

**BEVERLY HILLS UNIFIED SCHOOL DISTRICT**



**HORACE MANN SCHOOL**

# **SAFE SCHOOL PLAN**

## **2017- 2018**

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

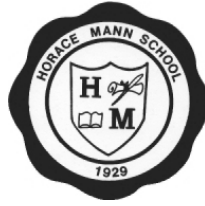
**HORACE MANN SCHOOL**

**SAFE SCHOOL PLAN  
2017- 2018**

**TABLE OF CONTENTS**

<b>x.i</b>	<b>COMPLIANCE COVER SHEET</b>
<b>x.ii</b>	<b>INTRODUCTION &amp; SAFE SCHOOL REGULATION</b>
<b>SECTION 1</b>	<b>CHILD ABUSE REPORTING POLICY</b>
<b>SECTION 2</b>	<b>DISASTER PROCEDURES</b>
<b>SECTION 3</b>	<b>SUSPENSION AND EXPULSION POLICY</b>
<b>SECTION 4</b>	<b>TEACHER NOTIFICATION OF SUSPENDED STUDENTS</b>
<b>SECTION 5</b>	<b>DISCRIMINATION, HARASSMENT &amp; BULLYING POLICIES</b>
<b>SECTION 6</b>	<b>SCHOOL DRESS CODE</b>
<b>SECTION 7</b>	<b>CRISIS INTERVENTION MANUAL</b>
<b>SECTION 8</b>	<b>TRESPASS PLAN</b>
<b>SECTION 9</b>	<b>CONSTRUCTION SAFETY PLAN</b>
<b>SECTION 10</b>	<b>HEALTH SAFETY INFORMATION</b>
<b>SECTION 11</b>	<b>SCHOOL RULES AND REGULATIONS</b>
<b>SECTION 12</b>	<b>SAFE INGRESS &amp; EGRESS</b>
<b>SECTION 13</b>	<b>SITE EMERGENCY ORGANIZATIONAL PLAN</b>
<b>SECTION 14</b>	<b>FIRST AID &amp; EMERGENCY SUPPLIES</b>
<b>SECTION 15</b>	<b>CURRENT SCHOOL SAFETY ASSESSMENT &amp; SAFE AND ORDERLY ENVIRONMENT GOALS</b>

**BEVERLY HILLS UNIFIED SCHOOL DISTRICT**



**HORACE MANN SCHOOL**

**x.i:**

**COMPLIANCE COVER SHEET**

# Comprehensive School Safety Plan

Horace Mann School  
Beverly Hills Unified School District

Juliet Fine, Ed.D., Principal  
8701 Charleville Blvd., Beverly Hills, CA 90211  
(310) 551-5104  
jfine@bhusd.org

School Site Council meeting for public input was held on  
November 27, 2017 in Room B-231

Plan Adopted by School Site Council November 27, 2017

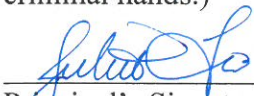
Reviewed by Law Enforcement on December 20, 2017

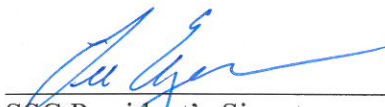
Plan approved by District or County Office of Education Governing  
Board on January 30, 2018

## Committee Members

Juliet Fine, Principal  
David Foldvary, Assistant Principal  
Lee Egerman, School Site Council President  
Annie Espinoza Cornejo, Classified Employee Representative  
Jamie Halimi, PTA President  
Belinda Maisterra, Teacher Representative  
Laura Stark, Teacher Representative  
Michelle Stradford, Teacher Representative  
Lauren Willis, Teacher Representative  
Afarin Delijani, Teacher Representative & Parent Representative  
Berenice Katcher, Parent Representative  
Kimberly Combs, Parent Representative  
Kristina Wiener, Parent 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.

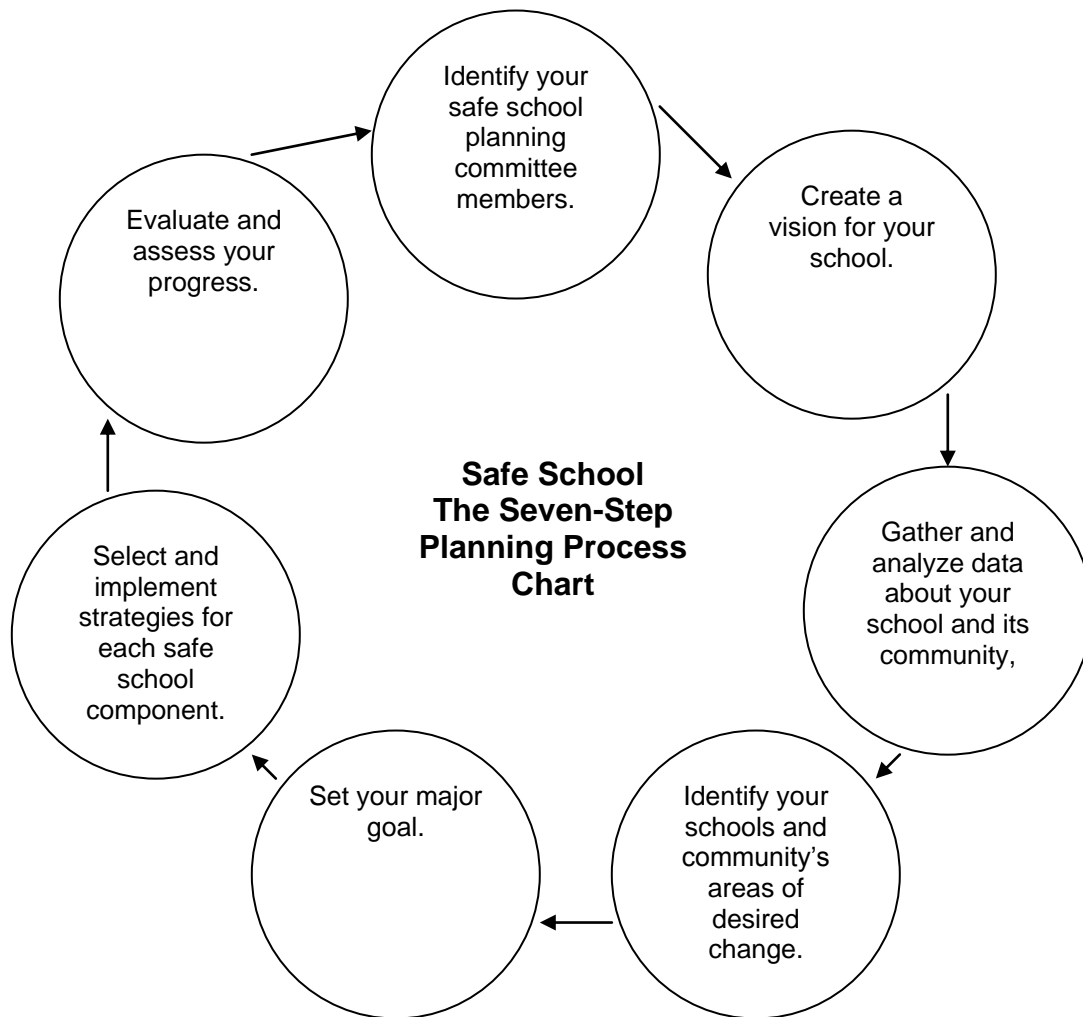
Also very closely related to the development of the comprehensive school safety plan is the data from the California Safe Schools Assessment (CSSA). Although CSSA is not explicitly mentioned in SB 187, it is recommended that you use the data you are collecting through CSSA as part of your assessment 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\*

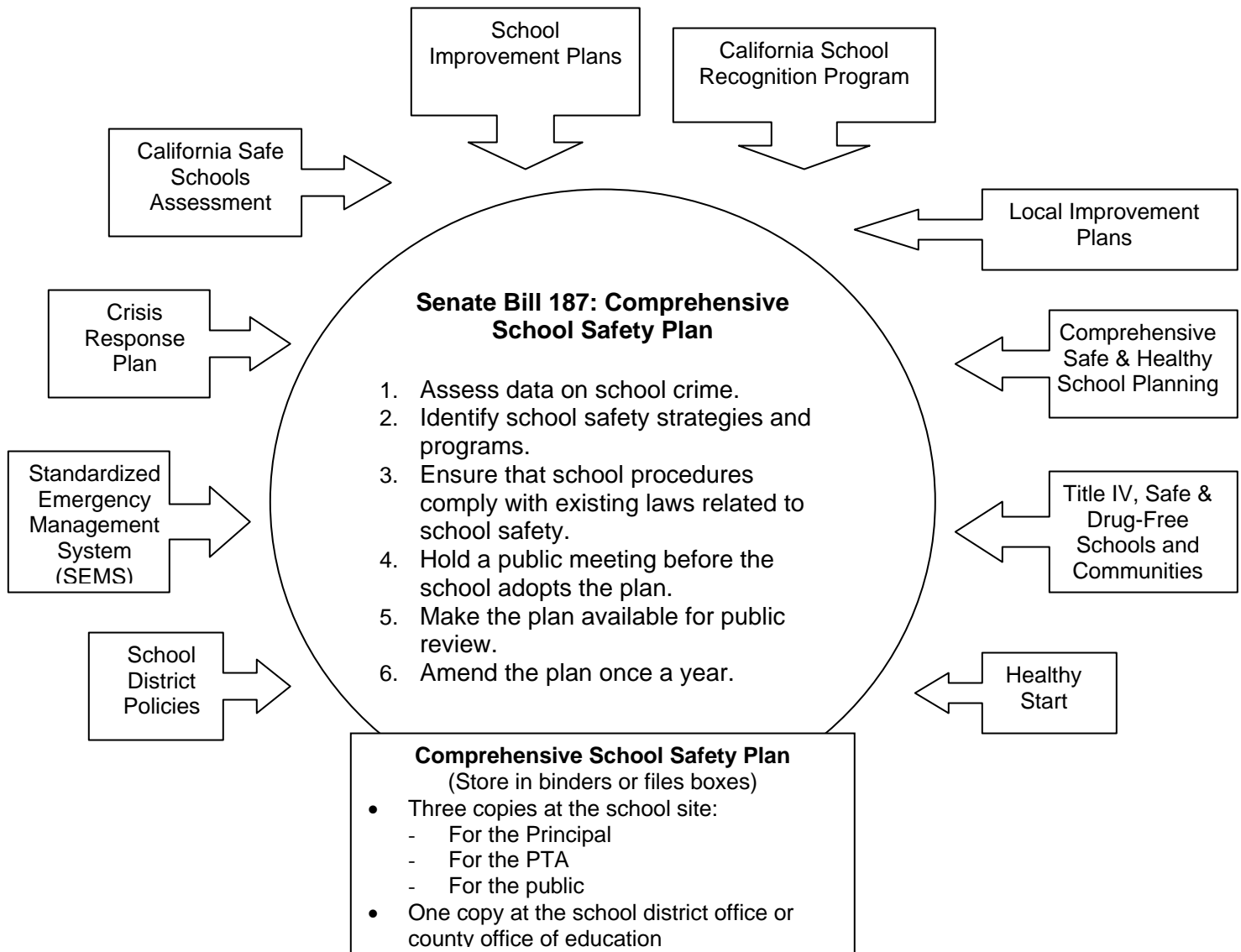
<b>REQUIREMENTS: Education Code Section 352942</b>	<b>SCHOOL</b>	<b>DISTRICT/COE</b>
Assessment of current status of school crime.	Review current CSSA reports or law enforcement statistics	Provide crime data to schools
Child abuse reporting procedures pursuant to PC 11164 et seq.	Insert into the plan 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**

**S E C T I O N 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**

- **ACCIDENTS**
- **ARMED STUDENT**
- **BOMB THREAT**
- **EARTHQUAKE**
- **FIRE OR EXPLOSION**
- **FLOOD**
- **GANG FIGHT**
- **HAZARDOUS MATERIAL SPILLS/OIL WELL SPILL**
- **HOMICIDE**
- **HOSTAGE SITUATION**
- **KIDNAPPING/CHILD STEALING**
- **SHELTER IN PLACE**
- **LOCKDDOWN PROCEDURES**
- **PLANE CRASH**
- **RAPE**
- **RIOT**
- **SHOOTING**
- **SUICIDE**

## Beverly Hills Unified School District



### 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.

## Beverly Hills Unified School District



### 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.

### **Beverly Hills Unified School District**


- 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.**

## Beverly Hills Unified School District



### 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: \_\_\_\_\_

## Beverly Hills Unified School District



### 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.



## **Beverly Hills Unified School District**

- 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.

## **Beverly Hills Unified School District**

## Beverly Hills Unified School District



### 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.

## Beverly Hills Unified School District



### 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.

## Beverly Hills Unified School District



### 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.

## Beverly Hills Unified School District



### 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.

## **Beverly Hills Unified School District**

- 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.

## Beverly Hills Unified School District



### 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:**

## Beverly Hills Unified School District



- **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**

## **Beverly Hills Unified School District**

- **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.

## Beverly Hills Unified School District



### 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.

## Beverly Hills Unified School District

### Beverly Hills Unified School District



## 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 it 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.

## Beverly Hills Unified School District



- **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 counselor 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)

---

---

---

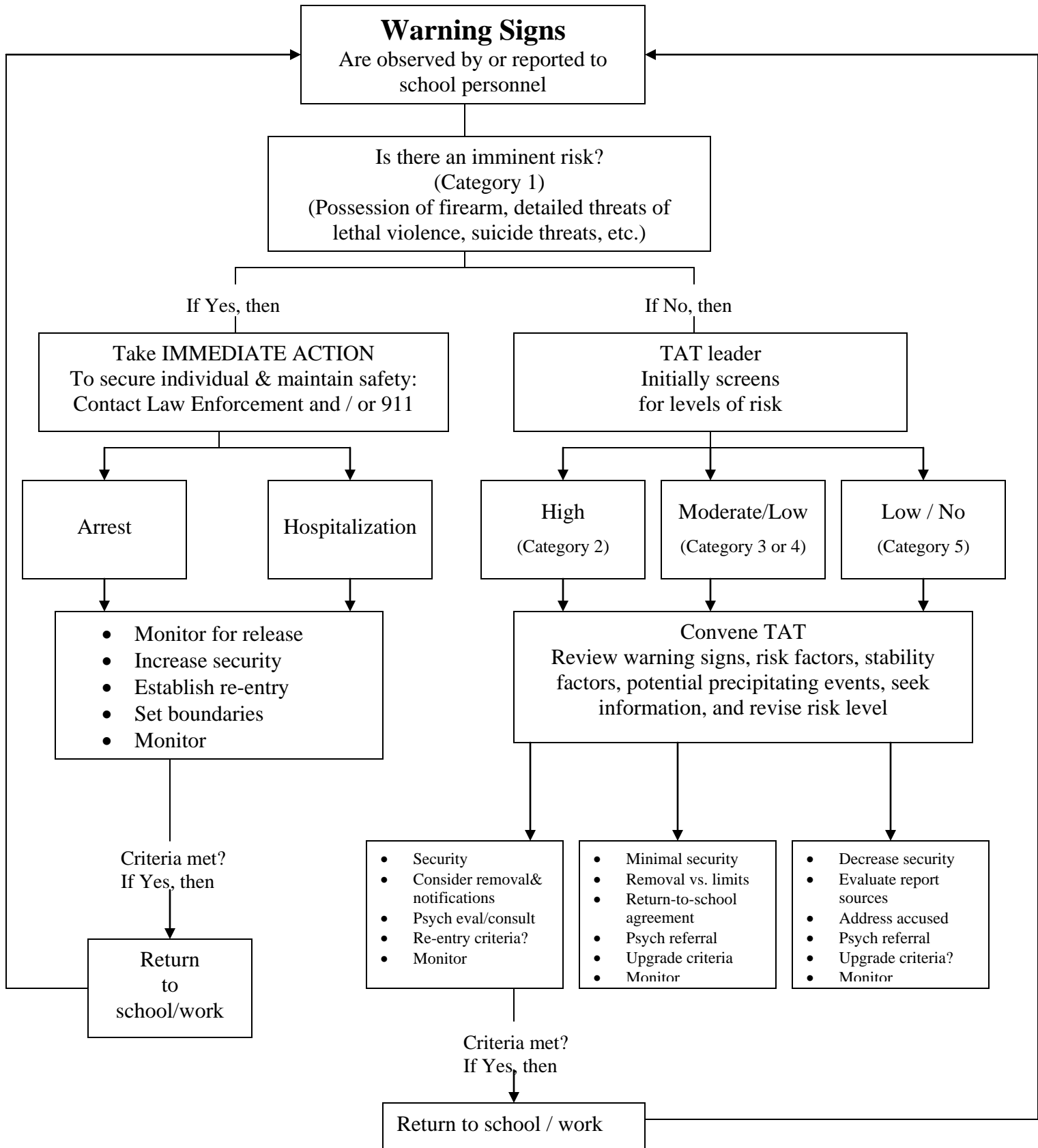
---

## Threat Assessment

### CATEGORIES OF RISK

<p><b>Category 1: High violence potential, qualifies for immediate arrest or hospitalization.</b></p>	<p><b>Imminent Risk for Harm:</b> 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><b>Category 2: High violence potential, does not qualify for arrest or hospitalization.</b></p>	<p><b>High Risk for Harm:</b> 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><b>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.</b></p>	<p><b>Moderate Risk for Harm:</b> 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><b>Category 4: Insufficient evidence for violence potential, sufficient evidence for unintentional infliction of emotional distress upon students, co-workers, supervisors, or others.</b></p>	<p><b>Minor Risk for Harm:</b> 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><b>Category 5: Insufficient evidence for violence potential, insufficient evidence for infliction of emotional distress upon students, co-workers, supervisors, or others.</b></p>	<p><b>Low / No Risk for Harm:</b> 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**

**S E C T I O N 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/ls/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  
Steve Olsen, Dr. Martin Babayco  
& Dr. Pam Martens (1991)***

CRISIS INTERVENTION MANUAL

Contents

INTRODUCTION .....	3
CRISIS TEAM MISSION STATEMENT .....	3
CHAPTER I .....	4
GUIDELINES AND PROCEDURES .....	4
GUIDELINES FOR ESTABLISHING CRISIS INTERVENTION TEAMS .....	4
CRISIS INTERVENTION TEAM MEMBER RESPONSIBILITIES .....	5
TEAM LEADER .....	5
RISK ASSESSMENT COORDINATOR .....	5
TEAM MEMBER .....	5
STUDENT SUPPORT GROUP COORDINATOR .....	5
CRISIS INTERVENTION PROCEDURAL FLOW CHART .....	6
PROCEDURES FOR DEALING WITH A .....	7
MENTAL HEALTH CRISIS OCCURRING IN SCHOOL .....	7
CALIFORNIA LAW .....	7
REGARDING CONFIDENTIALITY .....	7
CHAPTER II .....	8
NATURAL AND MANMADE DISASTERS .....	8
UNDERSTANDING THE EFFECTS .....	8
STAFF MEETING AGENDA .....	9
DATE: A.S.A.P. (You Decide) .....	9
CRISIS INTERVENTION .....	10
EMOTIONAL WELL BEING: DO'S AND DON'T'S .....	10
CLASSROOM STRATEGIES FOR .....	10
INDIVIDUAL STUDENTS – ELEMENTARY LEVEL .....	10
INDIVIDUAL STUDENTS – MIDDLE AND HIGH SCHOOL .....	11
CHILDREN AND RESPONSES TO DISASTER .....	12
WHAT TO SAY TO A CHILD DURING OR AFTER A DISASTER .....	14
THINGS TO DO WITH A CHILD DURING AND AFTER A DISASTER .....	14
REACTIONS OF CHILDREN TO DISASTER .....	16
POST-TRAUMATIC STRESS SYMPTOM CHECKLIST .....	20
CHAPTER III .....	21
ASSAULTS AND CONFRONTATIONS .....	21
CHAPTER IV .....	24
SUICIDE .....	24
INTRODUCTION .....	24
SUICIDE INTERVENTION FLOW-CHART .....	26
INDICATORS OF POTENTIAL SUICIDES .....	27
HIGH RISK INDICATORS .....	27
SYMPTOMS .....	27
OTHER GENERAL INDICATORS .....	27
SYMPTOMS .....	27
SUICIDAL THREATS – WHAT TO DO .....	28
SCHOOL READMISSION GUIDELINES FOR A STUDENT .....	29
AFTER A SUICIDE ATTEMPT REQUIRING HOSPITALIZATION .....	29

## Beverly Hills Unified School District

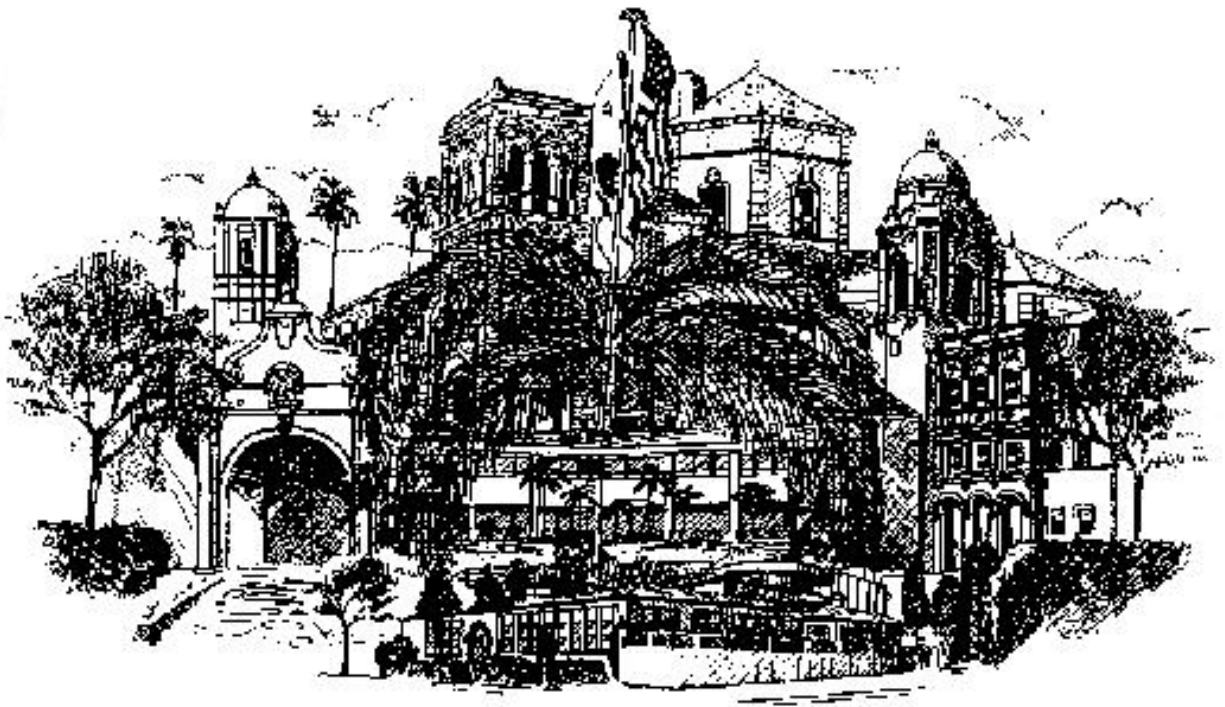
CHAPTER V .....	31
DEATH, DYING AND GRIEVING .....	31
INTRODUCTION .....	31
MANAGING TERMINALLY ILL STUDENTS.....	31
WHEN A DEATH OCCURS .....	32
SIX STAGES OF GRIEVING.....	32
HELPING YOUR CHILD AFTER THE .....	34
DEATH OF A FRIEND OR FAMILY MEMBER .....	34
SIBLING GRIEF .....	34
HELPING BEREAVED PARENTS: DO’S and DON’TS .....	35
SAMPLE LETTERS FOR PRINCIPALS .....	37
CHAPTER VI.....	40
CHILD ABUSE .....	40
CHILD ABUSE LAWS.....	40
AFFECTING MANDATED REPORTERS .....	40
CHAPTER VII.....	41
PRESS RELATIONS.....	41
SUGGESTIONS ON TALKING TO THE PRESS.....	41
TEN KEYS TO CRISIS COMMUNICATION.....	41
COMMUNICATING WITH THE PRESS DURING A CRISIS.....	42
ELEMENTS TO INCLUDE IN A PREPARED STATEMENT TO THE PRESS.....	43
LEGAL REFERENCES REGARDING.....	43
LOITERING OR CAUSING DISTURBANCES.....	43
INITIAL RESPONSE STATEMENT .....	45
APPENDIX .....	47
FORM A-2 .....	47
FORM A-3 .....	48
CRISIS INTERVENTION PLANNING SUMMARY .....	48
ACTION PLAN .....	49
FORM A-5 .....	50
FORM A-6.....	51
<b>BHUSD Crisis Team Guidelines for Notifying Parents</b>	
Parent Contact Acknowledgement Form .....	59
Parent Consent Acknowledgement Form .....	60
FORM A-9 .....	61
Initial Counseling Referral Summary .....	61
FORM A-10.....	62
PERMISSION FOR COUNSELING .....	62
COUNSELING REFERRAL FOLLOW-UP .....	63
COMMUNITY RESOURCES .....	64
Youth Yellow Pages .....	Y1-Y18

## 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.



# **Beverly Hills Unified School District**

## **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.

# **Beverly Hills Unified School District**

## **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**

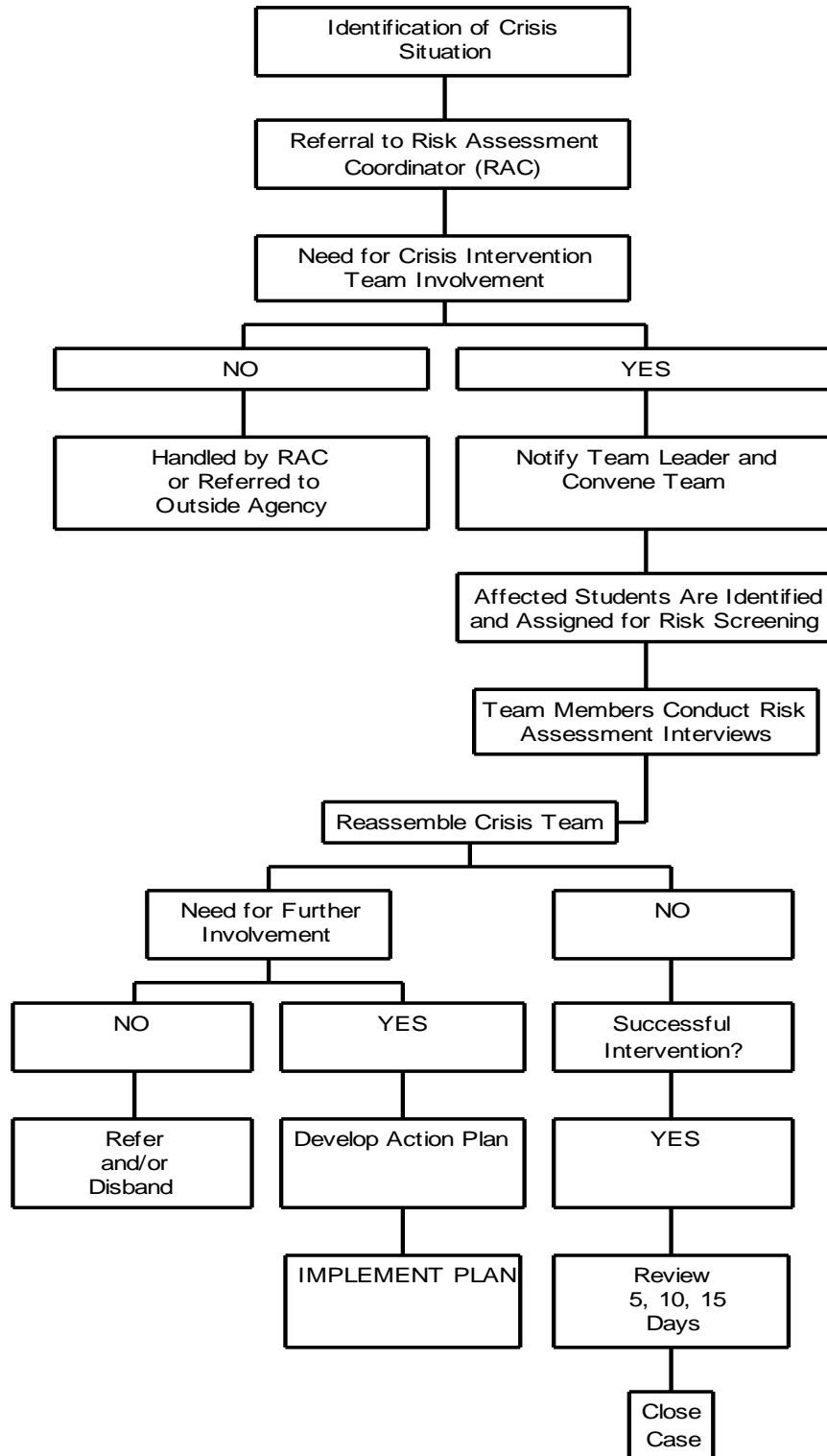
Provide support to school site Crisis Intervention Teams

Report to a student support group regarding interventions and ongoing needs



# Beverly Hills Unified School District

## CRISIS INTERVENTION PROCEDURAL FLOW CHART



## **Beverly Hills Unified School District**

### **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.

## **Beverly Hills Unified School District**

**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.**

## Beverly Hills Unified School District

### 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

## **Beverly Hills Unified School District**

### **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.

## **Beverly Hills Unified School District**

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*



## 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

## **Beverly Hills Unified School District**

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*

# **Beverly Hills Unified School District**

## **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

## **Beverly Hills Unified School District**

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**

## Beverly Hills Unified School District

### 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  |

## Beverly Hills Unified School District

feelings interfere with learning

- |  |   |
|--|---|
| <p>6. Sleep disturbances (bad dreams, fear of sleeping alone)</p> <p>7. Concerns about their own and others' safety, e.g. worrying about siblings</p> <p>8. Altered and inconsistent behavior, e.g. usually aggressive or reckless behavior, inhibitions</p> <p>9. Somatic complaints</p> <p>10. Close monitoring of parent's responses and recovery; hesitation to disturb parent with own anxieties</p> <p>11. Concern for other victims and their families</p> <p>12. Feeling disturbed, confused and frightened by their grief responses; fear of ghosts</p> | <p>6. Support them in reporting dreams; provide information about why we have bad dreams</p> <p>7. Help to share worries; reassure with realistic information</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. Help to identify the physical sensations they felt during the event</p> <p>10. Offer to meet with children and parent(s), to help children let parents know how they are feeling</p> <p>11. Encourage constructive activities on behalf of the injured or deceased</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>2. Self-consciousness about their fears, sense of vulnerability and other emotional responses; fear of being labeled abnormal</p> <p>3. Post-traumatic acting out behavior, e.g. drug use, delinquent behavior, sexual acting out</p> <p>4. Life threatening re-enactment; self-destructive or accident-prone behavior</p> <p>5. Abrupt shifts in interpersonal relationships</p> <p>6. Desires and plans to take revenge</p> <p>7. Radical changes in life attitudes, which influence identity formation</p> | <p>1. Encourage discussion of the event, feelings about it, and realistic expectations of what could have been done</p> <p>2. Help them understand the adult nature of these feelings; encourage peer understanding and support</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. Address the impulse toward reckless behavior in the acute aftermath; link it to the challenge to impulse control associated with violence</p> <p>5. Discuss the expectable strain on relationships with family and peers</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. Link attitude changes to the event's impact</p> |
|---|---|

## Beverly Hills Unified School District

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.



## **Beverly Hills Unified School District**

**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.**

## **Beverly Hills Unified School District**

**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.

## 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

## **Beverly Hills Unified School District**

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.

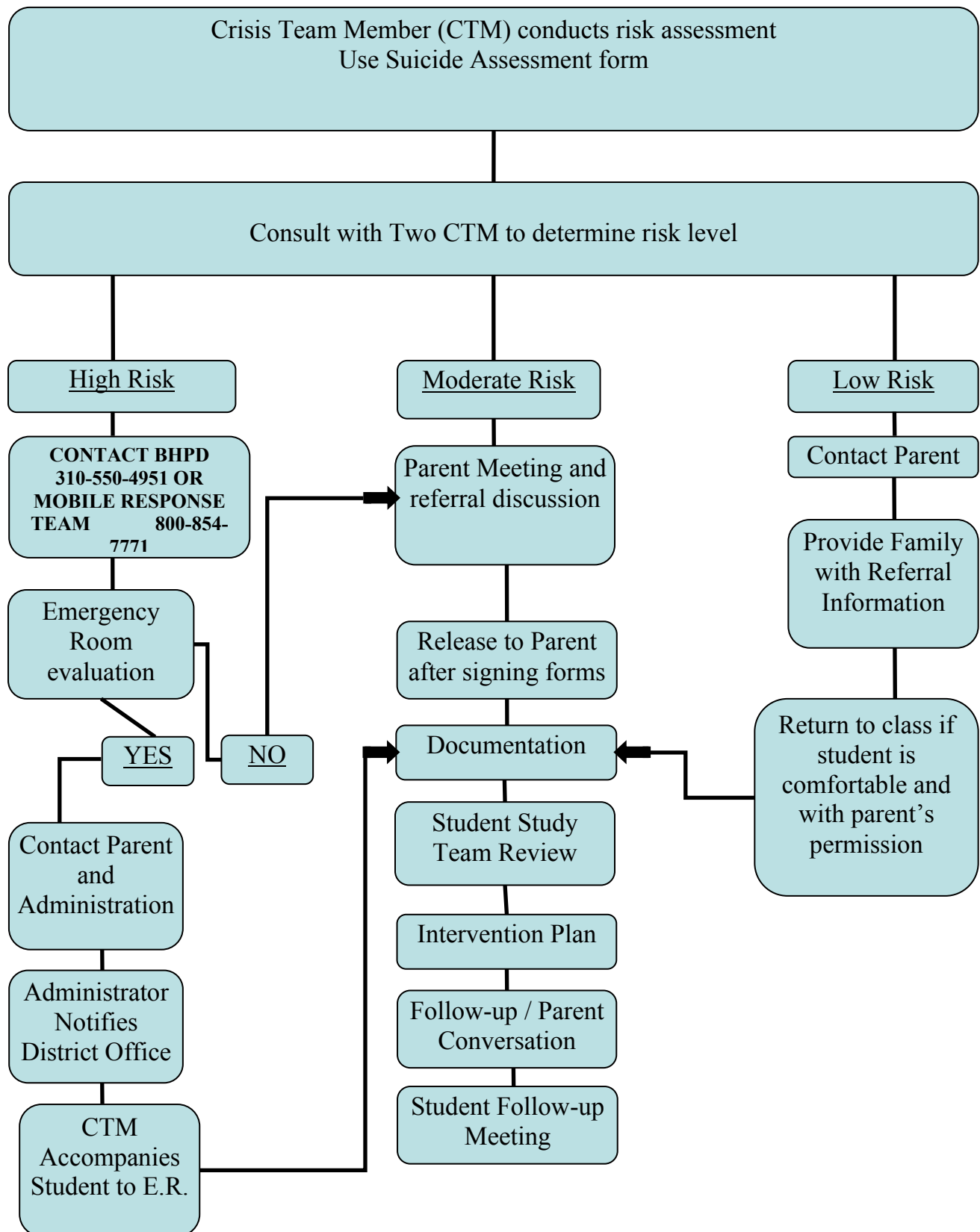
The school site crisis team should develop a follow-up plan on a case-by-case basis.

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



# Beverly Hills Unified School District

## 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

## **Beverly Hills Unified School District**

- |   |   |
|---|---|
| 10. Evidences acute personality changes   | Withdraws from family, friends and activities<br>Becomes sexually promiscuous<br>Is newly aggressive and irritable<br>Has frequent crying spells, temper tantrums and moodiness<br>Loses interest in appearance and grooming<br>Runs away from home<br>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<br><br>Chronically tardy or truant<br>Fidgety, hyperactive, or hypoactive in the classroom<br>Shows drastic drop or improvement in grades  |
| 12. Evidences physical symptoms of depression   | Appears apathetic, lethargic, bored or extremely fatigued<br>Sleeps excessively or experiences insomnia<br>Suffers markedly increased or decreased appetite<br>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).

## **Beverly Hills Unified School District**

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:



## **Beverly Hills Unified School District**

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.

## **Beverly Hills Unified School District**

### **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.

## **Beverly Hills Unified School District**

### **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.

## **Beverly Hills Unified School District**

### **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.

## Beverly Hills Unified School District

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

## **Beverly Hills Unified School District**

**without any help from their family and friends).**

## **Beverly Hills Unified School District**

### **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,*



## **Beverly Hills Unified School District**

### **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 10<sup>th</sup> 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,***

## 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

## **Beverly Hills Unified School District**

### **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



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**

FORM A-3

CRISIS INTERVENTION PLANNING SUMMARY

A. School: \_\_\_\_\_

B. Description of Crisis Situation:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. Names of Team Members	Title
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

D. Date of Meeting to develop Action Plan: \_\_\_\_\_

E. Planning Summary:

MEMBER	RESPONSIBILITY	DUE DATE

# 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)	_____	_____	_____

**Beverly Hills Unified School District**

**FORM A-5**

**REFERRAL TO CRISIS INTERVENTION TEAM**

**Name of Student** \_\_\_\_\_ **School** \_\_\_\_\_

**Grade** \_\_\_\_\_ **Referred by** \_\_\_\_\_ **Date** \_\_\_\_\_

**Reason for referral:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Other comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Please put referral in a sealed envelope marked “CONFIDENTIAL” and Forward to your Risk Assessment Coordinator**

Beverly Hills Unified School District

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*

## Beverly Hills Unified School District

### 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.



## 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.**



Beverly Hills  
Unified School District  
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**

<b>Name of Agency</b>	<b>Telephone</b>
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**

**BHUSD “Youth Yellow Pages”**

**ALCOHOL AND OTHER DRUGS**

**Al-Anon.....888-425-2666**  
M-F 8am-6pm ET / 5-3 pm PST (Meeting times vary)     [www.al-anon.org](http://www.al-anon.org)

Los Angeles (888) 684-6444  
National (800) 356-9996 or (800) 344-2666  
Spanish (24-hour) (562) 948-2190  
Alcohol Drug Helpline (24-hour) (800) 821-4357  
Referrals nationwide: [www.wellplace.com](http://www.wellplace.com)  
12 –step program for teen relatives and friends of alcoholics.

**Al-Anon/Alateen Family Group**  
**Headquarters, Inc. ....800-344-2666**  
M-F 8am-6pm (Eastern time)     [www.al-anon.alateen.org](http://www.al-anon.alateen.org)

**Mutual Support Line for Meetings (888) 425-2666**  
Mutual support group for family and friends of alcoholics. Meeting information line.

**Alateen.....(818) 760-7122**  
24 hour recorded listing with all phone numbers     [www.al-anon.alateen.org](http://www.al-anon.alateen.org)

L.A. (English) (213) 387-3158  
L.A. (Spanish) (562) 948-2190  
Meeting information only: (Toll free, English) (888) 684-6444  
12-step programs for teen relatives and friends of alcoholics.

**Alcoholics Anonymous.....323-936-4343**  
24 hours - 800-932-8722

[www.lacoaa.org](http://www.lacoaa.org)  
Meeting information and literature.  
Office 8-7:30 - weekdays, 9-4:30 - weekends & holidays

**American Lung Association.....800-586-4872**  
M-F 8:30am-5pm     [www.lalung.org](http://www.lalung.org)  
Provides information and referrals to quit smoking on a national level.

**Avalon-Carver Community Center.....323-232-4391**  
M, W, Th, F 9am-9pm; Tues 9-9pm; Sat. 9am-2pm  
[www.avalon-carver.org](http://www.avalon-carver.org)  
Individual and group substance abuse counseling. Parenting classes, GED Prep, ESL classes and Afterschool Academy.

**Breathe California of Los Angeles.....323-935-8050**  
M-F 8:30am-5pm     [www.breathela.org](http://www.breathela.org)  
Provides information and referrals to quit smoking.

**Cocaine Anonymous World Service Office, Inc. ....(310) 216-4444**  
24 hours     [www.ca.org](http://www.ca.org) or [www.ca4la.org](http://www.ca4la.org)

**(310) 216-4444 in Los Angeles and 1-800-347-8998**

Information, referrals and printed literature.

**Do It Now Foundation**

[www.doitnow.org](http://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](http://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](http://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](http://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](http://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](http://www.todayna.org) and [www.na.org](http://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](http://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](http://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](http://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](http://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](http://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](http://www.acde.org)

[www.alcoholics-anonymous.org](http://www.alcoholics-anonymous.org)

[www.arf.org/isd/info.html](http://www.arf.org/isd/info.html)

[www.drugfreeamerica.org](http://www.drugfreeamerica.org)

[ncadi.samhsa.gov](http://ncadi.samhsa.gov)

[www.lacoaa.org](http://www.lacoaa.org)

[www.nida.nih.gov](http://www.nida.nih.gov)

[www.stopdrugs.org](http://www.stopdrugs.org)

[www.teamchallenge.com](http://www.teamchallenge.com)

[www.youthpower.org](http://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/](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://www.TMCC.org)**

Beverly Hills. Sliding fees.

**Westside Children's Center.....310-390-0551**

**M-F 7:30am-5:30pm**

**[www.westsidechildrens.org](http://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](http://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](http://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](http://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](http://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; 2<sup>nd</sup> and 4<sup>th</sup> 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](http://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](http://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/](http://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](http://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](http://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](http://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.oa.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/](http://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](http://www.somethingfishy.org)

## GAY, LESBIAN, BISEXUAL & TRANSGENDER SERVICES

- Bienestar – GLBTQ Program.....323-600-9680**  
**M-F 10am-7pm** [www.bienestar.org](http://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](http://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](http://www.glnh.org)  
 Information and referrals.
- Gay and Lesbian Youth Services.....323-993-7450**  
**M-F 9am-6pm** [www.lagaycenter.org](http://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](http://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](http://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](http://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](http://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](http://www.pflagla.org)  
**Additional phone (310) 454-6681 or (818) 788-8678**  
 Support for families and friends of gays and lesbians. Meetings 3<sup>rd</sup> Tues. of each month.
- Project 10.....626-577-4553**  
**M-F 8am-5pm** [www.project10.org](http://www.project10.org)  
 Educational support and outreach to LGBT and questioning youth. Referrals.
- Trevor Line.....800-850-8078**  
**24 hour** [www.thetrevorhelpline.org](http://www.thetrevorhelpline.org)  
 Crisis line for LGBT youth younger than 25 years old. National line with referrals.

## HEALTH CARE SERVICES

<b>California Kids.....</b>	<b>1-818-461-1400</b> <a href="http://www.californiakids.org">http://www.californiakids.org</a>
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.	
<b>Family Planning, Access, Care &amp; Treatment (Family PACT).....</b>	<b>1-800-942-1054</b>
Low-income	
<b>Free and Low-Cost Health Services.....</b>	<b>1-800-427-8700</b>
<b>Healthy Families.....</b>	<b>1-888-747-1222</b> <a href="http://www.healthyfamilies.ca.gov">http://www.healthyfamilies.ca.gov</a>
Provides low-cost health insurance coverage.	
<b>Immunizations.....</b>	<b>1-800-427-8700</b> <a href="http://www.dhs.co.la.ca.us">http://www.dhs.co.la.ca.us</a>
<b>Medi-Cal/ County Health &amp; Nutrition Hotline .....</b>	<b>1-877-597-4777</b> <a href="http://dpss.co.la.ca.us">http://dpss.co.la.ca.us</a>
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

<b>Cedars-Sinai Medical Center.....</b>	<b>310-423-3277</b> <a href="http://www.cedars-sinai.edu">www.cedars-sinai.edu</a>
<b>Hospital and Emergency Room</b>	
<b>Children’s Hospital Los Angeles.....</b>	<b>323-660-2450</b> <a href="http://www.childrenshospitala.org">www.childrenshospitala.org</a>
<b>Teenage and Young Adult</b>	
<b>Health Center M-F 8:30am-5pm</b>	
314 bed hospital treats children 0-18 yrs. Services include hematology, oncology, Cystic Fibrosis, AIDS program, intensive neonatal unit.	
<b>H.C. Hudson Comprehensive Health Center.....</b>	<b>213-744-3946</b>
<b>M-Sun 7:30am-12 midnight</b>	
Provides dental, pediatric and urgent care services.	
<b>Harbor-UCLA Medical Center.....</b>	<b>310-222-2345</b>
Hospital & emergency room care.	
<b>Los Angeles County/USC Medical Center.....</b>	<b>323-226-5581</b>
<b>24 hours</b>	
<b>Mobile Response (800) 854-7771</b>	
<b>Emergency (323) 226-2622</b>	
<b>Suicide Hotline (800) 727-4747</b>	
Full service psychiatric medical center. Outreach team gives referrals and evaluations for hospitalization. Provides other mental health services.	
<b>Queen of Angels/Hollywood Presbyterian Medical Center.....</b>	<b>213-413-3000</b>
<b>Santa Monica/UCLA Medical Center.....</b>	<b>310-319-4000</b> <a href="http://www.healthcare.ucla.edu/santa-monica">www.healthcare.ucla.edu/santa-monica</a>
<b>UCLA Medical Center West L.A.....</b>	<b>310-825-9111</b>

## HOTLINES/ INFORMATION & REFERRALS

**211 L.A. County.....211**  
**24 hours** [www.211losangeles.org](http://www.211losangeles.org)

**Dial 211 to be connected to information on all L.A. County Human Services.**

**Administrative number (626) 350-1841**

Referrals to all L.A. County Human Services. Bilingual.

**INFO LINE.....1-800-339-6993**

## 24-hour information and referral service

## Emergency Food and Shelter

## Legal and Financial Assistance

Health Services and Rehabilitation

### Counseling, Child Care and Family Planning

## Consumer Advocacy

## Transportation

## Recreation

## Substance Abuse Treatment

**Access Mental Health.....800-854-7771**

## 24 hours

**Information and referrals on emergency and non-emergency mental health issues.**

**Al-Anon.....888-425-2666**

**M-F 9am-5pm (Meeting times vary)**

**Los Angeles (888) 684-6444**

**National (800) 356-9996 or (800) 344-2666**

**Spanish (24-hour machine) (562) 948-2190**

**Alcohol Drug Helpline (800) 821-4357 – 24 hours**

**Referrals nationwide: [www.wellplace.com](http://www.wellplace.com)**

12-step program for teen relatives and friends of alcoholics.

**Al-Anon/Alateen Family Group Headquarters, Inc.....800-344-2666**

**M-F 8am-6pm (Eastern time)**

**Mutual Support Line for Meetings (888) 425-2666**

Mutual support group for family and friends of alcoholics. Meeting information line.

**Alateen.....818-760-7122**

**L.A. (English) (213) 387-3158**

**M-F 9am-5pm call (818) 760-7122**

**L.A. (Spanish) (562) 948-2190**

**Meeting info only (Toll free, English) (888) 684-6444**

24 hour recorded listing with all phone numbers and 12-step programs for teen relatives and friends of alcoholics.

**Asian Rape Crisis Hotline.....800-339-3940**

Asian languages spoken.

**Boys and Girls Town National Abuse Hotline.....800-448-3000**

24 hours

Short term crisis counseling and referrals on an type of crisis.

- California AIDS/ HIV Hotline.....800-367-2437**  
**M-F 9am-5pm (til 9pm on T)** [www.AIDSHotline.org](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://www.glnh.org)  
 Information and referrals.
- Girls and Boys Town National Hotline.....800-448-3000**  
**24 hours hotline** [www.girlsandboystown.org](http://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](http://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](http://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](http://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](http://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](http://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](http://www.ndvh.org)  
 Information and referrals for shelters and counseling.

**National Runaway Switchboard.....800-621-4000**  
**24 hours** [www.1800runaway.org](http://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](http://www.ashastd.org) and [www.cdc.gov](http://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](http://www.findtreatment.samhsa.gov)  
 Information and referrals to substance abuse programs.

**Suicide Prevention Hotline.....877-727-4747**  
**24 hours** [www.suicidepreventioncenter.org](http://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](http://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](http://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](http://www.cpaf.info)
- Center for Pacific Asian Family, Inc.....323-653-4042**  
**M-F 9am-5pm** [www.cpaf.info](http://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](http://www.rainn.org)  
Telephone counseling, victim advocacy, referrals.
- Peace Over Violence.....213-955-9090**  
**M-F 9am-5pm by appointment** [www.peaceoverviolence.org](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://www.ashastd.org) and [www.cdc.gov](http://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](http://www.uclaobgyn.com)

## SUICIDE

**California Youth Crisis Line.....800-843-5200**  
**24 hours** [www.youthcrisisline.org](http://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](http://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](http://www.yellowribbon.org)  
Outreach service to schools, youth programs. Distributes cards so youth feel comfortable asking for help.

Related websites: [www.suicidology.org](http://www.suicidology.org) Organization to provide information on suicide.  
[www.teenlineonline.org](http://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](http://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**

**S E C T I O N 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

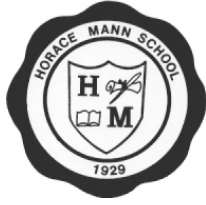
1. In addition to district regulations, each school shall establish guidelines to be used in implementation of the policy at the site. The principal/designee shall appoint a school site team to:

- 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 UNIFIED SCHOOL DISTRICT**



**HORACE MANN SCHOOL**

**SECTION 11:**  
**SCHOOL RULES**  
**AND**  
**REGULATIONS**

## **Beverly Hills Unified School District**

### *BHUSD Student Responsibility Contract*

As a student in the Beverly Hills Unified School District, I understand that I must meet certain responsibilities and obligations, including, but not limited to the following:

1. To remain on campus at all times during the school day and attend all of my classes except for legally excused reasons (illness, medical appointments, bereavement or quarantine). I will leave a classroom only with teacher permission and an authorized hall pass. If I must leave campus during the school day, an authorized adult through the school office will sign me out. I will sign in through the school office upon my return or if, for any reason, I am late to school. Following an absence, I will present a signed absence slip to my homeroom teacher.
2. To arrive on time for all classes. Tardiness impacts student performance. Detention will be assigned to Middle School students for tardiness. Repeated detention assignments, or failure to serve detention in a timely manner, may result in additional disciplinary consequences, including suspension from school.
3. To follow all school rules and policies at all times, and to follow the verbal directions of all teachers, administrators, and other staff members.
4. To behave honestly and ethically at all times. I will not knowingly provide false information to any teacher, administrator, or other staff member. I understand that violating the District Cheating Policy will result in disciplinary consequences. Cheating can include either giving or receiving aid.
5. To refrain from leaving trash on the classroom floor or in the halls or cafeteria. I understand that eating is not permitted outside the cafeteria or other designated areas. I understand that if I violate these rules, I may be assigned school service duty.
6. To refrain from chewing gum on school grounds. I understand that I may receive detention and/or school service if I am caught chewing gum any time on campus.
7. To refrain from wearing attire which bears inappropriate logos or detracts from the academic environment of the school or affects the safety of the individual (hats/caps, sagging pants, hanging belts, short shorts or skirts, low cut necklines, halter tops, spaghetti straps, blouses or pants that expose the stomach or undergarments, etc.). I understand that wearing inappropriate clothing to school may result in my being required to change to more suitable attire. Make-up of any kind is NOT permitted.
8. To follow the District's Acceptable Use Policy on student access to networked information resources. I understand that access will be granted me only if I submit and comply with the permission and agreement forms signed by me and my parents. 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, the appropriate disciplinary consequences, including loss of access to the school's and district's electronic information resources, as well as suspension from school, may be enforced upon my violation of said rules.
9. To refrain from using cellular phones or other electronic devices on campus during the school day. Cell phones may be used ONLY before and after school. During the school day, cell phones are to be turned off and kept out of sight. I understand that I bring my cell phone or other

## **Beverly Hills Unified School District**

electronic devices to school at my own risk and that the school is not responsible for lost or stolen items.

10. To refrain from bringing cameras, video cameras, or other recording devices – including picture or video cell phones – to campus without prior written permission from a school administrator.
11. To refrain from riding a bicycle, skateboard, or rollerblades on campus. I am aware that Beverly Hills Unified School District Board Policy 5030 requires students who ride bicycles to school to wear safety helmets. Students not wearing helmets may forfeit permission to park bicycles on the school grounds. Students are responsible for securing bikes and helmets. I understand that scooters and skateboards are never allowed on campus.
12. To refrain from defacing property with graffiti or other acts which damage school property. I understand that the penalty for such damage will be suspension from school, notification of the Beverly Hills Police Department, a parent conference, my responsibility for reimbursement of the costs of repairing the damage, and, in serious cases, initiation of expulsion procedures.
13. To refrain from unauthorized possession of school/personal property such as keys, examinations, equipment or personal effects. Unauthorized possession may result in my suspension and/or expulsion.
14. To refrain from the unlawful use, possession or sale of drugs or alcohol on or off school grounds, when involved in any school related activity, or when on the way to or from home/school. I understand that violation of the District drug/alcohol policy will result in my suspension from school, notification of the Beverly Hills Police Department, a parent conference, and initiation of expulsion procedures. I understand that return to school is contingent upon enrollment in an approved drug education/counseling program.
15. To refrain from fighting or from inciting others to fight. I agree to seek counsel with an appropriate adult when I am involved in disagreements that could lead to fighting. I understand that the penalty for violating this section may result in suspension from school.
16. To refrain from bringing any type of weapon (includes any type of pocket knife or sharp object) to school. I understand that the penalty for violating this section is my suspension from school and initiation of expulsion procedures.
17. To refrain from any type of bullying and/or hazing activities that would be likely to cause bodily danger, physical harm, or personal degradation or disgrace to another student. This can be electronically or in person. I understand that any student found bullying and/or hazing will be subject to suspension and/or expulsion and may be referred to the Beverly Hills Police Department.
18. To respect the dignity and rights of every student and adult. I will refrain from making racial slurs or using vulgar, obscene or insulting language. I understand that violation of the District Sexual Harassment Policy will result in disciplinary action. This policy prohibits verbal, written, or physical sexual harassment. I understand I am responsible for conducting myself responsibly with regard to the rights and safety of others and the importance of mutual respect and understanding.
19. To refrain from any behavior which disrupts school activities. I understand that actions such as inappropriate classroom conduct, profanity, lack of respect for classmates and adults, the unauthorized selling of any items on campus, the possession of matches, tobacco, poppers, or fireworks are unacceptable behaviors and may result in suspension and/or expulsion.

## **Beverly Hills Unified School District**

### **STUDENT RESPONSIBILITY CONTRACT** **(Summary for K-3 Students)**

1. I will behave respectfully to all adults and other students at my school.
2. I will be quiet and orderly in the hallways, cafeteria, and the office.
3. I will ask my teacher's permission whenever I leave my room during class time.
4. I will clean up after myself.
5. I will dress appropriately for school.
6. I will not use inappropriate language.
7. I will not chew or possess gum on school grounds.
8. I know that I cannot bring toys, music players or electronic games to school.
9. I will stay out of the halls during recess and lunch times and never enter a classroom without a teacher.
10. I will not bully others and keep my hands and feet to myself at all times.
11. I know that I cannot ride my bicycle to school until I am in the 4<sup>th</sup> grade.
12. I will not cheat on any tests or assignments or help others to cheat.
13. I will never bring weapons or dangerous items of any kind to school. This includes any type of pocketknife or sharp object. I understand that if I do I will be suspended or possibly expelled from school.
14. I will not damage school property in any way.
15. I will not take things that do not belong to me.
16. I will not bring a cellular phone or other electronic devices to school. If I bring a cellular phone to school, it must be turned off during school hours and hidden from view at all times. If I do not follow these rules, my cell phone will be taken away and I will no longer be allowed to have one at school.

## Beverly Hills Unified School District

### *Student Responsibility Contract – Signature Page*

We have read and discussed the Student Responsibility Contract, the District Discipline Policy and Procedures Handbook, and other school policies. We understand that the list of rules and obligations is not all-inclusive.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

As a student of the Beverly Hills Unified School District, I agree to abide by the school rules and policies and to be a responsible student.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Name (printed)

\_\_\_\_\_  
Homeroom Teacher

Please return this signature page to your homeroom teacher. Please place the Student Responsibility Contract and other school rules in your notebook for easy reference. Make sure to keep your Discipline Policy and Procedures Handbook in a safe place at home.

## **Beverly Hills Unified School District**

### **Playground Rules**

Horace Mann School is fortunate to have a renovated playground, including two new play structures. These structures are designed to provide students with a safe and fun experience. In the first weeks of school, we will review specific rules and safety procedures with students. In the meantime, we would appreciate it if you could review the following general guidelines with your children:

- ❖ Stop, look and listen if you hear a whistle.
- ❖ Do not eat on the playground.
- ❖ Keep your hands to yourself. If there is a problem that you cannot solve, get help from an adult immediately. No pushing, chasing, shoving, rough-housing, or inappropriate language is allowed.
- ❖ Wait your turn in line.
- ❖ Keep all games on the playground and stay in sight.
- ❖ Wear proper clothing and shoes (i.e., closed toe shoes with rubber soles) and avoid injury by not wearing long earrings, necklaces, or oversized clothing.
- ❖ If you use a slide, be sure to climb the stairs holding onto the guard rails and slide down feet first, sitting or lying down on your back. Do not stand on the slide, climb up the slide, slide down the slide before the person before you is out of the way, jump off of the slide, or slide down head first.
- ❖ Climb the play structures carefully. Do not climb over guard rails, jump off the sides of structures, or hang from any bars except for monkey bars. Be sure to use the play structures as they are meant to be used.
- ❖ If you bring sports equipment from home, be sure that your full name is written on it. Any equipment brought from home is your responsibility; the school is not responsible for lost or damaged equipment.
- ❖ Tackle football is not permitted. Flag football may be played when supervised by an adult.
- ❖ Hardballs are never allowed on the playground.
- ❖ Do not climb any fences. If a ball goes over a fence or onto a roof, ask an adult for help.
- ❖ Do not ride bikes, skateboards, roller skates, roller blades, or scooters on the playground.
- ❖ If someone is injured, do not move him. Do get help from an adult.
- ❖ Never leave the playground for any reason without a teacher's permission.

## **Beverly Hills Unified School District**

### **Playground Equipment Rules**

1. No running on or around the playground structures
2. Monkey bars- work from the outside towards the structure, one at a time, and no going on top
3. No interfering with anyone on the monkey bars
4. Use the ladders, steps or monkey bars to go up onto the platforms
5. For the rock climbing wall and chain ladders- only go up
6. For the slide only go down and look out for other students
7. The steps are the only thing that can be used for going both up & down
8. No climbing on the outside of the bars on the play structure
9. The gaps in the bars are only to allow appropriate entrance/exit – No jumping down from these
10. No hanging or climbing underneath any of the ladders
11. No sitting on the ladders
12. If waiting for a turn for the slide or pole, stand to the side and let others pass by you.
13. For the pole- down only & check area before going
14. Do not hang out of the exit area near the pole & lower yourself down.
15. For the spinner- standing only and self-rotated only.
16. Stop the spinner before stepping off – No jumping off while still spinning.
17. No hanging off the poles that connect the spinner to the play structure.
18. Be polite & use good manners.

# **Beverly Hills Unified School District**

## **Beverly Hills Unified School District Elementary and Middle School**

### **Policies for Cheating, Cell Phones and Dress Code**

The Beverly Hills Unified School District believes that the school and the home should 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, or taking home exams without the knowledge and consent of the instructor.

*\* 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 for Cheating (middle school):**

##### **First Infraction:**

- The test or assignment on which the cheating occurred will receive a grade of zero.
- Conduct mark may be lowered.
- Referral will be made to assistant principal.
- Parent will be notified by the teacher and a conference will be held with the assistant principal, teacher, parent and student. Student and parent will sign a contract to acknowledge consequences for further infractions.

##### **Second Infraction:**

- The student will receive a grade of F in the class.
- Conduct mark will be lowered.
- Referral will be made to assistant principal.
- Parent will be notified by the teacher and a conference will be held with assistant principal, counselor, parent, student and teacher.
- The student will be suspended.

#### **Consequences for cheating (elementary school) :**

##### **First Infraction:**

- The assignment will not count in the grade calculation.
- Referral will be made to the assistant principal.
- Parent will be notified by the teacher and a conference will be held with the teacher and the student.

##### **Second infraction:**

- The assignment will not count in the grade calculation.
- Conduct mark may be lowered.
- Referral will be made to the assistant principal.
- Cheating will be noted in the comment section of the report card.
- Student may be suspended.



## **Beverly Hills Unified School District**

### **Cell phones (Kindergarten through Eighth Grade) :**

All K-8 Beverly Hills Schools are cell phone free zones. Cell phones may not be seen or heard at any time during the school day in any location. Cell phones may not be used inside the buildings after school.

First infraction:

- Cell phone will be confiscated and it must be picked up by a parent and/or guardian in the assistant principal's office at the close of the following school day.

Second infraction:

- Cell phone will be confiscated and it must be picked up by a parent and/or guardian in the assistant principal's office after one week.

Third infraction:

- Student will not be allowed to bring a cell phone to school for the remainder of the school year.

### **Dress Code (Kindergarten through Eighth Grade) :**

- 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.
- 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.

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.

**Beverly Hills Unified School District**

**Horace Mann School  
Disciplinary Action Contract**

Student Name: \_\_\_\_\_ ID # \_\_\_\_\_

Date of Infraction: \_\_\_\_\_ Date of Conference: \_\_\_\_\_

Reason for disciplinary action:

\_\_\_\_\_ Cheating (first infraction)

\_\_\_\_\_ Cell Phone (second infraction)

\_\_\_\_\_ Dress Code (second infraction)

Comments:

---

---

---

---

I understand that I am in violation of the above referenced policy and have been informed of the possible consequences should there be another infraction.

\_\_\_\_\_ Cheating

Second Infraction:

- The student will receive a grade of F in the class.
- Conduct mark will be lowered.
- Referral will be made to assistant principal.
- Parent will be notified by the teacher and a conference will be held with assistant principal, counselor, parent, student and teacher.
- The student will be suspended.

\_\_\_\_\_ Cell Phone

Third infraction:

- Student will not be allowed to bring a cell phone to school for the remainder of the school year.

\_\_\_\_\_ Dress Code

Third Infraction:

- Referral to assistant principal. Student may be suspended.

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## **Beverly Hills Unified School District**

- **Horace Mann Disciplinary Expectations Poster  
(hangs in each classroom)**

Students will:

- Respect yourself and others
- Follow each teacher's classroom rules
- Follow directions the first time they are given by an adults
- Keep hands, feet, and objects to yourself
- Use an appropriate voice level at all times
- Arrive to class on time
- Walk in the hallways and be safe on the Second Floor
- Use a hall pass whenever outside of the classroom
- Keep the school clean (Put your trash in a TRASH CAN!)
- Use appropriate language (No cursing)
- Keep the school gum-free
- Follow the dress code
  - Clothing that is appropriate for school
  - No make-up
  - Hoods are allowed, outside only, in inclement weather
- Make sure that cell phones, iPods, electronic devices, etc., are turned OFF, kept out of sight, and not in use during the school day
- Carry rolling backpacks up the stairs
- Participation in student activities will be determined based on good citizenship

- **Forms and Passes Used By Horace Mann School (over)**

**Horace Mann School**  
Office Discipline Referral Form

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Incident Date \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_ Reported By \_\_\_\_\_

Time of Incident \_\_\_\_\_

**Location of incident**

\_\_\_\_\_ Classroom \_\_\_\_\_ Hallway \_\_\_\_\_ Playground \_\_\_\_\_ Cafeteria \_\_\_\_\_ Restroom \_\_\_\_\_ Other \_\_\_\_\_

**Rule Infraction**

\_\_\_\_\_ **1. Loss of verbal control that significantly impairs learning by self or others:**

\_\_\_\_\_ Bullying \_\_\_\_\_ Harassment \_\_\_\_\_ Name Calling \_\_\_\_\_ Disrespect  
\_\_\_\_\_ Obscene language \_\_\_\_\_ Excessive talking \_\_\_\_\_ other: \_\_\_\_\_

\_\_\_\_\_ **2. Destruction of school property, explain:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ **3. Endangering the safety of others:**

\_\_\_\_\_ Fighting \_\_\_\_\_ Pushing \_\_\_\_\_ Hitting  
\_\_\_\_\_ Assault and battery \_\_\_\_\_ Horseplay \_\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_\_ **4. Endangering safety of self, explain:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ **5. Theft, explain** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ **6. Other** \_\_\_\_\_

**INTERVENTIONS BY TEACHER/STAFF PRIOR TO INCIDENT (DATE):**

\_\_\_\_\_ Conference/Warning \_\_\_\_\_ Parent/Teacher Conference \_\_\_\_\_ Alternative Setting

\_\_\_\_\_ Parent/Administrator Conference \_\_\_\_\_ Detention/Benching \_\_\_\_\_ Classroom Consequence

\_\_\_\_\_ School Service \_\_\_\_\_ Remove from Classroom \_\_\_\_\_ Other \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

**Administrative Team Action Taken**

\_\_\_\_\_ Conference with student: \_\_\_\_\_ \_\_\_\_\_ phoned or e-mailed parents  
Office Detention: \_\_\_\_\_ Date: \_\_\_\_\_ Time \_\_\_\_\_

Silent Lunch: \_\_\_\_\_  
\_\_\_\_\_ Office time out: \_\_\_\_\_, How Long: \_\_\_\_\_ \_\_\_\_\_ set up conference with parents  
Date \_\_\_\_\_ Time \_\_\_\_\_

In School Suspension (ISS): \_\_\_\_\_ Days: \_\_\_\_\_  
\_\_\_\_\_ Out of school suspension (OSS) \_\_\_\_\_ Days: \_\_\_\_\_ \_\_\_\_\_ counseling referral: \_\_\_\_\_

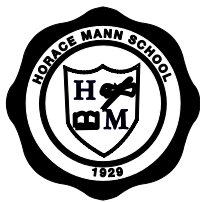
\_\_\_\_\_ SST referral: \_\_\_\_\_ \_\_\_\_\_ other \_\_\_\_\_

\* This is your child's # \_\_\_\_\_ office referral this school year.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_



## Horace Mann School

8701 Charleville Boulevard, Beverly Hills, California 90211-2899

(310) 551-5104 (Phone); (310) 652-8841 (Fax)

hm.bhusd.org (Website), @HMHuskies (Twitter)

**Juliet Fine, Principal**

**David Foldvary, Assistant Principal**

### Detention Slip

Your child, \_\_\_\_\_, has been assigned detention for the reason listed below.

Please be sure your child arrives at 7:20 AM on \_\_\_\_\_ and goes to Room B-176.

Please sign and have your child return this slip tomorrow to the teacher at detention.

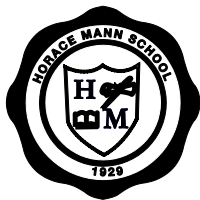
**Reason:** \_\_\_\_\_

Assigned by: \_\_\_\_\_

We appreciate your assistance in this matter.

*David Foldvary*  
David Foldvary, Assistant Principal

\_\_\_\_\_  
Parent/Guardian Signature



## Horace Mann School

8701 Charleville Boulevard, Beverly Hills, California 90211-2899

(310) 551-5104 (Phone); (310) 652-8841 (Fax)

hm.bhusd.org (Website), @HMHuskies (Twitter)

**Juliet Fine, Principal**

**David Foldvary, Assistant Principal**

### Detention Slip

Your child, \_\_\_\_\_, has been assigned detention for the reason listed below.

Please be sure your child arrives at 7:20 AM on \_\_\_\_\_ and goes to Room B-176.

Please sign and have your child return this slip tomorrow to the teacher at detention.

**Reason:** \_\_\_\_\_

Assigned by: \_\_\_\_\_

We appreciate your assistance in this matter.

*David Foldvary*  
David Foldvary, Assistant Principal

\_\_\_\_\_  
Parent/Guardian Signature

## WITNESS STATEMENT

***Information of the person completing the form:***

Name (last, first)\_\_\_\_\_

Are you?   ☐ Student, ID# \_\_\_\_\_   ☐ Parent   ☐ Staff (*position*) \_\_\_\_\_

Your involvement?   ☐ I'm the victim      ☐ I'm the accused      ☐ I'm a witness

☐ I helped deal with the incident

*Please include the following information, where applicable, regarding the incident:*

1. Note the date and time of the incident.
2. Describe the location where the incident took place.
3. Describe, in the order of events, what you experienced, heard or witnessed.
4. Describe how you were involved in the incident.
5. Note any physical injuries.
6. List any other witness names and/or physical descriptions.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

I declare under penalty of perjury that the information provided on this form is accurate and true.

Signature of Witness \_\_\_\_\_ Date \_\_\_\_\_

Name of person receiving the statement \_\_\_\_\_

## STUDENT STATEMENT

Name \_\_\_\_\_ Date \_\_\_\_\_

**Location of Incident:** \_\_\_\_\_ **Time of Day:** \_\_\_\_\_

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## TIME OUT JOURNAL

YOU HAVE DISRUPTED OUR CLASS WITH YOUR IMPROPER BEHAVIOR. USE THIS FRIENDLY LETTER FORMAT BELOW TO WRITE AN APOLOGY LETTER. **WRITE AT LEAST FIVE SENTENCES TOTAL: FIRST, EXPLAIN EXACTLY WHAT THE CLASS WAS DOING. SECOND, EXPLAIN WHAT YOU WERE DOING. THIRD, EXPLAIN WHAT CLASS EXPECTATION YOU DID YOU NOT FULFILL. LAST, WRITE AN APOLOGY TO THE TEACHER AND THE CLASS FOR YOUR BEHAVIOR.**

HERE ARE SOME WORDS YOU MAY WANT TO USE TO WRITE YOUR LETTER:

APOLOGIZE SORRY ACTED FOOLISHLY TEMPER ANGRY TALKING  
PROMISE COMMUNICATE IMPROVE SINCERELY BEHAVE

(today's date)

DEAR \_\_\_\_\_,

---

(your full name)



## Horace Mann School Consequence Ticket

Student: \_\_\_\_\_ Date: \_\_\_\_\_

HR Teacher: \_\_\_\_\_

- ☐ Not keeping hands to self
- ☐ Inappropriate use of restroom
- ☐ Improper use of equipment areas
- ☐ Disrespectful/Foul language (circle one)
- ☐ Disrespectful or harassing toward peer
- ☐ Disrespectful toward adult: \_\_\_\_\_
- ☐ Defiance of school rule: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

Given by: \_\_\_\_\_

## Horace Mann School Consequence Ticket

Student: \_\_\_\_\_ Date: \_\_\_\_\_

HR Teacher: \_\_\_\_\_

- ☐ Not keeping hands to self
- ☐ Inappropriate use of restroom
- ☐ Improper use of equipment areas
- ☐ Disrespectful/Foul language (circle one)
- ☐ Disrespectful or harassing toward peer
- ☐ Disrespectful toward adult: \_\_\_\_\_
- ☐ Defiance of school rule: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

Given by: \_\_\_\_\_

## Horace Mann School Consequence Ticket

Student: \_\_\_\_\_ Date: \_\_\_\_\_

HR Teacher: \_\_\_\_\_

- ☐ Not keeping hands to self
- ☐ Inappropriate use of restroom
- ☐ Improper use of equipment areas
- ☐ Disrespectful/Foul language (circle one)
- ☐ Disrespectful or harassing toward peer
- ☐ Disrespectful toward adult: \_\_\_\_\_
- ☐ Defiance of school rule: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

Given by: \_\_\_\_\_

## Horace Mann School Consequence Ticket

Student: \_\_\_\_\_ Date: \_\_\_\_\_

HR Teacher: \_\_\_\_\_

- ☐ Not keeping hands to self
- ☐ Inappropriate use of restroom
- ☐ Improper use of equipment areas
- ☐ Disrespectful/Foul language (circle one)
- ☐ Disrespectful or harassing toward peer
- ☐ Disrespectful toward adult: \_\_\_\_\_
- ☐ Defiance of school rule: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

Given by: \_\_\_\_\_

## Record of benching

Instructions: Staff member giving card, please circle the recesses the student is to be benched and give to HR teacher or place in his/her box – he/she will give to the student.

\*\*Student is to report to playground benches.

**STUDENT MUST HAVE AN ADULT INITIAL INSIDE THE APPROPRIATE BOX(ES) AFTER THE STUDENT HAS SERVED THE BENCHING!**

\*\*Then, please return card with all adult initials to HR teacher, who will view it and return to AP's office for record keeping.

	Mon.	Tues.	Weds.	Thurs.	Fri.
Morning recess					
Lunch recess					
Afternoon recess					

## Record of benching

Instructions: Staff member giving card, please circle the recesses the student is to be benched and give to HR teacher or place in his/her box – he/she will give to the student.

\*\*Student is to report to playground benches.

**STUDENT MUST HAVE AN ADULT INITIAL INSIDE THE APPROPRIATE BOX(ES) AFTER THE STUDENT HAS SERVED THE BENCHING!**

\*\*Then, please return card with all adult initials to HR teacher, who will view it and return to AP's office for record keeping.

	Mon.	Tues.	Weds.	Thurs.	Fri.
Morning recess					
Lunch recess					
Afternoon recess					

## Record of benching

Instructions: Staff member giving card, please circle the recesses the student is to be benched and give to HR teacher or place in his/her box – he/she will give to the student.

\*\*Student is to report to playground benches.

**STUDENT MUST HAVE AN ADULT INITIAL INSIDE THE APPROPRIATE BOX(ES) AFTER THE STUDENT HAS SERVED THE BENCHING!**

\*\*Then, please return card with all adult initials to HR teacher, who will view it and return to AP's office for record keeping.

	Mon.	Tues.	Weds.	Thurs.	Fri.
Morning recess					
Lunch recess					
Afternoon recess					

## Record of benching

Instructions: Staff member giving card, please circle the recesses the student is to be benched and give to HR teacher or place in his/her box – he/she will give to the student.

\*\*Student is to report to playground benches.

**STUDENT MUST HAVE AN ADULT INITIAL INSIDE THE APPROPRIATE BOX(ES) AFTER THE STUDENT HAS SERVED THE BENCHING!**

\*\*Then, please return card with all adult initials to HR teacher, who will view it and return to AP's office for record keeping.

	Mon.	Tues.	Weds.	Thurs.	Fri.
Morning recess					
Lunch recess					
Afternoon recess					

## 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.