERLY HILLS HIGH SCHOOL WEBSITE

bhhs.bhusd.org

ADMINISTRATIVE/COUNSELING STAFF

BEVERLY HILLS HIGH SCHOOL TELEPHONE NUMBER (310) 229-3685 or (310) 551-5100

THE HOUSE PLAN

Under an organization called the House Plan students work with a team of staff members. There are three houses (House A, B & C), each consisting of counselors and an assistant principal. Each house team has been placed in a single location so that each member can help you in different ways:

Role of Counselor Your counselor wants to help you in any areas of concern or interest, including programming and scheduling of classes, college and career information and guidance, graduation requirements, and the transition to Beverly Hills High School. You will be required to meet with your counselor once a year; however, you are welcome to schedule appointments at any time. Students are encouraged to see their counselors before or after school, nutrition & lunch time.

Role of Assistant Principal Your assistant principal will monitor your progress and attendance to help you succeed.

PRINCIPAL

Mr. Mark Mead

Administrative Assistant

Ms. Jennifer Reilly

HOUSE A – Room 216 - Ext. 8310

Assistant Principal
TBD

Secretary
Mr. Andre Law

Counselors
Ms. Kathryn Marks
Ms. Celeste McDonald

HOUSE B – Room 216 - Ext. 8340

Assistant Principal
Mr. Phil Wenker

Secretary
Ms. Michelle Buckley

Counselors
Ms. Janice Hart
Mr. Greg Jackson

HOUSE C – Room 288 - Ext. 8350

Assistant Principal
TBD

Secretary
Ms. Amy Price

Counselors
Mrs. Kristi Branim
Ms. Hanna Zylberberg

CAREER CENTER – Room 290 - Ext. 8292

Coordinator of CTE
Mrs. Cindy Dubin

COLLEGE CENTER – Room 290 Ext. 8290

College Counselor
Ms. Casey Rowley

NORMAN AID CENTER – Village 33 - Ext. 8717

Intervention Counselor
Ms. Ali Norman-Franks

SCHOOL PSYCHOLOGISTS –

Ext. 7913
Ext. 8217

Ms. April Stalker
Ms. Shady Zahirpour

ATTENDANCE OFFICE – (310) 551-5125 – Room 292

For a complete list of faculty and staff

Please check our website at bhhs.bhusd.org

WELCOME TO BEVERLY

TRADITION OF EXCELLENCE

You are about to embark upon one of the most sought-after educational opportunities existing throughout the entire nation: the Beverly Hills High School Experience. We, who are a part of this phenomenon, share in your excitement for your high school years truly can be some of the best years of your life. We also know that the quality of this experience depends as much upon you as it does upon the institution and what it offers to you. The academic excellence is here; the faculty and staff are the best in the profession, the athletic program consistently produces winners, the opportunities in the performing arts are unsurpassed, extra-curricular activities abound. However, it is up to you to make the most of everything that you encounter here. We urge you to participate, be a contributor, and delve into all of knowledge and experience which awaits you. Given this, you too will share in the excellence and excitement which are the Beverly tradition.

A BRIEF HISTORY

A long tradition stands behind the excellence of the Beverly Hills program. Construction began on the high school in December of 1926, when Beverly was still under the auspices of the Los Angeles Board of Education. Beverly left the Los Angeles High School District in 1935, and in 1936 became part of the Beverly Hills Unified School District.

The first two Beverly graduates celebrated commencement in June 1928. Shortly thereafter, additional buildings were added as Beverly continued to grow. One of the most unique buildings, the Swim Gym with its retractable floor, was built as a WPA project in 1940. The most recent additions to the campus were completed during the late 1960's. In September 2007, Beverly celebrated the grand opening of the much anticipated multi-million dollar math/science technology center.

Throughout the physical growth of the plant, the curricular program has expanded in breadth and depth to meet the needs of our students. Throughout the years, Beverly continues to explore new directions and opportunities, continually striving for excellence.



BHHS BELL SCHEDULE 2017-2018

2017 - 2018 STUDENT CALENDAR – 1st SEMESTER

Fall Semester 2017	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Aug. 14 – Aug. 18	First Day of Classes	Regular	Regular	Regular	Regular
Aug. 21 – Aug. 25	Regular	Regular	Regular	Staff Collaboration	Regular
Aug. 28 – Sept. 1	Regular	Regular	Regular	Regular	Regular
Sept. 4 – Sept. 8	Labor Day	Regular	Regular	Back-to-School Night	Regular
Sept. 11 – Sept. 15	Regular	Regular – ID Pictures	Regular	Regular	Regular
Sept. 18 – Sept. 22	Regular	Regular	Regular	Local Holiday	Local Holiday
Sept. 25 – Sept. 29	Regular	Regular	Regular	Staff Collaboration	Regular
Oct. 2 – Oct. 6	Regular	Regular	Regular	Staff Collaboration	Regular
Oct. 9 – Oct. 13	Regular	Regular	PSAT/College Day	Regular	Regular
Oct. 16 – Oct. 20	Regular	Regular	Pupil Free Day	Great Shakeout	Regular
Oct. 23 – Oct. 27	Regular	Regular	Regular	Regular	Regular
Oct. 30 – Nov. 3	Regular	Regular	Regular	Staff Collaboration	Regular
Nov. 6 – Nov. 10	Regular	Regular	Regular	Regular	Veterans Day
Nov. 13 – Nov. 17	Regular	Regular	Regular	Staff Collaboration	Regular
Nov. 20 – Nov. 24	Regular	Regular	Regular	Thanksgiving Holiday	Thanksgiving Holiday
Nov. 27 – Dec. 1	Regular	Regular	Regular	Staff Collab/Blood Drive	Regular
Dec. 4 – Dec. 8	Regular	Regular	Regular	Regular	Regular
Dec. 11 – Dec. 15	Regular	Regular	Regular	Staff Collaboration	Regular
Dec. 18 – Dec. 22	Final Exams	Final Exams	Final Exams	Pupil-Free	Winter Recess
Dec. 25 – Dec. 29	Winter Recess	Winter Recess	Winter Recess	Winter Recess	Winter Recess
Jan. 1 – Jan. 5	Winter Recess	Winter Recess	Winter Recess	Winter Recess	Winter Recess

Red = Special Schedule

Regular Schedule	
Per 0	7:00 – 7:53
Per 1	8:00 – 8:53
Per 2	9:03 – 9:56
Nutr	9:56 – 10:01
Per 3	10:11 – 11:04
Per 4	11:14 – 12:07
Per 5	12:17 – 1:10
Lunch	1:10 – 1:50
Per 6	2:00 – 2:56
Per 7	(3:03 – 3:56)

Early Release Schedule (Twice a month)	
Per 0	7:11 – 7:53
Per 1	8:00 – 8:42
Per 2	8:52 – 9:34
Per 3	9:44 – 10:26
Nutr	10:26 – 10:31
Per 4	10:41 – 11:23
Per 5	11:33 – 12:15
Per 6	12:25 – 1:07
Lunch	1:07 – 1:47
Collaboration	1:47 – 3:15
Per 7	(1:52 – 2:34)

BHHS BELL SCHEDULE 2017-2018

2017 - 2018 STUDENT CALENDAR – 2nd SEMESTER

Spring Semester 2018	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Jan. 8 – Jan. 12	Regular	Regular	Regular	Staff Collaboration	Regular
Jan. 15 – Jan. 19	MLK Holiday	Regular	Regular	Regular	Regular
Jan. 22 – Jan. 26	Regular	Regular	Regular	Staff Collaboration	Regular
Jan. 29 – Feb. 2	Regular	Regular	Regular	Regular	Regular
Feb. 5 – Feb. 9	Regular	Regular	Regular	Staff Collaboration	Regular
Feb. 12 – Feb. 16	Presidents Day	Regular	Regular	Regular	Regular
Feb. 19 – Feb. 23	Presidents Day	Regular	Regular	Staff Collaboration	Regular
Feb. 26 – Mar. 2	Regular	Regular	Regular	Regular	Regular
Mar. 5 – Mar. 9	Regular	Regular	Regular	Staff Collaboration	Regular
Mar. 12 – Mar. 16	Regular	Regular	Career Day	Regular	Regular
Mar. 19 – Mar. 23	Spring Break	Spring Break	Spring Break	Spring Break	Spring Break
Mar. 26 – Mar. 30	Regular	Regular	Regular	Staff Collab/Blood Drive	Regular
Apr. 2 – Apr. 6	Pupil Free Day	Regular	Regular	Regular	Regular
Apr. 9 – Apr. 13	Regular	Regular	Regular	Regular	Regular
Apr. 16 – Apr. 20	Regular	Regular	Regular	Regular	Regular
Apr. 23 – Apr. 27	Regular	Regular	Regular	Open House	Regular
Apr. 30 – May 4	Regular	Regular	Regular	Staff Collaboration	Regular
May 7 – May 11	Regular	Regular	Regular	Regular	Regular
May 14 – May 18	Regular	Regular	Regular	Staff Collaboration	Regular
May 21 – May 25	Regular	Regular	Regular	Regular	Regular
May 28 – Jun. 1	Memorial Day	Final Exams	Final Exams	Final Exams	GRADUATION - Pupil-Free

Red = Special Schedule

Regular Schedule	
Per 0	7:00 – 7:53
Per 1	8:00 – 8:53
Per 2	9:03 – 9:56
Nutr	9:56 – 10:01
Per 3	10:11 – 11:04
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Per 7	(1:52 – 2:34)

PLANNING YOUR PROGRAM

Guidance in the Beverly Hills Unified School District is continuous. It begins in kindergarten and continues throughout elementary, middle, and high school. Your four-year program of studies at Beverly Hills High School is individually planned to provide for your interests, needs, abilities, and goals.

It is advisable for high school students to plan a four-year program in their freshman year. What students take in high school depends upon several factors: (1) what occupation or career they desire to follow (2) the college or university of their choice and (3) their individual interests and aptitudes.

Every student is assigned a counselor to help guide them through their high school career. Students and parents are invited to confer with the counselor and to take the opportunity to discuss all matters of importance. Each year student and counselor will review the individual's program for the year ahead as it relates to his or her four-year program. The Guidance Department encourages every student to make the most of the opportunities offered. It is the wish of the school that all students have the program that is best suited for them and will best prepare them for their future.

PROGRAM CHANGES

Go to your House when you have questions about any matter concerning your academic program or your personal progress in school. Counselors are available before or after school, lunch and nutrition.

First Five Weeks of School: students may change or drop a class and receive no indication of the original class on their transcript. The change from the original class to the new class is subject to space availability constraints. Students will enter the new class without a transfer grade and be responsible for previous work in the new class. Teacher and elective preferences are not acceptable reasons to request a schedule change.

Week 6 – Week 10: dropping a class will result in a **WP** (Withdraw/Pass) or **WF** (Withdraw/Fail) on the student's official transcript depending upon the grade in the class at that time. Transferring from an AP or honors course to a regular level course or vice versa is allowed, however, current grades will transfer to the new course. The change from the original class to the new class is subject to space availability constraints.

After 10 Weeks: students may not drop or change a class until the next semester unless legally agreed upon in a student's IEP (Individualized Education Program).

REQUIREMENT FOR GRADUATION FROM BEVERLY HILLS HIGH SCHOOL

1. Credit Requirement

Earn 230 semester credits in grades 9-12 for the class of 2017-18

Earn 235 semester credits in grades 9-12 for the class of 2019 and beyond

2. Subject Requirement

The following subjects must be included in the total credits:

a. English (40 Semester Credits in Grades 9-12)

English 9th grade 10 Semester Credits

English 10th grade 10 Semester Credits

English 11th grade 10 Semester Credits

English 12th grade 10 Semester Credits

May include ELD classes (Level 3 & 4)

b. Mathematics (30 Semester Credits in Grades 9-12, and the completion of Algebra, Geometry, and a third year of University of California Mathematics (c) approved Mathematics)

In alignment with Education Code 51224.5 students graduating in 2004 and beyond must complete coursework in grades 7-12 that meets or exceeds State Academic Content Standards for Algebra I. If any student completes coursework in grades 7 through 12 that meets or exceeds state academic content standards for Algebra, those courses shall apply toward satisfying this mathematics requirement. (Education Code 51224.5)

Completion, prior to grade 9, of algebra coursework that meets or exceeds state academic content standards shall satisfy the algebra coursework requirement, but shall not exempt a student from the requirement to complete three mathematics courses in grades 9-12. (Education Code 51224.5)

c. History/Social Science (30 Semester Credits for Grades 9-12)

9th or 10th Grade	World History/Geography	10 Semester Credits
11th Grade	U.S. History	10 Semester Credits
12th Grade	U.S. Government	5 Semester Credits
12th Grade	Economics	5 Semester Credits

May include EL World History/U.S. History 20 Semester Credits

d. Science (25 Semester Credits in Grades 9-12)

Biological lab Science	10 Semester Credits
Physical lab Science	10 Semester Credits
Health	5 Semester Credits

e. Physical Education (20 Semester Credits in Grade 9 and Grades 10-12). Passing of 5/6 California Physical Fitness Standards by the completion of grade 10 Physical Education

9th Grade Physical Education	10 Semester Credits
10th -12th Grade Physical Education	10 Semester Credits

Elective opportunities in physical education may be provided for interested students in grades 11 and 12.

f. Foreign Language (20 Semester Credits in Grades 9-12) One year of foreign language equivalent credit from middle grades may be applied toward this requirement.

g. Visual or Performing Arts (10 Semester Credits in Grades 9-12 of the same course)

h. Elective Requirement (55 Semester Credits in Grades 9-12)

i. Senior Plan (5 credits)

All Beverly Hills High School students will be guided by administration and counseling staff to complete the Beverly Hills High School Four Year/College and Career Plan. Students will complete the 5 credit requirement by attending counseling meetings and workshops that prepare students for a college or specialty school/program application upon graduation.

j. Citizenship Requirement

It is expected that students maintain acceptable citizenship throughout high school.

3. Grade Level Placement

- a. 9th grade** – A freshman student shall attain sophomore standing at the conclusion of the ninth grade if the student has passed a minimum of 60 credits.
- b. 10th grade** – A sophomore student shall attain junior standing at the conclusion of the tenth grade if the student has passed a minimum of 120 credits.
- c. 11th grade** – a junior student shall attain senior standing at the conclusion of the eleventh grade if the student has passed a minimum of 180 credits.
- d. Graduation** – a senior student must have earned at least 235/230 credits depending on year of graduation (see above) and have passed all graduation requirements and be in good standing for participation in graduation and to receive a diploma.

IMPORTANT TO KNOW

In order to meet the University of California (UC) *university eligibility requirements*, students must pass all “A-G” courses with a grade of “C” or better. Students who earn lower than a “C” grade must repeat the course in order to meet eligibility requirements. (See your school counselor for exceptions.) Although a “D” grade does not meet university eligibility requirements, it does earn credit toward high school graduation. Students who have earned a “D” or “F” grade may have the opportunity to repeat courses over the summer through the BHHS. Check summer school schedule for course availability.

Opportunities for summer enrichment coursework are available through fee-based programs such as Beverly Hills Education Foundation, Santa Monica College, West LA College, etc. Before enrolling in a course outside of BHHS for high school credit, students must file a permission form with the school counselor first. **Without prior permission, no high school credit will be granted.**

EXPLANATION OF GRADING SYSTEM

Grades are assigned using letter symbols as follows:

- A Superior or Advanced Proficient
- B Above Average or Proficient
- C Average or Basic
- D Below Average
- F Fail (not passing) or Far below basic
- INC Incomplete work due to absence must be made up by the end of the succeeding quarter or the grade becomes "F"
- NC (no credit) and NM (no mark) symbols are used also, according to school policy.
- P Special classes only (lab, tech, tutors, lab. Assistants, pass/fail options)
- WP Withdraw Pass
- WF Withdraw Fail

Conduct Evaluation

Your conduct evaluation is a part of your total grade.

- S – Satisfactory
- N – Needs to improve
- U – Unsatisfactory

To earn an S grade, you must consistently:

1. Obey rules, respect public and personal property and actively promote the general welfare.
2. Maintain courteous relations with teachers and fellow pupils and work without disturbing others.
3. Assume responsibility for having necessary tools and materials and go to work immediately.
4. Maintain an excellent attendance record by avoiding unnecessary absence or tardiness.
5. Maintain appropriate standards of personal dress and grooming as established by District policy.

Grades of N and U indicate degrees of failure to meet the standards in 1-5.

1st and 3rd Quarter Progress Grade Reports are mailed every ten weeks throughout the year. These grades show only progress and no credit is assigned.

Semester Report Cards are mailed approximately one week after final exams are completed.

Grades in all classes are reported and these grades are reflected on the student's school transcript.

Semester passing grades receive credit while failing grades receive no credit.

Final Examinations

At the close of each semester, two-hour final examinations and/or culminating activities will be held. A student must be present to take these examinations in order to receive a mark. If a student does not take a final examination in any subject, a mark of incomplete may be given. The "Incomplete" may be removed if the final examination is taken before the close of the succeeding quarter. At that time, the teacher will change the "Incomplete" to the appropriate mark. If the necessary work is not completed, the "I" will change to an "F".

Pass/Fail Program

The purpose of the Pass/Fail Option is to encourage students to take more advanced academic courses or electives. The student has the option of having a grade of a "P" (pass) for credit only posted on the transcript instead of the final letter grade, provided that it is not an "F."

Courses taken Pass/Fail must be above and beyond BHHS requirements and above and beyond minimum requirements for 4 year colleges/universities.

Students may apply for Pass/Fail in two classes from Category I and in two classes from Category II; however, final Pass/Fail option must be limited to one from category I and one from Category II.

Category I: Foreign Language, Mathematics, Science and Social Studies

Category II: Non-academic elective courses

- Pass/Fail application must be submitted each semester. *Deadline to submit Pass/Fail application: end of the 15th week of the semester for all courses except foreign language. Foreign Language deadline is end of the 10th week of the semester.*
- Eligibility: open to any sophomore, junior or senior.
- Once all paper work is correctly completed and submitted on time, student will then have the opportunity to have a "P" posted on his/her record if he/she chooses, provided that final grade is not an "F."

Pass/Fail Procedure:

1. Student must obtain pass/fail application from counselor to assure that student is applying only for eligible classes.
2. Student fills out the request form.
3. Teacher must approve and sign the form.
4. Parent must sign the form.
5. Student then brings form back to counselor for final approval and signature.
6. Counselor signs and gives copies of form to teacher, to guidance technician and keeps a copy for student's file.
7. If student wants to access the "P" grade, the student must notify the teacher who will then enter the "P" grade.

OPEN ACCESS POLICY

Students currently earning an A, B, or C in an Honors/AP class

If the student has earned an A or B in their current Honors or AP course, they can automatically move to the next level [based on the first semester and ten week (second semester) grades]. Honors/AP students earning a C may be reviewed at the end of the course for consideration to the next level.

Students currently in a College-Preparatory Course

Students with an A, B, or C have the opportunity to qualify for the Honors/AP Program by meeting the individual departmental requirements (see below).

Current Beverly Hills High School criteria for placement into Honors/AP *may* include the following:

- Grade point average, teacher recommendations, and placement tests.

If a student does not meet the above criteria, he or she has the right to ask for an administrative review. Administrative reviews are initiated through the student's counselor.

HONORS

CALIFORNIA SCHOLARSHIP FEDERATION

Beverly Hills High School's highest scholarship group is Chapter 185 SC of the California Scholarship Federation. The California Scholarship Federation (CSF) is a unique statewide organization established in 1921, whose purpose is the promotion of interest and pride in high standards of scholarship. Through its purpose and organization, the CSF is particularly fitted to contribute to the nationwide effort to identify, motivate, and encourage students with intellectual ability.

Individual membership is in the local chapter (BHHS 185) and is based on grades earned each semester. A point system specified in the State CSF constitution establishes the membership requirements, which essentially require that students do very superior work, primarily in the academic subjects.

Membership is neither **automatic nor compulsory**. The student **must apply** for membership during the first few weeks of a given semester. No student is eligible before the beginning of the second semester of the ninth grade. He/she must be recognized as a worthy school citizen. His/her record for the **previous** semester must have no grade lower than a "C". Grades earned in physical education or repeated subjects do not count for CSF points. Membership is for one semester only, but may be renewed for another semester whenever the student again meets the requirements. There is a membership fee.

Life Membership

A student who is a member of CSF for four out of six semesters in Grades 10th, 11th and 12th, including one semester of the senior year, is designated a Seal bearer (Life Member of CSF). This entitles the student to a gold seal on the diploma.

Requirements for Semester Membership

The qualifying subjects meeting the requirements for CSF membership are those filed with the SCF registrar and shall consist of the following three lists:

- List I: Those subjects which the Principal has certified to the University of California as satisfying the "A-G" requirements **except for** the visual and performing arts courses included in the "F" requirement.
- List II: Other subjects which the Principal and the CSF Advisor have certified to CSF as being of equivalent academic caliber to those in List I.
- List III: All other courses awarded semester credit **except** physical education, courses taken in lieu of physical education, repeated subjects, and courses involving clerking and office/teacher assisting.

Semester membership shall be granted as follows: A student carrying four or five subjects (not counting physical education and repeated subjects) must earn a minimum of 10 CSF points, seven of which must be in the subjects defined in Lists I and II. The remaining three points may be earned from any other subject except physical education.

No courses beyond five will be used to compute CSF points and will be ignored. Membership is not possible with D's and F's. In all cases, however, a student must take and complete appropriate courses from Lists I and II to secure initial eligibility.

Points are earned as follows: A grade of "A" earns 3 CSF points; a grade of "B" earns 1 CSF point, except that a grade of "B" in a UC designated honors class or in an AP class earns 2 CSF points; a grade of "C" earns 0 CSF points; a grade of "D" or "F" in **any** subject debars the student from membership for that semester.

PRINCIPAL'S HONOR LIST

This recognition for successfully completing the requirements of an enriched academic program is similar to the Dean's List at colleges and universities throughout the country. Students who qualify are recognized at the end of each semester.

Placement of the Principal's Honor List is automatic, following completion of four requirements:

1. A minimum of 30 credits of new work (six full classes) for grades 9-11 and 25 credits for grade 12, including courses from three of the following departments: English, Foreign Language, Mathematics, Science, and Social Studies. The record must show a letter grade in at least 5 subjects undertaken.
2. A grade point average of 3.1 in all subjects except physical education.
3. No failing marks or "Incomplete" marks in any subject.
4. A satisfactory conduct record, defined as not more than one evaluation of "Needs to Improve" and no evaluations of "Unsatisfactory."

HONORS AT GRADUATION

This recognition is for achieving six semesters of placement on the Principal's Honor List, two of which must be the final two semesters in residence at Beverly Hills High School. A gold honor seal will be placed on the diplomas of students who meet his requirement.

Transfer students are eligible for Honors at Graduation if their previous school work meets the above requirements.

National Honor Society

The National Honor Society (NHS) is a national organization established to recognize outstanding high school students. NHS serves to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character. Chapter membership not only recognizes students for their accomplishments, but challenges them to develop further through active involvement in school activities and community service.

Scholarship Awards

Senior Awards night is held before graduation. We honor seniors who have excelled during their years at Beverly. The recipients include National Merit Scholars (top in the United States); the Faculty Cup recipient(s) (highest BHHS scholastic honor); top students in academic areas, in the arts, and in athletics; plus recipients of a variety of awards and scholarships presented by school, local, state, and national groups.

ON TO COLLEGE

COLLEGE ENTRANCE REQUIREMENTS

Approximately 95 percent of our graduates go on to further their education. During your high school years, your counselor will be reviewing college admission requirements. About 60 percent of our graduates go to one of the branches of higher education supported by the state of California. The community colleges have no specific courses required for admission, but it is expected that the student prepare for college by selecting courses which will help insure success in college.

California State University Admission Requirements

- 4 years of English
- 3 years of college preparatory mathematics (through Algebra II)
- 2 years of history and social science
- 2 years of laboratory science
- 2 years of the same foreign language
- 1 year of visual and performing areas (VPA): art, music, drama or dance
- 1 year of approved college preparatory elective
- Eligibility index placing qualified applicants among the top one-third of California's graduates
- SAT/ACT exam

University of California Admission Requirements

- 4 years of English
- 3 years of college preparatory mathematics (through Algebra II) (4 years recommended)
- 2 years of history and social science
- 2 years of laboratory science (3 years recommended)
- 2 years of the same foreign language (3 years recommended)
- 1 year of visual and performing areas (VPA): art, music, drama or dance
- 1 year of approved college preparatory elective
- University of California requires that a "B" (3.0) average be earned in the required subjects.
- SAT/ACT exam
- SAT subject tests highly recommended for specific majors. Go to admission.universityofcalifornia.edu for more information.

SPECIAL SERVICES

The following specialists are provided by the Beverly Hills Unified School District to assist students as needed. A counselor or an administrator will help students make arrangements for these services.

Home Teacher

The home teacher provides five hours of instruction weekly to students who must be absent from school for one month or more because of illness or injury. Parents request this service by bringing to the school nurse a written recommendation from the student's doctor.

School Psychologist

The school psychologist is on staff to provide support in crisis management and consult with staff to coordinate a planned program for improving student adjustment. When it is advisable, the school psychologist makes an individual evaluation using appropriate tests.

Speech Therapist

The speech therapist works with students with speech difficulties and with individuals and groups for speech improvement.

FACILITIES ON CAMPUS

Bathrooms on Campus

We have facilities for women, men and a unisex bathroom on campus for student use.

Business Office

The Business Office, located in the Student Store, handles all class and club accounts and ticket sales for special events.

Cafeteria

The Cafeteria serves a wide variety of foods available at nutrition and lunch. The facility is closed briefly during the morning for maintenance purposes. Students desiring to work for their lunches may apply to the Cafeteria office. The Cafeteria operates under supervision of the Board of Education.

Career Center

The center, located in Room 290, has college and career information available for all students to begin exploring their options for the future.

College Center

The center, located in Room 290, is a resource for students inquiring about college opportunities. Students can take advantage of college workshops, Naviance, our online college and career readiness platform, college admissions representatives, group presentations, and much more. Students in all grade levels are encouraged to take advantage of the college center.

NormanAid Center

The NormanAid Center (Village 33) is a great place to come if you need to speak with someone about anything. At the NormanAid Center, Mrs. Norman-Franks is available to meet with you, as well as peer-counselors, counseling interns, and therapists from the Maple Counseling Center and The Clare Foundation. You can make an appointment to speak with someone or walk in. Topics that we are comfortable talking about include but are not limited to: substance abuse, alcohol, bullying, death, drugs, LGBTQ support, peer pressure, religion, sex, suicidal thoughts, and more. Students also come to the NormanAid Center to get support in school (academics, study skills, issues with teachers/classes, organization skills, time management, etc.). Because your safety is our number one priority, we may need to consult with colleagues or break confidentiality if we are concerned that a student is harming themselves, someone else, or someone is hurting them. Please stop by the NormanAid Center at any time!

Library

The mission of the High School Library is to ensure that students acquire a lifelong interest in reading, are effective users of ideas, information, and technology, and have access to a rich diversity of literature and resources. The collection includes 25,000 books and reference materials, 80 magazine subscriptions, and a variety of audio visual items for student and staff use. Information literacy and readers advisory are taught in collaboration with members of the faculty. Computers access an automated catalogue, online databases, and the Internet. Newspapers are available on microfilm. Students follow the district's *Technology Use Policy*, and are responsible for the care and return of school property. The Library is staffed with a full-time, credentialed librarian and one library technician, and is open 43 hours a week. Under the Joint Powers Agreement with the City of Beverly Hills, the BHHS Library is open late on Monday and Tuesday evenings.

Student Store

The Student Store is located on the third floor. A full line of school supplies is available at reasonable prices. Profits from the Student Store go into the Student Body Fund.

The store is open before school, during nutrition and lunch. It serves as the sales headquarters for Associated Student Body Cards, special event tickets, payment for athletics or tests, P.E. apparel purchase, and much more. Students may also purchase the aforementioned items online via the BHHS webstore at bhhs.bhusd.org

MATERIALS AND SERVICES

Lockers

All new students are assigned a locker which they use while enrolled at BHHS. Students are encouraged not to share lockers or locker combinations. Lockers remain the property of the Beverly Hills Unified School District and any items lost or stolen are the student's responsibility. The School District is not liable for any items damaged or stolen from lockers. Lockers needing repairs should be reported to the Attendance Office.

Lost and Found

Articles found on campus should be taken immediately to the Attendance Office. Students must complete a "Theft Report" turn in to House Office.

Scheduling Events

Groups wishing to plan an event will apply to the Assistant Principal in charge of Student Activities. Use of the Salter Family Theatre should also be cleared with the Theater Operations Specialist.

Major events are calendared before May 1st of the preceding year. Minor events are calendared at least two weeks before the event. Requisitions for desired facilities must be filed at least ten (10) days before the event.

Telephones

All classrooms have outside telephone lines in case of emergencies.

Textbooks

Textbooks are obtained in the Textbook Room.

1. A student must write his/her name and the teacher's name in each book issued.
2. Books must be covered at all times with nonstick paper covers.
3. Stuffing extra papers in the textbook will damage the binding. Students should use a notebook for this purpose and avoid a fine for textbook damage.
4. Students will be required to pay a fine covering damages or loss of a book. Students must bring the receipt to the textbook room to update the records.
5. A replacement will be issued when the student has a receipt for payment of a lost book.
6. All textbooks must be returned at the end of the school year.

A student who loses a textbook may inquire periodically in the Textbook Room to see if the book has been returned. Refunds of the amount paid minus a ten dollar handling fee are issued by check and mailed home.

PROCEDURES YOU SHOULD KNOW

ATTENDANCE POLICY

Regular attendance plays an important role in student achievement. Beverly Hills High School recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 6 to 18 are obligated to send their children to school unless otherwise provided by law. Students are expected to be on campus and attending all classes during school hours. Unexcused absences and tardiness hinder student achievement. This policy outlines the impact of poor attendance on student grades.

ABSENCES:

California Education Code 49067(b) and Board Policy 5121 authorize teachers to fail any pupil whose absences from the teacher's class are deemed excessive. Board Policy (AR 5113.1) defines "excessive" as 3 or more unexcused full-day absences or 30-minute tardiness during the school day in an academic year. According to California Education Code 48205, absences from school shall be excused only for illness, quarantine, medical or dental appointments, funeral services for members of the student's immediate family, jury duty, court appearance, and religious observances.

Student Responsibilities:

- To remain on campus at all times during the school day as defined by my school program, **including lunchtime, leaving ONLY when authorized to do so by a school official. Beverly Hills High School is a closed campus and students are not permitted to leave before the end of lunch.** Students understand that they must clear all absences and follow the procedures below.
- **To arrive on time for all classes.** Absences and tardiness impact student performance. Detention and other consequences may be assigned for excessive absences and tardiness. Students also understand that detention(s) may be assigned by teachers for failure to follow attendance guidelines.
- **If students must leave school during the day, they will have parent call or bring a parent's note to the Attendance Office BEFORE THEY LEAVE CAMPUS.** Students will not leave campus for a medical appointment without understanding the following procedure: **A note on physician's stationery, signed by the doctor, stating the date and time of the appointment is required upon return to campus, or the absence is unexcused.**
- Absences NOT cleared prior to leaving campus will remain UNEXCUSED.
- A physician's note is always required for each absence after (14) cumulative absences; without a note students will be marked unexcused. (AR 5113)

When Parents Travel

For your protection, when your parents travel leaving someone in charge at home, it is important that they authorize the Attendance Office to accept notes and excuses written by the person who will act as your guardian during their absence. Have this authorization signed by the temporary guardian and on file in the Attendance Office.

RE-ADMITTANCE TO SCHOOL FOLLOWING AN ABSENCE(S)

State Law requires that every absence from school be explained by the student's parents. Therefore, the school makes every effort to have every absence explained. Students must attend all classes except for legally excused reasons, as listed above.

There are two ways to be re-admitted to school following absences:

1. **On the day of a full-day absence, a parent will call the attendance office before 10:00 a.m.** to excuse absence.
2. A parent must call or send a note to the Attendance Office to clear an absence within (10) days. **After the 10th day, an absence will not be excused.**

NOTE: If you return from a contagious illness, bring, in addition to your parent's note, a clearance from your physician to the school nurse before coming to the Attendance Office.

Students should take care of all attendance matters **prior** to the beginning of period 5.

The Attendance Office, Room 292 Opens at 7:00 a.m. and closes at 4:00 p.m. daily. The telephone number is (310) 551-5125
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APPOINTMENTS DURING SCHOOL HOURS

ABSENCES NOT CLEARED BEFORE LEAVING CAMPUS ARE AUTOMATICALLY CATEGORIZED AS UNEXCUSED

If you have an appointment during school hours you **must check** out through the Attendance Office. State Law prohibits students leaving campus during the day without a permit from the Attendance Office. Violations of this rule will result in the absence being considered “unexcused”.

LEAVING CAMPUS DURING THE SCHOOL

ABSENCES NOT CLEARED BEFORE LEAVING CAMPUS ARE AUTOMATICALLY CATEGORIZED AS UNEXCUSED

Students must remain on campus at all times during the school day. On occasions where a student is authorized to leave campus prior to the end of the school day, the student must obtain a permit to leave school from the Attendance Office or Assistant Principal.

For example:

1. If you need to leave school before the end of the school day, call or bring a note signed by your parent/guardian stating reason for leaving and time to leave and secure a “Permit to Leave School” from the Attendance Office. If you leave campus for a medical appointment you **must** return to campus with a signed and dated note on the medical professional’s stationary, stating the date and time of the appointment. **ABSENCE REMAINS UNEXCUSED UNTIL DOCTOR NOTE IS RECEIVED.**
2. If you become ill or receive an injury during school hours, see the school nurse in the Health Office.
 - a. If it is necessary for you to go home, the nurse will telephone your home to arrange for you to leave.
 - b. Before leaving, take the Permit to Leave School to the Attendance Office or Assistant Principal and check out.
 - c. On your return from this or any absence bring a note signed by your parent/guardian.
3. If you become emotionally upset, go to your Assistant Principal, counselor, or to the school nurse for help.
4. If any emergency develops that you feel merits leaving, go to your Assistant Principal for help.
5. If you return to school with a cast, medical shoe/boot, or crutches, you need to bring a note from the doctor stating you may return to school.

Applying to Leave on an Irregular Program

Teachers/Sponsors of school-approved activities away from school during the school day will, in advance, provide participating students with Irregular Program forms. Students will submit these to their classroom teachers for approval or disapproval of their absences from class.

Lunch Permits

If you live west of Roxbury Drive and south of Wilshire Boulevard you may request a special permit to walk home for lunch. Lunch Permit Requests are available in the House Offices. Both you and your parent/guardian must read the rules of a permit and sign the application. In order to receive a lunch permit, students must verify that the parent/guardian will be home when the student is home for lunch. Submit completed application to your Assistant Principal. The Lunch Permit is good as long as you comply with its rules and grade and citizenship requirements. Lunch permits are a privilege not a right. It must be renewed at the beginning of each school year.

ANTICIPATED/FUTURE ABSENCE(S)

Anticipated absences, such as college visits, may be considered excused with prior approval. Future Absence Request Forms must be submitted at least five (5) days prior to the absence, must be approved by a site administrator, and signed by the teachers of the classes missed. Any absence that isn't requested in advance and in writing will be considered unexcused and will count toward loss of credit in classes. Request forms are available in the Attendance Office and online. Prior approval may be waived by the Principal or designee only under exceptional, unanticipated circumstances. The administrator will consider student attendance patterns, current academic performance and previous requests when approving a request to excuse such absences. The teacher of any class from which the student is absent shall determine, consistent with Board Policy, what assignments the student shall make up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments which the student missed during the absence.

Requests may be made for justifiable personal reasons, including but not limited to the following:

1. Attendance at a funeral service for an aunt, uncle or cousin, or a person other than a member of the student's immediate family.
2. Absence for personal, individual religious celebrations or ceremonies (e.g., Weddings, Bar/Bat Mitzvah, Confirmation, etc.) shall be limited to one day and allowed only for members of the immediate family.
3. Employment conference or interview.
4. College visits with confirmation email to Attendance Office (limit of three days per academic calendar year).

5. Tending to an illness or a medical appointment during school hours of a student's custodial child.
6. Other educational programs not sponsored by the school, district.
7. Partial day absences caused by circumstances beyond the student's control (bus breakdowns, highway flooding, etc.). These absences require approval by the Principal or designee within one school day of the student's return to school and does not require a future absence form.
8. Other justifiable personal reasons authorized by the school.

Family vacations and DMV appointments are not excused absences under this policy. These and all personal appointments are to be scheduled outside of the academic calendar.

GUIDELINES FOR GRADES DUE TO UNEXCUSED ABSENCE(S)

In accordance with Board Policy and consistent with the school's progressive discipline policy, Beverly Hills High School has adopted the following guidelines with respect to the impact of unexcused absences on a student's grade.

Semester/Year-long Classes (per semester):

- 1 unexcused absence = 3% deduction from semester grade and parent notification
- 2 unexcused absences = 6% deduction from semester grade and referral to Counselor
- 3 unexcused absences = 9% deduction from semester grade, discipline referral to Assistant Principal, and initiation of SARB proceedings

Each additional unexcused absence will result in an additional 3% deduction from the semester grade per unexcused absence.

In addition, teachers may assign detention or lower the student's conduct grade. Such consequences will be outlined in the teacher's grading policies for the course. Also, teachers are not required to provide replacements for work missed as a result of an unexcused absence, and a grade of "0" may be recorded for that assignment.

Students whose absences are excused or are due to a school-sponsored activity must be given the opportunity to make up any missed assignments without penalty. If the absence is unexcused, students may, at the teacher's discretion, be given opportunities to "earn back" all or part of the grade penalties listed above. Such opportunities will consist either of course related work not required of other students or of community service. Please note that community service completed in this way is not counted as part of a student's community service for diploma recognition or other purposes. Five hours of work will be required to eliminate the consequences of each unexcused absence.

TARDINESS:

Students are expected to be in class when the tardy bell rings. Tardy students cause classroom disruption and affect the continuity of instruction. Students arriving late to their first class **MUST** check in to Attendance Office to obtain a tardy pass. Students are considered tardy if they arrive late to class without an excused written note from a school official. Students are considered tardy if they arrive late to class without a written note from a school official. Tardiness will result in the following progressive penalties.

Semester / Year-long Classes (per semester):

Each tardy shall be counted as 1/5 of an unexcused absence (0.6% deduction from semester grade)

In addition, teachers may assign detention or lower the student's conduct grade. Such consequences will be outlined in the teacher's grading policies for the course. Also, teachers are not required to provide replacements for work missed as a result of tardiness, and a grade of "0" may be recorded for that assignment.

At the teacher's discretion, students may be given the opportunity to "earn back" all or part of the grade penalty listed above. Such opportunities will consist either of course related work not required of other students or of community service. Please note that community service completed in this way is not counted as part of the student's community service for diploma recognition or other purposes. One hour of work will be required to eliminate the consequences of each tardy.

Visitors

As a general rule, visitors are not allowed on campus. Under special circumstance, a Visitor's Pass may be granted by the Principal. Such as, parent/guardian and teacher meetings. **Anyone on school grounds without permission is in violation of the law and may be reported to the police.**

Parent/Guardian and Teacher Meeting

In the event that parents/guardians have an issue or complaint regarding a teacher, these guidelines shall be followed except in cases where the allegation may require involvement by law enforcement agencies:

1. The parent/guardian shall attempt to resolve concerns through verbal communication with the teacher. Emailing the teacher to set-up a parent/guardian and teacher meeting usually works best. Every effort shall be made by the supervisor to refer any issue or complainant to the teacher first.

2. If the concern is not resolved at this level, the complaint shall be made in writing by the complainant and given to the teacher's immediate supervisor no later than thirty (30) calendar days after the time the complainant's child leaves the affected class. a. The teacher shall be notified and furnished a copy of this complaint within five school days of the supervisor's receipt of the written complaint. b. The immediate supervisor shall meet with the teacher to discuss the issue, concern or complaint and shall conduct a thorough, impartial investigation of the matter. The teacher shall have the right to meet with the complainant. c. If the complaint is not resolved within five (5) school days after the conference, a summary of the complaint, the factual investigation and the action taken, shall be prepared by the supervisor and furnished to the unit member. This acknowledgement signifies receipt of the summary only, not necessarily agreement.

If You Move Out of the District

Students whose parents move out of the Beverly Hills Unified School District are required by law to immediately notify the Secretary in House A. Seniors may be allowed to complete the entire senior year by applying for an Out-of-District permit. The Out-Of-District permit must be approved by both the releasing school district and the Beverly Hills School District Board of Education. These permits are cancelled if students do not meet Beverly Hills High School's standards of scholarship, citizenship, and attendance. Students who do not meet the District residency requirements will be immediately checked out of school.

Transferring or Withdrawing From School

Present a written request from your parent or guardian to the Secretary in House A. Please include the new address and date of moving to insure that school records can be forwarded promptly. You will be issued Clearance Card. Obtain clearance signatures from ALL teachers and offices: return all books and equipment and pay any fines. Return the completed card to House A.

Change of Address or Telephone Number

To maintain accurate school records any change of address or telephone number should be immediately reported to the Secretary in House A. Emergency card information must be kept up-to-date.

EMERGENCY DRILLS

Beverly Hills High School has several types of Emergency Evacuation/Action Plans:

1. Action: EVACUATE BUILDING

- a. The warning signal to evacuate the building is a series of short bells from the alarm system.
- b. The evacuation of the building consists of the orderly movement of students and staff from inside the building to the football field.
- c. The action to evacuate the building is considered appropriate for, but not limited to, the following:
Fire, Bomb Threat, Chemical Accident, Explosion, Earthquake, other similar occurrences which make the school building uninhabitable.

2. Action: LOCKDOWN

- a. The warning for this type of emergency is a "warble" sounding series of short bells.
- b. When students hear the bell and they are in the halls, they are to enter the nearest open classroom.
- c. If students are in the bathroom, they are to leave immediately and enter the nearest open classroom.
- d. Nutrition/Lunch – If a lockdown occurs while students are in between classes, students should proceed to the nearest open classroom.
- e. **If inside, stay inside.**
 - **In classrooms or offices**, move away from the windows. Take cover under a table, desk or counter.
 - **In library or cafeteria**, immediately move away from windows.
 - **In laboratories**, all burners should be extinguished (if possible) before taking cover.
- f. **If outside, stay outside.** If you are approaching campus and you hear this signal, **DO NOT** enter the campus. Remain clear of the area.

Special Note: If an earthquake occurs during school hours, you might be in any one of several places. Wherever you are, after the ground stops shaking, you must evacuate the building and proceed to the **football field**. If you are in class, follow the directions of the Faculty/Staff. If you are not in a supervised area, walk directly to your 3rd period teacher's ASSEMBLY AREA ON THE FOOTBALL FIELD and follow the direction of the teacher in charge.

If a non-lockdown emergency occurs between class periods, Nutrition, or Lunch, report to your 2nd period emergency area on the football field.

Message to Parents Addressing Parental Concerns and Responsibilities

If a major earthquake occurs during school hours, our first concern after evacuating the building and ascertaining the students' physical safety is reuniting you with your children. Please **DO NOT** attempt to call the school because we need phone lines open for emergency communications. You, or an adult designated by you and listed on the emergency card, must pick up your child after a major earthquake. We **CANNOT** release your child without your permission.

STUDENT PICK-UP PROCEDURE

All gates will be locked in the event of a major earthquake. The gates will be marked as follows:

EMERGENCY INFORMATION GATE

Parents and other adults whose name(s) are listed on the student's Emergency Card will come to this gate to request pickup of their child(ren). The students WILL NOT be released to anyone other than those whose names appear on the Emergency Card.

REUNION GATE

After the student has been requested for pickup, a runner will go to the assembly area and the runner or parent volunteer will take the student to the reunion gate. Parents will be asked to sign a release form upon picking up their child(ren).

RULES OF THE ROAD

Beverly Hills High School, as a public school in the State of California, is subject to the laws and regulations as established by both the State Legislature and the local Board of Education. In addition, the school staff has adopted policies and guidelines to facilitate the smooth operation of the daily educational process. We have included here many of the regulations which delineate proper codes of student behavior. This is done not to create a restrictive atmosphere, but to inform students of what is and is not acceptable. For the most part, Beverly students are astute and responsible enough in their behavior that formal sanctions need not be invoked.

STATE LAW

Behavior

Continued willful disobedience, open and persistent defiance of authority of the teacher, habitual profanity or vulgarity, Possession and/or consumption of alcoholic beverages upon school premises, smoking cigarettes or having cigarettes upon school premises, constitute good cause for suspension or expulsion from school. This holds for all school sponsored events away from the school premises.

Student Responsibilities:

- To refrain from the unauthorized sale of any items on campus.

Damage to School Property

Any pupil who damages or defaces any school property shall be liable to suspension, expulsion, or other punishment, according to the nature of the offense. All damage done to school property by any pupil shall be repaired at the expense of the person committing the offense.

Student Responsibilities:

- To return all textbooks in good condition and clear any textbook fines by the end of the year. Fines that are not cleared by the end of the school year may prevent students from registering until fines are cleared. Any book turned in after the last day of school is considered late and will be charged a \$10 (per book) late fee. Please note, if your book was returned, and we have found it to be in an unsatisfactory condition, it will be listed on this letter as not returned and the balance column will reflect the price of the fine.

Duties of Pupils

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the Faculty/Staff of the schools.

Loiterers on Campus

Any person who loiters about any public school is a vagrant, and is punishable by a fine of not exceeding one thousand dollars (\$1,000.00) or by imprisonment in the county jail for not exceeding six months, or by both such fine and imprisonment.

Narcotics or Other Hallucinogenic Drugs

For the protection of other pupils in the public school, the governing board of any school district may suspend or expel, and the superintendent of any school district when previously authorized by the governing board may suspend a pupil whenever it is established to the satisfaction of the board or the superintendent respectively, that the pupil has on school premises or elsewhere used, sold, or been in possession of narcotics or other hallucinogenic drugs or substances.

Secret Organizations

It is unlawful for any pupil enrolled in a secondary school of the state, to join or become a member of any secret fraternity, sorority, or club or to take part in the organization or formation of any such organization.

Suspension or Expulsion

Boards of School Trustees and city boards of education shall have the power and it shall be their duty to suspend or expel pupils for misconduct when other means of correction have failed to bring about proper conduct.

The Beverly Hills Unified School District is committed to an educational environment in which all students are treated with respect and dignity. Each student has the right to learn in an environment that promotes equal educational opportunity and is free from discriminatory practices.

BOARD OF EDUCATION POLICY

Narcotics

Under Board of Education Policy the unlawful use, possession, or sale of drugs or alcohol will lead to suspension, police department notification, implementation of expulsion procedures, and student participation in a drug education program.

Remember: Drug, alcohol, and tobacco use, possession or sale in school will not be tolerated. Students found smoking may face suspension from school and citation from the Beverly Hills Police Department.

Student Responsibilities:

- To refrain from unlawful use, possession or sale of drugs or alcohol on or off school grounds, when involved in any school activity, or when on the way to or from home/school. I understand that violation of District drug/alcohol policy will result in my suspension from school, notification of the Beverly Hills Police Department, a parent conference, and possible initiation of expulsion procedures. I understand that return to school may be contingent upon enrollment in an approved drug education/counseling program.
- To refrain from possessing, using, and/or supplying others with matches or tobacco products or fireworks. Students may not smoke anywhere on campus. I understand that these are unacceptable behaviors and that the Beverly Hills Police Department may issue a citation to me.

DRESS CODE POLICY

Dress and Grooming

Student dress and grooming should enhance comfort, provide for a feeling of individuality, and allow the pursuit of current fashions.

Students will dress appropriately for school as described in the Beverly Hills Unified School District's Board Policy. Student will recognize that school is a place of business and that they must respect the dress code policy.

Student Responsibilities:

- To dress appropriately for school, recognizing that school is a place of business and that I must respect the guidelines set by my individual teachers. **All clothing must cover undergarments!** The following are considered inappropriate and shall not be worn: any clothing that suggests gang affiliation, bears inappropriate logos, or detracts from the academic environment.

Standards for Appropriate Dress:

- **No clothing, backpacks, or hats that suggest a gang affiliation, has inappropriate logos including graffiti style language/logos, carries an inappropriate message (words or images that are offensive, vulgar, derogatory towards individuals or groups of people, or that promote or advertise illegal products or activities), does not provide appropriate coverage, or detracts from the academic environment.**
- Undergarments shall not be visible. Undergarments are defined as "a garment that is worn under another" and include but are not limited to athletic shorts worn under jeans or sweatpants.
- Girls: No revealing clothing. Students shall not wear sheer blouses, bare midriff or revealing tank tops, tube tops, open backed shirts, halter tops, spaghetti straps, or low-cut necklines. Short skirts and short shorts are not allowed. Shorts and skirts must be at least half way down the thigh. Jeans may not be ripped or shredded. Leggings or tights may not be ripped or shredded and must be covered by shorts, dress, or skirt of an appropriate length.
- Boys: No sagging pants, wallet chains, hanging belts, or hats/clothing with inappropriate language or logos. Hats or hoods may not be worn in class.
- All clothing must be neat, clean, and in good condition, reflecting a professional atmosphere of learning.

CONSEQUENCES:

First Infraction:

1. Student referred to the Assistant Principal for counseling and change of clothes
2. Parents notified for a conference and a 1-day student suspension

Second Infraction:

1. Student referred to the Assistant Principal for a conference and a 5-day student suspension.

School Trips

By policy any school team, class, or organization numbering over twelve is required to use bus transportation for trips.

Smaller groups using private transportation (teacher, parent, or licensed student driver) must, prior to the trip, present individual, parent-signed transportation waivers to the sponsor, who will file these in the Main Office. Students may not drive other students.

Students are expected to abide by the instructions of the chaperones on all school-sponsored trips. All in-school regulations are in effect on these trips. Students will be given Permission Slips to be signed by a parent at least one day before the trip.

Sexual Harassment Policy

The Beverly Hills Unified School District strongly condemns, opposes and prohibits sexual harassment of students, whether verbal, written or physical, by anyone in or from the District. Therefore, the Board shall not tolerate sexual harassment of any student by any other student or any District employee. Any student who is found guilty of sexual harassment shall be subject to disciplinary action.

Sexual harassment is a violation of Title IX of the Education Act Amendments of 1972, Title VII of the Civil Rights Act of 1964, and California Education Code Sections 210 through 214.

Student Responsibilities:

- To refrain from sexual harassment of others, whether verbal, written or physical. Any student found guilty of sexual harassment shall be subject to disciplinary action.
- To respect the diversity of our student population. I understand that racial, ethnic, sexist, or other inappropriate comments or actions will result in immediate disciplinary action.
- To refrain from any type of bullying or hazing activities, including electronic bullying, that would be likely to cause body danger, physical harm or personal degradation or disgrace to another student. Any student found guilty of bullying or hazing will be subject to suspension and/or expulsion and may be referred to the Beverly Hills Police Department.

The above list of rules and obligations is not all inclusive. Students sign a responsibility contract on the first day of each semester.

CHEATING POLICY

The Beverly Hills Unified School District believes that the school and the home be engaged in a partnership to teach the values of integrity, truth, personal accountability and respect for the rights of others.

Cheating - Defined:

Students should understand that, among other things, cheating includes communicating with another student during an exam, copying material during an exam, allowing another student to copy from their exam paper, using unauthorized notes or devices, submitting falsified information for grading purposes, obtaining and supplying a copy and/or information about an exam without the knowledge and consent of the teacher, submitting work written by another person (except as outlined below *), submitting work written by the student for another assignment without the instructor's knowledge or consent (self-plagiarism), copying another person's assignment(s), allowing another student to copy his or her assignment, taking a photo of an exam, or taking home exams without the knowledge and consent of the instructor.

Student Responsibilities:

- To behave honestly and ethically at all times. I will abide by the Beverly Hills High School Cheating Policy, which defines cheating as communicating with another student during an exam, copying material during an exam, allowing another student to copy from their exam paper, using unauthorized notes or devices, submitting falsified information for grading purposes, obtaining and supplying a copy and/or information about an exam without the knowledge and consent of the teacher, submitting work written by another person, submitting work written by the student for another assignment without the instructor's knowledge or consent (self-plagiarism), copying another person's assignment(s), allowing another student to copy his or her assignment, or taking home exams without the knowledge and consent of the instructor.

Refrain from using any type of recording device at school, with the understanding that taking pictures of other students or staff members with cameras, camera phones, video recorders or any other type of image capturing device without their permission is forbidden. I further understand that if I do so, my equipment may be confiscated.

Student Responsibilities:

- To refrain from using any type of recording device at school, with the understanding that taking pictures of other students or staff members with cameras, camera phones, video recorders or any other type of image capturing device without their permission is forbidden. I further understand that if I do so, my equipment may be confiscated.
- To follow the District's Acceptable Use Policy on student access to networked information resources and I agree to the following. I understand that access will be granted to students who submit the proper permission forms and agreement forms

signed by parents of minor students (under 18 years of age) and by students themselves. I agree to act in a considerate and responsible manner while conducting research and communicating with others as related to school assignments. I will abide by the rules of every network that I access. I understand that if I don't follow the rules associated with the use of telecommunications and electronic information resources that the appropriate disciplinary consequences, including suspension from school, could be enforced upon my violation of said rules.

- To refrain from any illegal use or activity with computer hardware and software. This includes cheating in classes, changing grades and/or attendance for myself or others.

** When a student submits an assignment, that assignment should be only his or her own work unless the teacher has specifically set up the assignment as a group project or other collaborative assignment. In such cases, the names of all students involved in the group process should be listed on the assignment. If the teacher has not designated the assignment as a group project, submitting an assignment written by more than one person is **plagiarism**.*

CONSEQUENCES:

The consequences for cheating shall be adhered to by students and staff:

First Infraction:

1. Teacher meets with the administrator prior to parent contact.
2. Teacher informs the parent.
3. Referral to assistant principal for student and parent conference.
4. The student's academic and conduct grade will be lowered by one letter grade (unless the assignment is worth more than one letter grade).

Second Infraction in any course:

1. Teacher meets with the administrator prior to parent contact.
2. Conference with assistant principal, counselor, parent, student and teacher.
3. Student will receive a failing semester grade where second cheating infraction occurred.
4. The student's conduct grade will be lowered.
5. The student will be suspended.

Third Infraction in any course:

1. Teacher meets with the administrator prior to parent contact.
2. Conference with assistant principal, counselor, parent, student and teacher.
3. The student will receive a failing semester grade where second cheating infraction occurred.
4. The student's conduct grade will be lowered.
5. Student will be referred to Student Study Team or Norman Aid Center.
6. The student will be suspended.

If a student steals, sells or buys an examination, a parent conference will be called, a suspension made, and the student will fail the course.

If a student steals keys or is involved in illegal school entry, the administrator is to be notified immediately. The school administration will notify the Beverly Hills Police Department, a suspension will be made, a parent conference will be called, and the student will fail the course. Where appropriate, expulsion procedures will be initiated.

Student Responsibilities:

- To refrain from fighting or from inciting others to fight. I understand that the penalty for violating this section may result in suspension from school for up to five days and/or arrest and/or expulsion from school.

SCHOOL REGULATIONS

Elevator

Elevators are for the use of faculty members and handicapped students. The size of the student body forces us to require a pass from any student who **must** use it. The nurse or your Assistant Principal will issue an elevator pass.

Student Responsibilities:

- To refrain from using the elevators on campus. I understand they are for adults only. In case I am injured I will obtain a pass from my Assistant Principal or the school nurse in order to use the elevators.

Fighting

Fighting is not an acceptable behavior. Students who engage in such will be referred to their Assistant Principal for suspension, a parent conference, and possible arrest.

Student Responsibilities:

- To refrain from fighting or from inciting others to fight. I understand that the penalty for violating this section may result in suspension from school for up to five days and/or arrest and/or expulsion from school.

Our Campus

Beverly is a beautiful school. Trash, graffiti, and damage to property and equipment create an unsightly campus. We all share the responsibility for its maintenance. Parents and students are required by law to compensate the school for any damages or clean-up costs. In addition appropriate disciplinary action will be taken if an infraction occurs.

Student Responsibilities:

- To refrain from littering anywhere on the school campus. I understand that if I litter, I may be assigned clean-up duty, detention, or cited by school officials or the police anywhere on the school campus.
- To refrain from defacing property with or through other acts which damage school property. I understand that the penalty for such damage may be suspension from school, notification of the Beverly Hills Police Department, a parent conference, my being responsible for reimbursement of the costs associated with repairing the damage, and, in serious cases, initiation of expulsion procedures.
- To refrain from riding skateboards, hover boards, bicycles, roller skates, etc. anywhere on campus. They will be confiscated.
- To refrain from entering any construction areas and interacting with construction workers.

Parking

All students who drive a car to school and use the student parking lot MUST have a valid parking permit. Permits for the school year will be available as space permits. Only seniors are eligible to obtain a parking permit. Permits are issued on a priority basis, with the criteria including grade level, age, distance of the pupil's residence from school, attendance and citizenship. Students pledging to carpool will be given special consideration. Applications are available at the end of the Spring semester in House B. Reckless and/or unlawful driving will result in revocation of permit.

Students who ride motorcycles or mopeds to school must park in the appropriate area designated by school administration. These vehicles are not allowed on Heath Avenue. Students who wish to obtain a permit to park their motorcycle on campus must contact the parking administrator in House B. Board of Education rules require that all students who ride a bicycle, motorcycle or moped to school must wear an approved safety helmet.

Student Responsibilities:

- To refrain from entering the parking structure between 8:15 a.m. through the end of lunch. I also understand there is no loitering allowed on Heath Avenue during lunch or after school. I understand students are not permitted to leave campus before the end of lunch. After that time, I will leave campus when my classes have ended.

Publicity

All posters must have the approval of the administration before they may be posted on school campus by students or organizations. Posters must be taken to the ASB office at least two days prior to the date to be posted. Posters will be examined and, if acceptable, signed. Approved posters must be hung in designated areas. The administrator may refuse to sign any poster which is considered vulgar, malicious, or otherwise improper, or which may give incorrect information. Petitions, circulars, and other printed matter must be submitted to the Principal or his designate for review and administrative permission at least one day prior to circulation.

Student Responsibilities:

- To submit to the Principal or his designee for review and for permission to circulate petitions, circulars, and other printed material at least one day prior to distribution. Unapproved distribution of printed material results in suspension from school activities and possible expulsion.

Conduct in General

Your behavior in school and at school events should reflect the maturity expected of a high school age student. It should also reflect your self-respect, upbringing, good judgment, and awareness of action appropriate to a place of learning. One all-encompassing rule is never act in a fashion that would diminish the quality of life at Beverly Hills High School.

POLICY ON USE OF CELL PHONES & ELECTRONIC DEVICES

INAPPROPRIATE USE - Defined:

1. Classroom use in which the teacher has not given prior approval
2. Making or receiving calls, including texting, on campus during class time
3. Making or receiving calls in the Library
4. Recording on campus without both teacher and administration written consent.

Student Responsibilities:

- To refrain from using any type of recording device at school, with the understanding that taking pictures of other students or staff members with cameras, camera phones, video recorders or any other type of image capturing device without their permission is forbidden. I further understand that if I do so, my equipment may be confiscated.

CONSEQUENCES:

First Infraction:

1. Confiscated cell phones and other electronic devices will be retrieved from your House Office on Friday after school.

Second Infraction:

1. Parent or Guardian is required to meet with Assistant Principal and pick up item from school on Friday.
2. Detention is assigned.

Third Infraction:

1. Parent is contacted and cell phone is confiscated for one week, and Saturday School is assigned.
2. The student receives suspension.

Parents may not direct staff to release the impounded item to the student.

Student Responsibilities:

- **Cell phones must be off while in classrooms, unless at the teacher's direction. (Students may not send or receive calls while in the Library).** No making or receiving calls in the Library. I understand that if I use such a device at an inappropriate time or place, disciplinary consequences will follow.

POLICY REGARDING WEAPONS ON SCHOOL GROUNDS

Students bringing any type of weapon on campus shall be subject to suspension, the initiation of expulsion procedures in accordance with Education Code 48900 and all other applicable State and Federal laws.

Student Responsibilities:

- To refrain from bringing any type of weapon (includes pocket knife or sharp object) to school. I understand the penalty for violating this section is my suspension from school and initiation of expulsion procedures.

THEFT POLICY

As a violation of Education Code 48900, theft of any kind will result in the following consequences:

1. Parent Contact
2. Beverly Hills Police Department Contact
3. Suspension, and possible recommendation for expulsion

PROFANITY POLICY

As a violation of Education Code 48900, profanity will result in the following consequences:

1. Referral to Assistant Principal for consequences that include detention, parent conference, or suspension.

2. STUDENT GOVERNMENT

The Student Council is a body of elected and appointed officers who initiate plan and implement a variety of student activities and school and community service projects. The Associated Student Body (ASB) works closely with the Administration in developing programs to improve the school's social and physical environment. Students who are interested in taking an active role in this program are encouraged to run for a class or ASB office. Elections are held twice a year. The Student Body Government is multi-tiered, consisting of the Student Council, a Student Board Member of the Board of Education and Inter-Club Council representing a wide variety of active clubs and organizations. The ASB Constitution governs the functions of the Student Body.

All Students enrolled in Beverly Hills High School are members of the ASB and are entitled to vote in all elections, participate in school activities if they are in good standing, and propose additions and/or amendments to the bylaws of the ASB Constitution. All students who purchase and Associated Student Body card receive other benefits. Students with discipline issues may be held out of extra-curricular activities.

3. SPECIAL INTEREST CLUBS

The Student Body Vice-President is the officer in ASB who is in charge of all clubs and organizations. Questions regarding any student group should be addressed to this individual. Beverly's numerous clubs provide an opportunity for students, particularly those new to the school, to get involved in student activities. Listen to the Norman Bulletin for information regarding these and other groups. Every Fall, ASB sponsors a Club Week, when club information is available and students may sign up for membership. Students may start or join a club anytime throughout the school year. All clubs **must** have a Faculty/Staff advisor. If you wish to start a new club, see the ASB Vice-President.

4. CUSTOMS AND TRADITIONS

Our Motto: "Today Well Lived"

Our Colors: Orange, Black and White

Our Mascot: "Normans"

Our Alma Mater

"Oh Beverly We Love You" is our school hymn. We show our respect by standing when we sing. There should be no applause at the conclusion. When schools meet at sports events, both show regard for the other's Alma Mater.

"Oh, Beverly we love you. Our loyalty we sing.
To thee all faith, all honor, all praises we bring.
Your customs, traditions, bring glory to thee.
All hail our Alma Mater. We love you, Beverly."

Norman Bulletin

Three days a week a bulletin detailing school notices and events is prepared for students and faculty. The bulletin is posted outside House B, is emailed to students and parents through JupiterGrades or it can be viewed online at www.bhhs.bhusd.org.

Freshmen Orientation Day

This high school transition program, Link Crew, welcomes freshmen and makes them feel comfortable throughout their first year of high school. More and more studies show that if students have a positive experience their first year in high school, their chance for success increases dramatically. This Freshmen Orientation Program provides students with the support they will need in order to achieve success at Beverly Hills High School.

Senior Events

Traditional senior events include, Senior Grad Night, Senior Prom, Senior Breakfast, and Senior Awards Night. Seniors must be in good standing to participate in senior activities.

Albion Street School

Since 1927 Beverly has annually sponsored a philanthropic program for our "little sister school" in downtown Los Angeles.

Campus Cleanup

Keeping the campus clean is everyone's responsibility. We are concerned with ecology and, as such, should maintain our beautiful school by keeping our grounds clean and our buildings unmarred.

HELP WHEN YOU NEED IT

ASB Cards	Student Store	Illness.....	Health Office Room 261
ASB Council.....	V-18	Library	Main Hall
Book Fines	Textbook Room, Room 356	Lockers	Attendance Office Room 292
Check-Out Forms.....	House A	Lost and Found	Attendance Office Room 292
Career Center	Room 290	Lunch Permit	Assistant Principals' Offices
College Center	Room 290	Norman Bulletin Notice.....	House B, Room 216
Counselors	House A	Principal.....	Main Office
	House B	Program Change	Your Counselor's Office
	House C	Re-admittance Card	Attendance Office
Visitor's Pass ...	Security Gates/Principal's Office	Schedules for Activities.....	House B
P.E. Clothes.....	Student Store	Scholarship Information	Room 290
House A	Room 216	School Supplies	Student Store
House B	Room 216	Textbooks	Textbook Room 356
House C	Room 288	Transcripts order them online at	www.parchment.com
I.D. Cards.....	Student Store		

COURSE OFFERINGS

Listed on the following pages are the courses offered at Beverly Hills High School. Courses not associated with any department are listed under the heading Special Services. Courses listed are not necessarily taught every year.

VISUAL AND TECHNICAL ARTS

ART FOUNDATION (UC/CSU Approved)

Grades: 9-12

Credits: 10

This is an introductory course into the fundamentals of art. Students will be exposed to a variety of art making methods and materials by analyzing art through historical references and applying similar methods to create their own student work. Students will explore and use both 2D and 3D art production processes. Topics from Fine Art, Commercial Art, Graphic Art and Design, Architecture, and Sculpture will be explored. Connections between art history, aesthetic valuing, career paths, and communication through visual media will also be covered. This is the recommended prerequisite for all classes in Visual or Technical Arts. Meets the UC/CSU Visual Performing Arts (VPA) requirement.

Prerequisites: none.

DRAWING AND PAINTING (UC/CSU Approved)

Grades: 10-12

Credits: 10

This is a yearlong course designed for students interested in advancing their artistic skills, improving their creative solving abilities, increasing their creative expression and developing individual style, all with an emphasis in illustration. This illustration course emphasizes the production of artwork, acquisition of knowledge, communication of ideas and critical analysis. Students will be creating artwork in both large and small scale as they explore a wide variety of media and techniques which are viewed through art history and culture. This is an excellent class for students who are interested in continuing in the arts and wish to build an AP portfolio. This class is recommended for students, grades 10-12, with a strong interest in creating art. Meets the UC/CSU Visual Performing Arts (VPA) requirement.

Prerequisites: Art Foundation or art portfolio submission. This class is open to 9th graders with a strong work ethic, who are also academically sound.

AP ART HISTORY (UC/CSU Approved)

Grades: 11-12

Credits: 10

The class will focus on the history of art, beginning with the art of prehistoric cultures and concluding with twentieth century art. While the course text will provide students with background reading, the central focus of the course will be visual: students will become familiar with great works of architecture, painting, and sculpture through numerous slide presentations, art reproductions, and fieldtrips to local museums. Discussion will serve as the connection between reading and observing. This course meets the UC VPA requirement.

Prerequisites: Open to all students, with priority given to seniors. GPA, Teacher and Counselor recommendation, and an in-class, graded, hand-written, expository essay of at least a page will be required for review.

ANIMATION (UC/CSU Approved)

Grades: 9-12

Credits: 10

This animation course is designed for students interested in traditional hand drawn animation, or students who are looking to learn about visual communication with moving imagery. Students will study the Elements and Principles of Art and Design, will be introduced to basic drawing skills, beginning animation techniques, and multiple animation methods. Students who are interested in careers like, video game design, animation, advertising, motion graphics, film and video, etc., are encouraged to take this course. Students will view films and discuss the use of the camera as a narrative subject matter, learn the basics of screen writing and storyboarding. Students should be prepared to purchase a 9"x12", spiral bound, 100 page sketchbook and a 4GB or higher flash drive to store their work. Meets the UC/CSU Visual Performing Arts (VPA) requirement.

Prerequisites: It is recommended that students take a beginning level art class prior to this one, but it is not required. This class is open to 9th graders with a strong work ethic, who are also academically sound.

SCULPTURE AND CERAMICS (UC/CSU Approved)**Grades: 9-12****Credits: 10**

Beginning Ceramics is a one-year course that introduces students to sculpture mostly through the medium of clay while at the same time introducing them to different methods of visual expression. Students will learn how to sculpt by hand, create in 3 dimensions, as well as how to throw a vessel on the pottery wheel. Students will increase their technical and creative abilities while enhancing their skills of visual design. The emphasis for this course is on 3D design. Students who are interested in a career in sculpture, special effects makeup artistry, prop-making, production design, special effects modeling, or claymation will benefit from this course. This course meets the UC/ CSU Visual Performing Arts (VPA) requirement.

Prerequisites: Prior art experience is suggested, but not required.

ADVANCED SCULPTURE AND MODELING (UC/CSU Approved)**Grades: 10-12****Credits: 10**

Advanced Ceramics is a one-year advanced course with a goal of providing students with a more intensive examination of the artistic skills and concepts learned in Beginning Ceramics. Students will focus on developing their own personal artistic style and finding appreciation in artistic expression. Students will look at various artists and artistic styles to improve their skills. In addition, students will further explore methods of reductive and additive sculpture and pottery. Students will review handbuilding techniques, wheel throwing, firing, and glazing techniques while continuing to a more in depth study of sculpture and ceramics and all of its uses. Students who wish to continue studying art past high school may also use this class for portfolio development. This course gives students the opportunity to create, enhance, and produce works in their own distinct artistic styles while giving them the tools to understand how art can be decorative and functional. Students who are interested in a career in sculpture, product design, special effects makeup artistry, prop-making, production design, special effects modeling, or claymation will benefit from this course. This course meets the UC/ CSU Visual Performing Arts (VPA) requirement.

Prerequisites: Beginning Ceramics.

STUDIO ART - HONORS (1ST YEAR), AND AP (2ND YEAR) (UC/CSU Approved)**Grades: 9-12****Credits: 10**

Both levels work toward the development of a comprehensive portfolio that may meet requirements for entry into college-level classes. The objective is to complete the portfolio in one year if possible. This class is designed for students who intend to submit a portfolio to the College Board for consideration for college credit upon entry. Students will investigate all three portfolio components—Quality, Concentration, and Breadth. Students will be expected to develop mastery in concept, composition and execution of ideas. Most importantly, students who wish to design a portfolio for specific colleges and not just the AP College Board Exam may greatly benefit from the exploration of media and technique. Students are striving to develop a personal voice and style with their content and method. Students are required to purchase a 100 page spiral bound sketchbook, and a 4GB or higher Flash Drive. Students may need to purchase some other materials as well. Meets the UC/CSU Visual Performing Arts (VPA) requirement.

Prerequisites: Two years previous art class and portfolio submission.

ARCHITECTURE – BEGINNING (UC/CSU Approved)**Grades: 9-12****Credits: 10**

Students experience architecture by creating original designs for clients. They design a vacation house and plot for a particular family, and complete drawings, drafting plans, renderings, or a model building. Students will be introduced to historical and modern architecture and the techniques used to create a design for a real home. The emphasis is on 3D design and an understanding of space. This course meets the UC/CSU VPA requirement.

Prerequisites: none.

ARCHITECTURE – ADVANCED (UC/CSU Approved)**Grades: 10-12****Credits: 10**

Students will continue with the skills learned in beginning architecture. This course is based on residential design, as is the beginning course, but without as many project limitations. Students will make a large scale residential design with more freedom, space, and less restrictions. Students will complete drawings, drafting plans, renderings, or a scale model. Emphasis is on 3D design and an understanding of space. This course meets the UC/CSU VPA requirement.

Prerequisites: Beginning Architecture.

COMMERCIAL BUILDING & URBAN PLANNING (UC/CSU Approved)**Grades: 11-12****Credits: 10**

Commercial Building and Urban Planning is the 3rd year of Architecture and it continues to build upon the previous years but by extending into the commercial and urban realm. Students will be involved with the study of commercial buildings, which range from restaurants to high-rise buildings, and urban planning by designing for a city block. Each student will design a commercial building or block plan and will produce drawings, drafting plans, a rendering, or a complete model. Emphasis is on 3D design and preparing for a college setting in architecture. This course meets the UC/CSU VPA requirement.

Prerequisites: Advanced Architecture.

GRAPHIC DESIGN (UC/CSU Approved)**Grades: 9-12****Credits: 10**

Introduces students to the elements of design and communication arts, using both computer graphics applications and hand techniques. The emphasis is 2-D design, typography, layout and digital illustration. Students increase their technical knowledge and develop their creative eye. Students are introduced to Adobe Illustrator, Photoshop, InDesign among other software programs to explore the world of design and communication arts. Basic Computer skills required. This course meets the UC/CSU VPA requirement.

Prerequisites: none.

VISUAL COMMUNICATION DESIGN – ADVANCED (UC/CSU Approved) Grades: 10-12 Credits: 10

The second course in the Communication Arts series pursues advanced concepts in Visual Communications. Students apply their design and typography knowledge to Editorial Illustrations, Poster Art, Printed Media, Business Systems, Magazine Layout, Motion Graphics and Digital Portfolios. More challenging techniques are covered in Adobe Illustrator, Photoshop and InDesign for print and Macromedia Flash for motion graphics. While focusing on the creative process for commercial use this course is rooted in historically influential art movements integral to the Communication Arts field. This course meets the UC/CSU VPA requirement.

Prerequisites: "B" or better in Graphic Design and the approval of instructor.

JOURNALISM – BEGINNING (UC/CSU Approved) Grades: 9-11 Credits: 10

This course is an introduction to all aspects of newspaper production, what determines news and how to report it. Students learn interviewing techniques as they write a variety of articles and columns. Students also edit photographs and graphics using Photoshop and create newspaper layouts using InDesign. Journalism ethics, copy editing, headline writing, broadcast journalism and advertising are covered as well. Required for students who want to be on the *Highlights* newspaper staff. Meets the UC/CSU College Prep Elective requirement.

Prerequisites: "B" or better in English and teacher recommendation.

JOURNALISM – ADVANCED (UC/CSU Approved) Grades: 10-12 Credits: 10

This advanced journalism course publishes *Highlights*, Beverly's student newspaper. Students handle all aspects of the publication, including developing and assigning stories, covering school and community events, and creating layouts and shooting photographs. Students use Photoshop and InDesign to create graphics, edit photos and design layouts. Meets the UC/CSU College Prep Elective requirement.

Prerequisites: "A" or "B" in Beginning Journalism and teacher recommendation.

BROADCAST JOURNALISM Grades: 10-12 Credits: 10

Students will learn skills required to produce a television news program. Students will write scripts and perform on camera for a weekly 30-minute school news program carried on Channel 6 in Beverly Hills.

Prerequisites: "B" or better in English; Beginning Broadcast or Beginning Journalism.

PUBLICATIONS JOURNALISM (Formally YEARBOOK) (UC/CSU Approved) Grades: 10-12 Credits: 10

The yearbook serves as a record of the school's academic and extracurricular activities. Students are responsible for all aspects of the book's production: art work, page layout and design, copy writing, photography, and theme. The Yearbook Staff also produces the Watchtower DVD yearbook. Meets the UC/CSU College Prep Elective requirement.

Prerequisites: Photography, Graphic Design or Journalism. "B" or Better in English. Teacher Recommendation. Application process begins every April for the following year.

PHOTOGRAPHY – BEGINNING (UC/CSU Approved) Grades: 9-12 Credits: 10

This course emphasizes the basic procedures involved in photographic image making, film and print processing, presentation, and critical analysis. Photographic compositions, the principles of the camera and film, and the history of photography are also covered. Additionally, this course covers creative uses of the camera, accessories, and darkroom techniques. Students will maintain a portfolio consisting of a series of original photographic artworks and a photo journal of reflective writing and critique. Students must provide their own camera and materials cost approx. \$100-\$125. This course meets the UC/CSU VPA requirement.

Prerequisites: none.

PHOTOGRAPHY – ADVANCED (UC/CSU Approved) Grades: 10-12 Credits: 10

This course is designed for students interested in the advanced study of traditional black and white photography and black and white and color digital photography. The emphasis is on procedures of photographic image making, film and print processing, presentation and critical analysis. Photographic composition, the principles of camera and film, and the history of photography are covered. This course also covers various camera types, formats, and provides further exploration of accessories and darkroom techniques. Students maintain a portfolio of original photographic artworks and a journal of reflective writing, photographic procedures, record keeping, and critique. Students will become more selective as to critical issues involving history and ethics of photography and begin to develop an individual style and master personal techniques. Students must provide their own camera and materials cost approx. \$100-\$125. This course meets the UC/CSU VPA requirement.

Prerequisites: Beginning Photography with a "B" or better.

CAREER TECHNICAL EDUCATION

CAREER TECHNICAL EDUCATION (CTE), (Formally ROP): CTE classes offer students a chance to explore and experience a career field before making a commitment to a college major. *The following courses are taught in conjunction with a special program offered through Los Angeles County Office of Education (LACOE). More information regarding these and other courses is available in the Career Center, Room 290.*

ADVANCED CULINARY ARTS

Grades: 11-12

Credits: 10

Comprised of students who have excelled in Intro to Culinary Arts, this class gives students a more in depth look at the industry. Topics include cooking techniques, knife cuts, plating, gardening, and customer service skills.

Prerequisites: Instructor approval.

ENTREPRENEURSHIP/VIRTUAL ENTERPRISE (UC/CSU Approved)

Grades: 11-12

Credits: 10

Trains students to recognize a business opportunity and develop business management characteristics for starting, operating, and maintaining their own business. Students will learn the areas of planning, marketing, management, business ethics, social responsibility, and the legal and economic environments in which a new venture operates. The course also includes hands-on-training. Students will also complete a portfolio by the end of the course. Meets the UC/CSU College Prep Elective requirement.

Prerequisites: Instructor approval.

COMMUNITY INTERNSHIP

Grades: 9-10

Credits: 10

This program emphasizes community education, career exploration, and volunteer service. Participation provides real learning experiences through non-paid internships in the community and on campus. In some instances, ninth graders are approved for Community Internship.

Prerequisites: Instructor approval.

CONSUMER FINANCE

Grades: 9-12

Credits: 5

This course presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn the fundamentals of personal finance and business finance. Personal finance topics include money management, investing and saving, and planning for a strong financial future. Business Finance topics include financing a business, forecasts and financial statements, and basic accounting. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve financial success.

FILM & VIDEO PRODUCTION 2 (UC/CSU Approved)

Grades: 9-12

Credits: 10

Students who have previous TV production experience create and shoot Norman News, Press Conferences, interview programs, and short spots for the school cable channel. They also form the core of the crew for televised sports coverage. They edit video programs on both linear and nonlinear editing equipment. Completed programs are aired on the school cable TV channel. Meets the UC/CSU VPA requirement.

Prerequisites: Intro or Telecommunications and instructor approval.

INTRODUCTION TO BROADCAST COMMUNICATION STUDIES (UC/CSU Approved) Grades: 9-12 Credits: 10

This course begins the student's activities and skills development in the high school media center and provides an overview of current aspects of television and radio in the Los Angeles area. Students learn to identify characteristics of talk shows, soap operas, situation comedies, episodic drama, and contemporary radio and television programming. Students also learn to operate television and radio production equipment, how to create and edit materials for audio and video format, and how to operate television cameras and audio workstation equipment. Media projects will be created and shown on the school district cable television channel. This class meets the UC/CSU VPA requirement. *Prerequisites: none.*

INTRO TO CULINARY ARTS

Grades: 9-12

Credits: 10

This course trains students on the occupation of Culinary Arts which includes learning and cooking gourmet cuisine as well as covering all the basics of the art including baking, ordering, presentation, etc.

BUSINESS MANAGEMENT/ROBOTICS (Intro & Advanced) (UC/CSU Approved)

(Formally Intro Entrepreneurship/Robotics)

Grade: 9-12

Credits: 10

Learn how to run a successful engineering and robotics business. Students will learn about fundraising, gaining sponsorship, how to make a business plan and organizational handbook, accounting and money management, how to manage a website, how to make a winning proposal, and the importance of marketing. Students will work regularly with the Robotics Club. Meets the UC/CSU College Prep Elective requirement.

Prerequisites: Instructor approval.

SPORTS AND ENTERTAINMENT MARKETING**Grades: 11-12****Credits: 10**

The course trains students in the fundamental skills and concepts of marketing and business principles in the scope of amateur, college, and professional sports. Training requires hands-on experience conducting research and developing marketing strategies, promoting and advertising products and services related to the sports industry.

Prerequisites: Instructor approval.

SPORTS MEDICINE 1, 2 (UC/CSU Approved)**Grades: 11-12****Credits: 10**

This is an entry level course that includes the introduction to professions related to sports medicine, with a focus on the Certified Athletic Training profession. The class teaches anatomy, physiology, basic injury assessment and treatment, and emergency First Aid & CPR. Students should have previously completed Biology and currently enrolled in Physiology. Meets the UC/CSU College Prep Elective requirement.

Prerequisites: Instructor approval.

TEACHER'S AIDE**Grades: 11-12****Credits: 10**

This course provides students with the knowledge and skills necessary to be successful teacher's aides in a variety of school environments. Students will learn to assist with motivation and guidance of other students, arrange classroom bulletin boards, record attendance, and maintain other student records. Students will create a personal portfolio, participate in an informational interview, and establish career goals.

Prerequisites: Instructor approval.

T.V. PRODUCTION WORKSHOP**Grades: 11-12****Credits: 10**

Students receive preparation for entry level jobs in the television production industry. Hands-on-training includes: camera use, lighting techniques, audio systems, engineering duties, news casting, producing, and directing. Students will learn how to use related equipment, graphics, and techniques of filming and taping.

Prerequisites: Instructor approval.

WORK EXPERIENCE**Grades: 11-12****Credits: 10**

This course provides students with the skills necessary to develop positive work habits and attitudes for continued employment and job advancement. Students will have the opportunity to combine classroom instruction with practical application in the "working world". Students should be employed in a part-time office position or be a participant of an office internship program.

Prerequisites: Instructor approval.

WORKABILITY**Grades: 9-12****Credits: 10**

This specialized work training program provides learning improvement students with paid or non-paid on-the-job training in the community. Jobs are developed according to student interest and ability. Related classroom workshops emphasize job seeking skills, expected job behavior, and skills for the transition from school to work.

Prerequisites: Learning Improvement students.

TV TECH**Grades: 9-12****Credits: 10**

Students learn how to maintain the TV studio and media center in top condition and assume responsibility for production preparation, cable channel operations, and broadcast and management of media and audio visual activities.

Prerequisites: Instructor approval.

TELECOMMUNICATIONS**Grades: 9-12****Credits: 10**

Students learn the complexities of remote and out-of-studio production and broadcast by working one afternoon and evening each week shooting School Board Meets and similar productions.

Prerequisites: Instructor approval.

FIELD VIDEO PRODUCTION**Grades: 10-12****Credits: 10**

Students who have previous TV production experience shoot and edit sports events, Norman News, field stories, school plays and dance events, elementary school presentations, high school and district promotional pieces and events in and around the Beverly Hills community. The students shoot and edit extensively to make finished programs.

Prerequisites: Advanced TV or Telecommunications and instructor approval.

ENGLISH**ENGLISH 1/2 (UC/CSU Approved)****Grade: 9****Credits: 10**

Students are exposed to a broad spectrum of literary genres, a variety of writing experiences, sentence structure and punctuation, spelling and vocabulary study. Students also experience a variety of learning techniques including cooperative learning groups, independent projects, and multimedia presentations. Active learning is encouraged as students expand their capacity to respond to language and to increase their communication skills.

Prerequisites: 8th Grade English.

ENGLISH 1/2 HONORS**Grade: 9****Credits: 10**

This is the first course in a sequence leading to the Advanced Placement English courses. Students are introduced to various types of literature from Homer, Sophocles, and Greek mythology through the Bible, Shakespeare, contemporary novels, short stories, plays and poetry which expose them to the literary traditions which form the foundations of Western Civilization. Students also study literary concepts and write in a variety of domains, including expository, narrative, and creative. Vocabulary and standard written English lessons are also included.

Prerequisites: Department approval.

ENGLISH 3/4 (UC/CSU Approved)**Grade: 10****Credits: 10**

Students study and analyze plays, novels, short stories, and poetry. The emphasis is on British and European literature. Writing focuses on the expository and narrative essay forms, with emphasis on analytical writing domains in preparation for the Sophomore Writing Proficiency Exam. Students also study standard written English and vocabulary.

Prerequisites: 9th Grade English.

ENGLISH 3/4 HONORS (UC/CSU Approved) Grade: 10 Credits: 10

Students study and analyze plays, novels, short stories, and poetry with an emphasis on British and European literature. Students write a variety of essays and complete a research paper. Vocabulary and standard written English lessons are included.

Prerequisites: Department approval.

ENGLISH 5/6 (UC/CSU Approved)**Grade: 11****Credits: 10**

Students study and analyze plays, novels, short stories, and poetry. The emphasis is on American literature. Students write a variety of essays and complete a research paper. Vocabulary and standard written English lessons are included.

Prerequisites: 10th Grade English.

AP ENGLISH LANGUAGE 5/6 (UC/CSU Approved)**Grade: 11****Credits: 10**

This college-level course covers in-depth analysis of plays, short stories, novels, poetry and non-fiction. The emphasis is on American literature. Students complete a research term paper. Students work to develop and improve writing skills. Vocabulary and standard written English lessons are included. Students take the AP English Language exam at the end of the course.

Prerequisites: Department approval.

ENGLISH 7/8 (UC/CSU Approved)**Grade: 12****Credits: 10**

Students study and analyze plays, novels, short stories, and poetry from American, British and world literature. Students write a variety of essays. Vocabulary and standard written English lessons are included.

Prerequisites: 11th Grade English.

AP ENGLISH LITERATURE AND COMPOSITION 7/8 (UC/CSU Approved) Grade: 12**Credits: 10**

This college-level course covers in-depth analysis of plays, short stories, novels, and poetry. Students work to develop and improve writing skills. Vocabulary and standard written English lessons are included. Students take the AP English Literature and Composition exam at the end of the course.

Prerequisites: Department approval.

FOREIGN LANGUAGE**FRENCH 1/2 (UC/CSU Approved)****Grades: 9-12****Credits: 10**

Introduction to French language and culture. Student develops the ability to pronounce, read, write, understand, and speak elementary French.

Prerequisites: none.

FRENCH 3/4 (UC/CSU Approved)**Grades: 9-12****Credits: 10**

A continuation of skills development: listening comprehension, speaking, reading, and writing.

Prerequisites: FLES recommendation or "C" or better in French 1/2.

FRENCH 3/4 HONORS**Grades: 9-12****Credits: 10**

An enriched second-year program. Same basic curriculum as French 3/4 with greater emphasis on speaking and culture. Student should feel at ease with use of language. Students are encouraged to take the National French Exam sponsored by the AATF.

Prerequisites: FLES or high school teacher recommendation and/or a grade of "A" in French 1/2.

FRENCH 5/6 (UC/CSU Approved)**Grades: 10-12****Credits: 10**

This course provides a review of basic skills with greater emphasis on self-expression, orally and in writing. Study of basic elements of grammar is continued.

Prerequisites: "C" or better in French 3/4.

FRENCH 5/6 HONORS**Grades: 10-12****Credits: 10**

Same as French 5/6 with greater emphasis on cultural material and writing. Students should feel at ease with use of language and should demonstrate fluency within the confines of their vocabulary knowledge. Students are encouraged to take the National French Exam sponsored by the AATF.

Prerequisites: Teacher recommendation and/or an "A" in French 3/4 or a "B" in French 3/4 Honors.

FRENCH 7/8 (UC/CSU Approved)**Grades: 11-12****Credits: 10**

All the language skills are addressed at this level. French short stories, newspaper articles, and excerpts from French novels are used to increase reading comprehension, as well as to promote discussion and written expression. The students study advanced grammar, and French history and art as they relate to the language and culture.

Prerequisites: "C" or better in French 5/6.

FRENCH 7/8 HONORS (UC/CSU Approved)**Grades: 11-12****Credits: 10**

Same core curriculum as French 7/8, but an enriched 4th-year program in preparation for the SAT II Test usually taken at the end of this year and for the French Language Advanced Placement Examination taken the following year. Students are also encouraged to take the National French Exam sponsored by the AATF.

Prerequisites: Teacher recommendation and/or an "A" in French 5/6 or a "B" in French 5/6 Honors.

FRENCH AP (UC/CSU Approved)**Grades: 11-12****Credits: 10**

Completion of the Advanced Placement Examination and French Language Curriculum. Students study the French point of view as related to current social, political, and economic questions. Students write essays and read news and literary texts in the original version.

Prerequisites: Teacher approval.

HEBREW 1/2 (UC/CSU Approved)**Grades: 9-12****Credits: 10**

Introduction to Hebrew alphabet and language. Student develops the ability to speak and pronounce elementary Hebrew.

Prerequisites: none.

HEBREW 3/4 (UC/CSU Approved)**Grades: 9-12****Credits: 10**

A continuation of skills development: comprehension, speaking, reading, and writing.

Prerequisites: "C" or better in Hebrew 1/2.

HEBREW 3/4 HONORS**Grades: 10-12****Credits: 10**

An enriched second year program with greater emphasis on conversation and culture. Students should feel at ease with the language.

Prerequisites: Teacher recommendation and/or grade of "A" in Hebrew 1/2.

HEBREW 5/6 (UC/CSU Approved)**Grades: 11-12****Credits: 10**

This course provides a review of skills with greater emphasis on self-expression, both orally and in writing. Basic introduction to Hebrew literature. The study of grammatical structures is continued.

Prerequisites: "C" or better in Hebrew 3/4.

HEBREW 5/6 HONORS**Grades: 11-12****Credits: 10**

An enriched third year program with greater emphasis on conversation, culture, and literature. Students should feel at ease with the language and should demonstrate fluency within the confines of their vocabulary knowledge.

Prerequisites: Teacher recommendation and/or a grade of "A" in Hebrew 3/4.

HEBREW 7/8 (UC/CSU Approved)**Grades: 11-12****Credits: 10**

This course emphasizes fluency in all language skills. Israeli newspaper articles, short-stories, and short poems are used to increase reading comprehension, discussion, and written expression.

Prerequisites: "C" or better in Hebrew 5/6.

HEBREW 7/8 HONORS (UC/CSU Approved)**Grades: 11-12****Credits: 10**

An enriched 4th-year program placing much greater emphasis on conversation, culture, literature, and writing skills.

Prerequisites: Teacher recommendation and/or grade of "A" in Hebrew 7/8.

SPANISH 1/2 (UC/CSU Approved)**Grades: 9-12****Credits: 10**

Introduction to Spanish language and culture. Student develops the ability to speak and pronounce elementary Spanish.

Prerequisites: none.

SPANISH 3/4 (UC/CSU Approved)**Grades: 9-12****Credits: 10**

A continuation of skills development: comprehension, speaking, reading, and writing.

Prerequisites: FLES recommendation or "C" or better in Spanish 1/2.

SPANISH 3/4 HONORS**Grades: 9-12****Credits: 10**

Same as Spanish 3/4 with greater emphasis on speaking. Cultural material is introduced. Students should feel at ease with use of the language. Students have many opportunities to produce original oral and written work. More advanced grammar in preparation for the next level. Students are encouraged to take the National Spanish Exam sponsored by the AATSP.

Prerequisites: FLES or high school teacher recommendation and/or an "A" in Spanish 1/2.

SPANISH 5/6 (UC/CSU Approved)**Grades: 10-12****Credits: 10**

A continuation of skill development and a greater emphasis on self-expression, orally and in writing. Oral presentations will be made by students. Students will create conversational situations.

Prerequisites: "C" or better in Spanish 3/4.

SPANISH 5/6 HONORS (UC/CSU Approved)**Grades: 10-12****Credits: 10**

Same core curriculum as Spanish 5/6 with a greater emphasis on oral and written expression, incorporating all indicative and subjunctive modes of grammar. Greater exploration of the Spanish-speaking world. Students who excel in this course may enroll in Spanish AP the following year, with the teacher's recommendation.

Prerequisites: Teacher recommendation and/or an "A" in Spanish 3/4 or a "B" in Spanish 3/4 Honors.

SPANISH 7/8 (UC/CSU Approved)**Grades: 11-12****Credits: 10**

Overall review of previous years of grammar, supplemented with short literary readings by Peninsular and Latin-American authors. Expands students' views of the Spanish-speaking world. The audio-visual miniseries "La Catrina" is used in addition to the core curriculum.

Prerequisites: "C" or better in Spanish 5/6.

SPANISH 7/8 HONORS (UC/CSU Approved)**Grades: 11-12****Credits: 10**

Curriculum closely follows that of Spanish 7/8. Cultural activities primarily based on the series "American Family" or "La Familia Gonzalez". Students are encouraged to take the National Spanish Exam sponsored by the AATSP.

Prerequisites: Teacher recommendation.

SPANISH LANGUAGE AP (UC/CSU Approved)**Grades: 11-12****Credits: 10**

Emphasis on literary works in their original text, advanced discussion on a variety of topics, and perfecting writing skills.

Prerequisites: Teacher recommendation.

MODIFIED SPANISH 1(A)**Grades: 10-12****Credits: 10**

A year-long course designed to teach the first semester of Spanish to those students needing more time to complete the material with adequate proficiency and affords them an additional opportunity to meet the district graduation requirements in Foreign Language. Those students who are not seniors will enroll in the second year of Modified Spanish and complete the second semester of Spanish during the course of the following year.

Prerequisites: Teacher and counselor recommendation.

MODIFIED SPANISH 2 (B)**Grades: 11-12****Credits: 10**

For those students completing the Modified Spanish 1/2 program.

Prerequisites: Successful completion of Modified Spanish 1.

ENGLISH LEARNER PROGRAM (EL)**Grades: 9-12****Credits: Variable**

The EL program has two primary objectives: to bring the English learner to English language competency as rapidly as possible, and to provide support in a nurturing environment which recognizes the student's individuality as a person. After assessment of the student's language proficiencies in reading, listening, writing, and oral competency, the student is placed in the appropriate level of EL with the use of the CELDT exam. Students are allowed to progress through the program in an individualized manner and flow into the mainstream of classes as they attain the necessary language proficiencies.

EL 2: A course for students who are limited speakers and have beginning skills in reading, listening, speaking, and writing English. (Early Intermediate on the CELDT)

EL 3: A course for students who have intermediate language proficiencies in reading, listening, speaking, and writing English. (Intermediate level on the CELDT) *(UC/CSU Approved)*

EL WORLD HISTORY (UC/CSU Approved)

This course emphasized the major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars.

EL US HISTORY (UC/CSU Approved)

This course is designed to survey the basic political, economic, geographic, social, intellectual, and cultural themes in U.S. history. Focusing on the 20th Century, EL students will gain an understanding of American ideals, traditions, and institutions.

READING AND WRITING AMERICAN ENGLISH:

A transitional course designed to sharpen listening skills, reading, writing and oral proficiencies to prepare the student for mainstream English classes. *(UC/CSU Approved; can only use EL3 or READ-WRT-ENGLISH for eligibility, not both)*

Prerequisites: State mandated testing for placement on all levels and teacher recommendation (CELDT).

ALBEGRA 1/2 (UC/CSU Approved)

Grades: 9-11

Credits: 10

A course designed for students with strong interest in math and/or science. Topics include number systems, fundamental operations, equations, inequalities, factors, exponents, radicals, polynomials, rational expressions, and graphing.

Prerequisites: none.

GEOMETRY 3/4 (UC/CSU Approved)

Grades: 10-12

Credits: 10

A course designed for the college-bound liberal arts student. Stress is place on application of geometric concepts with some simple proofs. Algebraic skills are reviewed throughout the course. Topics include congruences, similarity, triangles, perpendiculars, parallels, coordinate geometry, circles, areas, volumes, right triangle trigonometry and transformations.

Prerequisites: "C" in Algebra.

ADVANCED GEOMETRY 3/4 (UC/CSU Approved)

Grades: 9-12

Credits: 10

Designed for students with strong interest in math and/or science. Topics include proofs, congruences, similarity, triangles, perpendiculars, parallels, coordinate geometry, transformations, circles, spheres, areas, and volumes. Algebraic techniques are used extensively and formal proofs of theorems are required.

Prerequisites: "A" or "B" in Algebra or teacher recommendation.

NOTE: Because of the difference between Algebra and Geometry, some teachers may make recommendations that are not consistent with these prerequisite guidelines.

INTERMEDIATE ALGEBRA/TRIGONOMETRY (UC/CSU Approved)

Grades: 10-12

Credits: 10

Designed for the college-bound student. The course content includes a review of elementary algebra and topics from advanced algebra. The emphasis is on application rather than theory.

Prerequisites: "C" average in Algebra 1/2 and Geometry 3/4 or Basic Geometry 3/4.

ADVANCED ALGEBRA/TRIGONOMETRY (UC/CSU Approved)

Grades: 10-11

Credits: 10

A course designed for students planning on 4 or 5 years of math in high school. Topics include algebraic proofs, systems of equations, polynomials, rational and irrational expressions, functions, complex numbers, logarithms, analytic geometry, and elementary trigonometry.

Prerequisites: "B" or better in Geometry 3/4; "B" or better in Algebra 1/2 with teacher recommendation.

FUNCTIONS, STATISTICS & TRIGONOMETRY (UC/CSU Approved)

Grades: 10-12

Credits: 10

This course is designed to prepare Algebra II students for Math Analysis. Topics include exploring data, functions and models; graphical transformations; power, root, exponential, logarithmic, trigonometric, and circular functions; probabilities and simulations; sequences, series, and combinations; binomial and normal distributions; and matrices.

Prerequisites: "A" or "B" in IAT or "C" in AAT.

PROBABILITY/STATISTICS (UC/CSU Approved)

Grades: 10-12

Credits: 10

This course introduces the student to fundamental concepts of probability and statistics. It proceeds from an experimental, intuitive approach to the systemization and theoretical explanation of probability as it applies to game theory and decision making. Finite topics also include election theory and fair division. This course also reviews algebra concepts, including basic functions and transformations, and emphasizes applying mathematics to real-life problems. Systems of equations and inequalities are solved using matrices.

Prerequisites: "C" or better in IAT or AAT.

MATH ANALYSIS (UC/CSU Approved)

Grades: 11-12

Credits: 10

A course designed for students with strong interest in math and/or science and a desire to proceed to AP Calculus AB. Topics include analytic trigonometry, sequences, series, math induction, algebraic functions, applications of exponential and logarithmic functions, conics, vectors, matrices, complex numbers, and data analysis.

Prerequisites: "C" or better in AAT.

MATH ANALYSIS HONORS (UC/CSU Approved)

Grades: 11-12

Credits: 10

A course designed for students with a strong interest in math and/or science and a desire to proceed to AP Calculus BC. Topics include all those listed in Math Analysis as well as probability limits, areas under curves, and a first look at derivatives.

Prerequisites: "A" or "B" in AAT and teacher recommendation.

AP CALCLULUS AB (UC/CSU Approved)

Grades: 11-12

Credits: 10

This course is essentially the first semester college course in Calculus. It prepares students for the AP Calculus exam. Topics include functions and their properties, differentiation and integration and applications of derivatives and integrals.

Prerequisites: "C" or better in Math Analysis.

AP CALCULUS BC (UC/CSU Approved)**Grades: 11-12****Credits: 10**

This course is essentially the first year college course in Calculus. It prepares students for the AP Calculus exam. Topics include differentiation and integration, applications of derivative and integral, vectors, infinite series, and elementary differential equations.

Prerequisites: "B" or better in Math Analysis Honors or "A" in Math Analysis with teacher recommendation.

AP STATISTICS (UC/CSU Approved)**Grades: 11-12****Credits: 10**

This course is essentially a college course in beginning statistics which prepares students for the AP Statistics Exam. Topics include one and two variable statistics; regressions; correlations; sampling technique; inference models, techniques, and tests.

Prerequisites: "A" in IAT, "A" or "B" in AAT, or "A", "B", or "C" in Math Analysis or Calculus.

PERFORMING ARTS**MEN'S CONCERT CHOIR (UC/CSU Approved)****Grades: 9-12****Credits: 10**

Choir performs throughout the year both on and off campus, combines with Madrigals and Minnesingers for larger works, and serves as pit chorus for the Spring Musical. The class is open to singers with training and to those just beginning to develop their skills. Help is given on improving the signing voice, learning to read music, and performing music in all styles from classical to musical comedy and popular. This course meets the UC/CSU Visual Performing Arts (VPA) requirement.

Prerequisites: none.

WOMEN'S CONCERT CHOIR (UC/CSU Approved)**Grades: 9-12****Credits: 10**

Choir performs throughout the year both on and off campus, combines with Madrigals and Minnesingers for larger works, and serves as pit chorus for the Spring Musical. The class is open to singers with training and to those just beginning to develop their skills. Help is given on improving the signing voice, learning to read music, and performing music in all styles from classical to musical comedy and popular. This course meets the UC/CSU Visual Performing Arts (VPA) requirement.

Prerequisites: none

MINNESINGERS (UC/CSU Approved)**Grades: 9-12****Credits: 10**

Specializing in music for soprano and alto voices, Minnesingers is open to experience singers. While they sing music of all styles, they are best known for performing pop, jazz, and doo-wop. The chorus performs off and on campus and takes a trip each year to compete in a music festival. Singers learn vocal and choral techniques and work on sight-reading and musicianship skills. This course meets the UC/CSU Visual Performing Arts (VPA) requirement.

Prerequisites: Concert Choir is recommended as a prerequisite for Minnesingers. Audition and teacher recommendation is required.

MADRIGAL SINGERS (UC/CSU Approved)**Grades: 10-12****Credits: 10**

A select choral group for the experienced singer. Madrigals perform music in all styles-jazz, renaissance, classical, popular, and musical comedy. They participate in over 50 performances in the community each year, and frequently tour the country. Students learn advanced choral techniques, improve their singing voices, and build musicianship skills through a challenging course of rehearsal and performance. This course meets the UC/CSU VPA requirement.

Prerequisites: Audition and teacher recommendation.

BAND (UC/CSU Approved)**Grades: 9-12****Credits: 10**

The Beverly Hills High School Band performs at events throughout the school year. Football games, assemblies, concerts and parades are just some of the places you will find the Band. Students must play a woodwind, brass or percussion instrument and have had a minimum of one year of instruction to qualify for membership in this ensemble. The focus of the class is to help the student continue to develop performance skills and expose the student to various styles of music. This course meets the UC/CSU VPA requirement.

Prerequisites: A minimum of one year of instruction.

SYMPHONIC BAND (UC/CSU Approved)**Grades: 10-12****Credits: 10**

The Symphonic Band is an advanced level ensemble which studies advanced level wind ensemble literature and requires an audition to become a member. The majority of the students in this ensemble have played for at least three years and many are taking lessons outside of school on their instrument. The ensemble performs throughout the community and at special events throughout the year. This course meets the UC/CSU VPA requirement.

Prerequisites: Audition and permission of instructor.

CONCERT ORCHESTRA (UC/CSU Approved)**Grades: 9-12****Credits: 10**

The orchestra is open to all orchestral string players (violin, viola, cello, bass) who have had a minimum of one year of performance experience. This ensemble studies several different styles of music and focuses on the continuing development of performance skills. This group performs several concerts each year. This course meets the UC/CSU VPA requirement.

Prerequisites: Minimum of one year of instruction.

CHAMBER ORCHESTRA (UC/CSU Approved)**Grades: 9-12****Credits: 10**

Advanced level string players may audition to be a member of the Chamber Orchestra. This ensemble studies challenging music by many different composers in a variety of musical styles. The Chamber Orchestra performs several concerts each year both at school and in the community and becomes the “Pit” orchestra for our annual musical production. This course meets the UC/CSU VPA requirement.
Prerequisites: Audition and recommendation of instructor.

PIANO WORKSHOP (UC/CSU Approved)**Grades: 9-12****Credits: 10**

For the beginning piano student. Working in our new Music Lab with digital pianos and computers, you CAN learn to play the piano. Students work on piano skills and musicianship with regular time allowed for practice. This course meets the UC/CSU VPA requirement.
Prerequisites: none.

INTRODUCTION TO THEATRE ARTS (UC/CSU Approved)**Grades: 9-12****Credits: 10**

A survey course designed to introduce students to the many phases of theatre: acting, improvisation, creative dramatics, stage movement, speech, dramatic literature, and technical theatre. The course will be team taught. This course meets the UC/CSU VPA requirement.
Prerequisites: none.

DRAMA LABORATORY (UC/CSU Approved)**Grades: 10-12****Credits: 10**

Recommended for 10th, 11th, and 12th grade students who have successfully completed Introduction to Theatre Arts. The class will offer extensive workshop training in necessary acting skills: movement, voice, improvisation, rehearsal techniques, play structure, and character analysis. This course meets the UC/CSU VPA requirement.
Prerequisites: Successful completion of Introduction to Theatre Arts or consent of instructor.

FILM/CINEMA (UC/CSU Approved)**Grades: 10-12****Credits: 10**

Emphasizes viewing and analyzing films from a literary and historical perspective, as well as the creation of original student works on video. Films are shown to illustrate the evolution of the motion picture as an art form and a means of communication emphasizing film within the context of the humanities. Students also write, cast, shoot, and edit original films for presentation. This course meets the UC/CSU VPA requirement.
Prerequisites: none.

STAGE DESIGN/PRODUCTION (UC/CSU Approved)**Grades: 9-12****Credits: 10**

Produces all stage events in both high school theatres: lighting, stage sets, sound design, costumes, etc. Students will receive training in all areas and learn to operate all theatrical equipment and will be eligible for paid employment on the District’s theatre rental staff. It is wise to confer with the instructor before enrolling because of the time commitment required. This course meets the UC/CSU VPA requirement.
Prerequisites: Teacher recommendation plus staff interview.

ADVANCED STAGE DESIGN/PRODUCTION (UC/CSU Approved)**Grades: 11-12****Credits: 10**

Advanced instruction in all aspects of stage and production events in both high school theatres: lighting, stage sets, sound design, costumes, etc. Students will receive advanced training in all areas of theatrical equipment. This course meets the UC/CSU VPA requirement.

THEATRE ARTS WORKSHOP (UC/CSU Approved)**Grades: 11-12****Credits: 10**

This is advanced drama. Casts for the Fall Play are taken from this class. The class is recommended only for those students who possess extra interest in drama, have adequate time for rehearsal, and are willing to work on all aspects of production. It is mandatory to do crew work as well as perform. This course meets the UC/CSU VPA requirement.
STUDENTS MUST FULFILL HOURS’ REQUIREMENTS.
Prerequisites: Drama Lab or teacher approval plus audition.

PHYSICAL EDUCATION

HIGH SCHOOL COURSE 1**Grade: 9****Credits: 10**

Students will learn to demonstrate knowledge of and competency in motor skills, movement patterns and strategies needed to perform the following state mandated physical activities: aquatics, rhythms/dance, fitness, and individual and dual activities. Students will participate in moderate to vigorous physical activity at least four days each week. Health related fitness activities are an integral part of the PE curriculum. Each class will emphasize cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition.
Prerequisites: none.

HIGH SCHOOL COURSE 2**Grade: 10****Credits: 10**

Students will learn to demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform the following state mandated physical activities: combative, gymnastics/tumbling, fitness, and team activities. Students will participate in moderate to vigorous physical activity at least four days each week. Health related fitness activities are an integral part of the PE curriculum. Each class will emphasize cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition.

Prerequisites: none.

PHYSICAL EDUCATION ELECTIVES

Grades: 11-12

Credits: 10

Students will learn to demonstrate knowledge of and competency in motor skills, movement patterns, and strategies essential to perform a variety of the following individual, dual, and team activities; (two activities per semester)- Aerobics, Basketball, Flag Football, Golf, Modern & Jazz dance, Paddle Tennis, Pilates, Soccer, Softball , Swimming, Tennis, Ultimate Frisbee, Volleyball, Weight Training, Yoga. Students will participate in moderate to vigorous physical activity at least four days each week. Health related fitness activities are an integral part of the PE curriculum. Each class will emphasize cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition.

Prerequisites: none.

CONTRACT

Grades: 10-12

Students who are working with an off-campus coach in an activity or at a skill-level not offered in the regular program may apply for an independent study learning contract after the 9th grade. No more than 10 credits of Contract Physical Education may apply towards the 20 credits required for graduation.

Prerequisites: Teacher approval.

MEDICAL EXEMPTION

Students who have a major disability that will last for 5 weeks or longer must have the physician complete school forms to apply for exemption from Physical Education. Students are required to make up at a later date the Physical Education credits required for graduation.

Prerequisites: Teacher approval and an official doctor's note.

ATHLETICS

Grades: 9-12

Credits: 5

BOYS ATHLETIC PROGRAM

<u>SEASON</u>	<u>SPORT</u>	<u>STARTING DATE</u>	<u>TRYOUT DATE</u>
<u>Fall</u>	Cross Country	August	ALL SPORTS TRYOUTS TAKE PLACE THE 1 ST WEEK OF AUGUST SEE WEBSITE.
	Football	August	
	Spirit	August	
	Water Polo	August	
<u>Winter</u>	Basketball	November	
	Soccer	November	
	Wrestling	November	
<u>Spring</u>	Baseball	February	
	Golf	February	
	Swimming	February	
	Tennis	February	
	Track & Field	February	
	Volleyball	February	
	Lacrosse	February	

GIRLS ATHLETIC PROGRAM

<u>SEASON</u>	<u>SPORT</u>	<u>STARTING DATE</u>	<u>TRYOUT DATE</u>
<u>Fall</u>	Cross Country	August	ALL SPORTS TRYOUTS TAKE PLACE THE 1 ST WEEK OF AUGUST SEE WEBSITE.
	Football	August	
	Golf	August	
	Spirit	August	
	Tennis	August	
	Volleyball	August	
<u>Winter</u>	Basketball	November	
	Soccer	November	
	Water Polo	November	
	Wrestling	November	
<u>Spring</u>	Softball	February	
	Swimming	February	
	Track & Field	February	
	Lacrosse	February	

BIOLOGY (UC/CSU Approved)**Grades: 9-12****Credits: 10**

This college-preparatory course utilizes a laboratory approach to introduce the student to the main concepts and principles of modern biology. Such topics as biochemistry, cell biology, physiology, reproduction, evolution, heredity and ecology are explored. Emphasis is placed not only on biological theories, but also on the evidence for such theories and the methods by which this evidence is gathered. This course meets the UC/CSU Laboratory Science requirement.

Prerequisite: none.

BIOLOGY HONORS (UC/CSU Approved)**Grade: 9****Credits: 10**

This challenging course is designed for ninth grade students who have the recommendation of their middle school science teachers. The intent of this course is to prepare each student for the Advanced Placement Science sequence. The course covers the same material covered in the regular biology course only more in depth and at an accelerated pace. This course meets the UC/CSU Laboratory Science requirement.

Prerequisites: Algebra 1/2, recommendation of 8th or 7th-grade science teacher.

Co-requisites: Geometry 3/4 or Honors English

BIOLOGY AP (UC/CSU Approved)**Grades: 10-12****Credits: 10**

Major goals of this course are to pursue modern ideas, topics, and lab techniques in the field of biology at the college level. It is designed to prepare students for the Advanced Placement Biology examination. This course meets the UC/CSU Laboratory Science requirement.

Prerequisites: Biology Honors (B or higher) or Chemistry (A, B or higher) and Biology (A,A) Recommended: Overall GPA 3.5.

CHEMISTRY (UC/CSU Approved)**Grades: 10-12****Credits: 10**

This laboratory-based, college-preparatory course is designed to present an integrated and relevant approach to basic scientific principles regarding the nature and activity of matter. Areas studied are atomic structure, kinetic theory, the periodic table, the mole concept, chemical bonding, reaction rates, organic chemistry, and biochemistry. This course meets the UC/CSU Laboratory Science requirement.

Prerequisites: Completion of Biology, Algebra and Geometry; Recommended: Completion of Geometry with a C or higher.

HONORS CHEMISTRY (UC/CSU Approved)**Grades: 10-12****Credits: 10**

This course is designed to meet college requirements as a lab science. It is for students who have a high ability level and interest in a rigorous exploratory class designed to present an integrated and relevant approach to advanced scientific principles. Some of the areas studied include physics and the quantum mechanical model, Bonding theories, Limiting reagents, and Heterogeneous aqueous systems. Honors Chemistry requires a higher level of both analytical and mathematical work. The coverage of the material in this course will be more in-depth and emphasize more problem-solving skills relative to the College Preparatory Chemistry. Experiments, mathematical calculations and models are used to attain an understanding of the concepts, principles and theories of chemistry. This course meets the UC/CSU Laboratory Science requirement.

Prerequisites: Completion of Biology and completion of Geometry, with a B or higher.

CHEMISTRY AP (UC/CSU Approved)**Grades: 10-12****Credits: 10**

The AP Chemistry course is designed to be the equivalent of the first year college general chemistry course. This course covers and investigates the periodic table, atomic structure, chemical reactions, bonding, conservation of matter and energy, stoichiometry, gases, liquids and solids, acids, bases, solutions, chemical thermodynamics, rates of reactions, equilibrium, electrochemistry, nuclear processes, and introduces organic and biochemistry. Laboratory experiences are stressed to promote students' understanding of chemistry concepts. This course prepares students for taking the Advanced Placement Chemistry examination. This course meets the UC/CSU Laboratory Science requirement.

Prerequisites: Chemistry (B,A or higher) and Intermediate Algebra/Trigonometry; Recommended: Overall academic GPA: 3.5.

Co-requisites: Math Analysis Regular or more advanced mathematics class.

ENVIRONMENTAL SCIENCE (UC/CSU Approved)**Grades: 9-12****Credits: 10**

This Environmental Science course discusses the world around us. Students will study the biogeochemical cycles, fossil fuel extraction and use, air and water pollution, global warming, ozone depletion, and many other physical science topics relevant to their lives. This course meets the UC/CSU College Prep Elective requirement.

Prerequisite: none.

ENVIRONMENTAL SCIENCE AP (UC/CSU Approved)**Grades: 10-12****Credits: 10**

Advancement Placement Environmental Science is one of the newest and most diverse courses offered by the College Board. This laboratory science course has elements from a number of disciplines. The main focus covers the physical and life sciences, but there are also aspects from earth science, economics, geography, geology, law, and sociology. Environmental Science covers many current environmental topics such as human population growth, water and air pollution, soil erosion, fossil fuel usage, global warming, and the hole in the ozone layer. This course meets the UC/CSU Laboratory Science requirement.

Prerequisites: Biology with a B or higher and Chemistry with a B or higher; Recommended: Overall academic GPA: 3.5.

HEALTH EDUCATION

Grades: 9-12

Credits: 5

Health Education is a one semester course required for graduation. Topics discussed are: emotional health, nutrition/fitness, cancer, sex education, environmental health, and tobacco, alcohol, and drug education.

Prerequisite: none.

PHYSICS (UC/CSU Approved)

Grades: 10-12

Credits: 10

This college-preparatory course covers basic topics in physics: kinematics, optics, wave motion, electromagnetism, and modern physics. This course places on emphasis on problem solving, experimentation, and preparing students for college physics. This course meets the UC/CSU Laboratory Science requirement.

Prerequisites: Completion of Biology, Algebra and Geometry; Recommended: Completion or concurrent enrollment in Intermediate Algebra/Trigonometry

PHYSICS AP (UC/CSU Approved)

Grades: 11-12

Credits: 10

Calculus-based, in depth study of Newtonian mechanics. This course prepares the student to take the Advanced Placement Physics C: Mechanics Exam. This course meets the UC/CSU Laboratory Science requirement.

Prerequisites: Biology and Chemistry

Co-requisites: Calculus (or completed); Students may not take an out-of-district, co-requisite Calculus course at the same time as AP Physics C.

PHYSIOLOGY (UC/CSU Approved)

Grades: 10-12

Credits: 10

This course develops an understanding of the human body and the basic biochemical concepts underlying life processes. It introduces modern concepts concerning the interdependence of structure and function, biochemical nature of metabolism, and control mechanisms of the body. This course meets the UC/CSU Laboratory Science requirement.

Prerequisites: Biology.

PHYSIOLOGY HONORS (UC/CSU Approved)

Grades: 11-12

Credits: 10

Students in Honors Physiology study the human body and its systems. This course, however, covers the systems much more extensively than the Regular Physiology course. Honors Physiology is a first-year Physiology course and is not intended to be an extension of the Regular Physiology curriculum. Students who have earned credit for Regular Physiology are not eligible to take this course. Students are expected to dissect laboratory specimens in order to fully participate in this course. This course meets the UC/CSU Laboratory Science requirement.

Prerequisites: Completion of Biology and either Chemistry or Physics. Recommended: Overall GPA 3.5.

MEDICAL SCIENCE ACADEMY

The Medical Science Academy is a 3-year multi-disciplinary program incorporating college preparatory academics as well as exposure to careers in the Medical, Science and Health care fields. This program begins in the 10th grade. The program offers opportunities to job shadow various health care professionals at Cedars-Sinai Medical Center. Students will experience real-life situations within the health care setting. In addition, the program offers internships, field trips and guest speakers from the Medical and Science community.

SOCIAL STUDIES

WORLD HISTORY/GEOGRAPHY 1/2 (UC/CSU Approved)

Grade: 10

Credits: 10

This course emphasized the major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. Students will draw upon their earlier study of ancient and medieval history to trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world.

Prerequisites: none.

WORLD HISTORY/GEOGRAPHY 1/2 HONORS (UC/CSU Approved)

Grade: 9

Credits: 10

In addition to the material covered in World History/Geography 1/2 as described above, students will develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. Critical thinking and writing skills will be developed throughout the year to prepare students for European History AP.

Prerequisites: At least a 3.5 grade point average in the 7th-8th grade English and Social Studies courses and the recommendation of the student's teacher or counselor.

EUROPEAN HISTORY AP (UC/CSU Approved)

Grades: 10-12

Credits: 10

This course is designed for the academically advanced student, as this is a college level course. The principal political, economic, geographic and cultural themes as well as the events, idea, and people that have shaped modern European history are identified from the period 1500 to the 1990's. Students are expected to take the AP examination in the spring.

Prerequisites: Department criteria and counselor recommendation plus a passing score on a qualifying exam.

UNITED STATES HISTORY 5/6 (UC/CSU Approved)

Grade: 11

Credits: 10

This course is designed to survey the basic political, economic, geographic, social, intellectual, and cultural themes in U.S. history. Focusing on the 20th Century, students will gain an understanding of American ideals, traditions, and institutions.

Prerequisites: none.

UNITED STATES HISTORY AP (UC/CSU Approved)

Grade: 11

Credits: 10

This course is designed for the academically advanced student, as this is a college level course. The basic political, economic, geographic, social, intellectual, and cultural themes in U.S. history from colonization to the present are identified with an emphasis on the various interpretations of important events. Advanced texts and supplemental readings are used to give the student an understanding of these interpretations as well as American ideals, traditions, and institutions. Students take the AP U.S. History examination in the spring.

Prerequisites: Department criteria and counselor recommendation plus a passing score on a qualifying exam.

AMERICAN GOVERNMENT (UC/CSU Approved)

Grade: 12

Credits: 5

This course is designed to survey the workings of the political process and to familiarize the students with the origins, structure, and operations of American institutions. Students analyze some of the conflicts confronting the nation to enable them to become effective decision makers and responsible citizens.

Prerequisite: none.

AMERICAN GOVERNMENT AP & ECONOMICS Honors (UC/CSU Approved)

Grade:

12

Credits: 10

This course is designed for academically advanced students. The American Government portion provides a critical perspective on the political process and the origins, structure, and operations of the U.S. Government. The Economics-Honors portion provides a thorough understanding of microeconomics and macroeconomics. Students take the U.S. Government & Politics AP Examination in the spring.

Prerequisites: Department criteria and counselor recommendation plus a passing score on a qualifying exam.

*Note: Meets the Government **and** Economics graduation requirement.*

COMPARATIVE GOVERNMENT AP (UC/CSU Approved)

Grades: 11-12

Credits: 10

This course will introduce students to the foundations of US government and politics by placing them in a comparative context with other countries. The course aims to illustrate the theories, concepts, institutions, and processes of US government and politics by investigating the rich diversity of political life around the globe. By showing available institutional alternatives, differences in political processes and policy outcomes can be explained here in the United States and abroad. Other countries studied in the course include the Britain, Russia, China, Mexico, Iran, and Nigeria. Students take the AP Comparative Government Exam in the spring.

Prerequisites: Department criteria and counselor recommendation plus a passing score on a qualifying exam.

*Note: **DOES NOT** meet the Government and Economics graduation requirement.*

ECONOMICS (UC/CSU Approved)

Grade: 12

Credits: 5

This course provides an introduction to the most basic principles of economics, with a dual emphasis on the application of economic principles for the consumer and producer, as well as the saver, investor, and voter. The course will stress practical solutions to problems and issues students face as consumers and producers. This course meets the UC/CSU College Prep Elective requirement.

Prerequisite: none.

Returning Students Annual Acknowledgement and Data Confirmation Signature Form

Beverly Hills High School

Students must bring this signed form to their BHHS registration day to complete the annual required data updates, permissions, and acknowledgements. The form showing verification of data in the Parent Portal should be downloaded, printed and returned to school as well. (This will be your child's Emergency Card.) Residency requirements are outlined on the BHUSD Enrollment website.

Annual Acknowledgements
1. BHUSD Rights and Responsibility Handbook
2. BHUSD Parent Portal Data Confirmation/ Emergency Card
3. BHHS Norman Guide

Your signatures confirm that the information you updated, approved, and confirmed on the Parent Portal is accurate to the best of your knowledge and that you have reviewed, understand, and agree to abide by the policies of Beverly Hills Unified School District.

Student Name (please print)

Student Signature

Date

Parent/Guardian Name (please print)

Parent/Guardian Signature

Date

Parent/Guardian Name (please print)

Parent/Guardian Signature

Date

To complete the annual data confirmation and acknowledgement process, your BHHS student must bring this form and the Parent Portal Print Out (Emergency Card) to registration day.

BEVERLY HILLS HIGH SCHOOL

SENIOR PERFORMANCE CONTRACT

STUDENT NAME: _____

Participation in senior activities is a privilege that can be forfeited by violation of school rules and regulations. Any and all activities that are sponsored by the Senior Class (on or off campus) are official school activities and are governed by all Beverly Hills High School rules and regulations. These include but are not limited to:

1. Students need 230 credits to graduate. Students need 230 credits to walk in graduation.
2. Refraining from the unlawful use, possession, or sale of drugs and/or being under the influence of drugs and/or alcohol.
3. Demonstrating respect for all property, both personal and public.
4. Attending all classes on a regular basis, being absent only for legally excused reasons, and being on time to all classes.
5. Passing a minimum of five (5) classes at each marking period; No U's in Citizenship and no more than 2 N's.
6. Following the Beverly Hills High School Discipline Contract and Student Responsibility Contract, and behaving honestly and ethically at school and school events.
7. Abiding by the rules and regulations established by a faculty member or organization associated with an off-campus school-sponsored activity. .
8. Remaining on campus at all times during my school day as it is defined by the school; leaving only when authorized to do so by school officials.
9. Students who fail to meet the above requirements will have privileges revoked. Senior Activities, including Grad Nite, are contingent upon 1st semester grades, conduct, and attendance.
10. I further understand that if I do not live up to these stated obligations and responsibilities; I will be denied the privileges that go along with being a student at Beverly Hills High School.

Date	Student Signature	ID#	Counselor
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SENIOR PROBATION PROGRESS REPORT

To:

From: Assistant Principal

You have been placed on Senior Probation, and you may not be allowed to attend Senior Activities and Graduation. You must get an up-to-date report from ALL of your teachers in order to determine whether you are eligible to attend these activities. Grades, conduct and attendance as well as other factors, in deciding whether to give you approval to attend such events as the Senior Prom will be reviewed on a weekly basis.

This form must be completed and returned to House by 1:00 p.m. on Friday, May 5th, 2017.

Teachers: Please complete the form below for this student. Please ensure that the information provided is the student's cumulative grade and conduct mark to date (not just this week's grade and conduct).

Per	Course	Grade	Cond	Abs.	Tardies	Comments (continue on reverse if needed)	Teacher Signature
1							
2							
3							
4							
5							
6							
7							
8							

BEVERLY HILLS HIGH SCHOOL
ATTENDANCE CONTRACT

To Parents and Students:

Developing good habits of attendance and punctuality is essential to succeed in high school. Please sign below to indicate that you understand the Beverly Hills High School attendance procedures and that you will comply with them.

THIS CONTRACT MUST BE SIGNED AND RETURNED ON THE FIRST DAY OF SCHOOL TO YOUR PERIOD 3 TEACHER!

STUDENT AGREEMENT

I understand that it is my responsibility to attend all scheduled classes and to follow school procedures in the event of an absence. I further understand that attendance laws have changed, and the school will no longer receive funding for any day that I am absent, even if my absence is considered "excused."

Print Student Name: _____

Student Signature: _____ Date: _____

Counselor: _____ Student ID# _____

PARENT/GUARDIAN AGREEMENT

I understand that it is my responsibility to encourage my child to attend all classes. I have reviewed the attendance procedures with my child, and I understand the consequences as they relate to absenteeism.

- On the day of a full-day absence, I will call the Attendance Office before 10:00a.m. If I do not call, I will send a note within 5 days of the absence.
- If I have not cleared the absence within five days, I will report to the Attendance Office to clear the absence.
- After the 10th day, an absence will not be excused.

I have read and discussed this agreement with my student.

Print Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Home Phone: _____ Work Phone: _____

REFERRAL
Beverly Hills High School

Student: _____ ID _____ To: Assistant Principal _____

Date: _____ Grade _____ Counselor _____

Grade to date: Subject Conduct **For:** Information Only Action

Remedial Steps Taken By Teacher:

- | | |
|--|--|
| <input type="checkbox"/> Counseled student | <input type="checkbox"/> Detention |
| <input type="checkbox"/> Changed seat | <input type="checkbox"/> Parent contact |
| <input type="checkbox"/> Previous referral | <input type="checkbox"/> Counselor contact |

Other _____

Remedial Steps Taken By Office:

- | | |
|--|--|
| <input type="checkbox"/> Counseled student | <input type="checkbox"/> Detention |
| <input type="checkbox"/> Parent Contact | <input type="checkbox"/> Period Suspension |
| <input type="checkbox"/> Case conference | <input type="checkbox"/> Day(s) Suspension |
| <input type="checkbox"/> Referral to _____ | |

Other _____

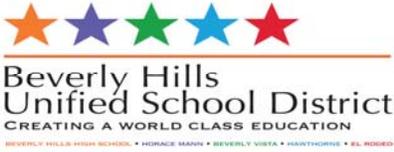
Specific Reason(s) For Referral

- | | |
|--|--|
| <input type="checkbox"/> Absences | <input type="checkbox"/> Discourteous, disrespectful, disruptive |
| <input type="checkbox"/> Tardies | <input type="checkbox"/> Not maintaining appropriate dress |
| <input type="checkbox"/> Not obeying rules | <input type="checkbox"/> Disrespectful of property |
| <input type="checkbox"/> Not having necessary materials in class | <input type="checkbox"/> Other |

Teacher _____ **Subject** _____ **Period** _____

Comment by Administrator or Counselor

Date _____ Administrator _____ Counselor _____



ACCEPTABLE USE POLICY FOR STUDENTS TERMS AND CONDITIONS OF THIS USER CONTRACT

Personal Responsibility: The Beverly Hills Unified School District encourages the use of technology including Internet access to provide learning and communication opportunities for students to support Beverly Hills Unified School District's (BHUSD) educational mission. Since the Internet is a vast and expanding resource that holds appropriate and inappropriate opportunities for students, this policy is set forth to communicate student expectations for acceptable use.

Students should be aware that computer files and communications over electronic networks including email and voice mail are not private. The district reserves the right to monitor these systems at any time without advance notice or consent.

Privileges: The use of technology at BHUSD is a privilege, not a right. The employees of BHUSD may request that the system administrators deny, revoke, or suspend specific user access. The system administrators (operating under the aegis of the Board of Education and the District Office) will decide what appropriate use is. Their decision is final.

Expectations: Use of technology by BHUSD students is permitted and encouraged where such use is suitable for educational purposes and supports the goals and objectives of BHUSD. The Internet is to be used in a manner that is consistent with the BHUSD standards of student conduct.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
2. Students shall use the district's system responsibly and primarily for educational purposes.
3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, gender, sexual orientation, age, disability, religion, or political beliefs. Harmful matter includes matter, taken as a whole, or in part, which to the average person, applying contemporary statewide standards, depicts or describes matter in a patently offensive way, sexual conduct, and which lacks serious literary, artistic, political or scientific value for minors.
4. Students shall use appropriate language while using the district's online service. Every student is a representative of our school and district on a non-private system. Every student must be cognizant of what is published as it can be viewed globally.
5. Unless otherwise instructed by school personnel, students shall not disclose, use or disseminate personal identification information about themselves or others when using electronic mail, chat rooms, or other forms of direct electronic communication. Students shall also be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians. Personal information includes the student's name, address, telephone number, Social Security number, or other individually identifiable information.
6. Students shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Board policy, or administrative regulations.
7. Students shall not use the system to engage in commercial or other for-profit activities.

8. Students shall not use the system to threaten, intimidate, harass, or ridicule other students.
9. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Federal Copyright Law (17 USC) will be observed in the use and distribution of information retrieved from or sent over the network/Internet. Any materials utilized for research projects should be given proper credit as with any other printed source of information. Downloading of copyrighted material may be done for personal use only, and copyrighted material may not be placed on the system for distribution without the author's permission. Software shall only be added when the original copy of the software's license is kept on file at the appropriate district location.
10. Students shall not intentionally upload, download or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."
11. Students shall not read other users' electronic mail or files. They shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to delete, copy, modify, use or forge other users' mail or electronic files.
12. As representatives of the school, students shall report any security problem or misuse of the network, technological resources, or technology-related services to the teacher or principal.
13. Students shall not intentionally waste limited resources such as paper, ink, and hard drive space. Users are responsible for maintaining up-to-date file folders. Email should be read and deleted regularly. File server space is limited.

Whenever a student is found to have violated Board policy, administrative regulation, or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's technological resources, as appropriate.

Consequences: Inappropriate use of technology shall result in disciplinary action in accordance with law and Board policy. Upon violation of this contract, consequences include, but are not limited to:

- Written notification, referral, and/or documentation of offense
- Lose Internet privileges
- Lose computer privileges
- Suspension
- Expulsion
- Legal action and prosecution by authorities

District/School Websites: The district office and each school site maintain its own website. Material published on these web pages will have permission from the author, and will include permission from the parent/guardian. Consult the BHUSD web site publishing guidelines.

No Warranty: Although BHUSD does provide an Internet content filtering system, no warranties are made with respect to the Internet and BHUSD specifically assumes no responsibilities for:

- The accuracy or validity of visited web sites
- Any costs, liability, or damages caused by the way the user chooses to use the Internet
- Any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of BHUSD
- Guaranteeing that a student without parent/guardian consent to use the Internet will never gain access to the network.

Student Agreement: I have read, understand, and will abide by the provisions and conditions of this contract. I understand that any violations of the included provisions may result in the consequences described. I understand that computer, network, and Internet use at BHUSD is a privilege and not a right and that my use of this privilege may be revoked at any time for any reason.

I also agree to report any misuse of the information system to the Beverly Hills Unified School District system administrator.

Student Name (Please print)

Student Signature

Date

School

Parent/Guardian Agreement: (Students under the age of 18 must also have the signature of a parent/guardian who has read this contract.)

As the parent/guardian of the above named student, I have read this contract and understand that it is designed for educational purposes. I understand that BHUSD has taken precautions to eliminate access to inappropriate material on the Internet using filtering software and appropriate supervision. However, I also recognize that it is impossible for BHUSD to restrict access to all controversial materials, and I will not hold the district responsible for information accessed through the network.

Misuse of the information system may be reported to the Beverly Hills Unified School District system administrator or site administrator.

Please check one:

I hereby give my permission to issue access to electronic information services to my student.

I DO NOT give my permission to issue access to electronic information services to my student.

Parent/Guardian Name (please print)

Parent/Guardian Signature

Date

Student Name

School

Section 12 through Section 15

Sections 12 through 15 have been removed from public view as they contain information considered tactical and sensitive, thus would compromise safety. If you have questions about these sections, please contact the Director of Student Services at 310-551-5100 x2387.