

WISH Community and Academy Schools

Safety and Security Plan

2026-2027



Safety and Security Plan

WISH Community and Academy charter schools are committed to prioritizing the safety of students, staff, families, and the community at all times. The procedures and policies in the Safety and Security Plan will be followed to the extent practicable. During the event of an actual emergency, plans will be adjusted as deemed necessary.

The Executive Director (or designee) has the authority to make timely directives and decisions during emergencies on behalf of the organization without board approval, even if the directives and decisions differ from the policies and plans listed below. The Executive Director (or designee) has the authority to identify what constitutes an emergency. Emergency decisions include but are not limited to: adjustments to safety procedures and policies, school closures and adjusted school days, and transitions to different modes of learning.

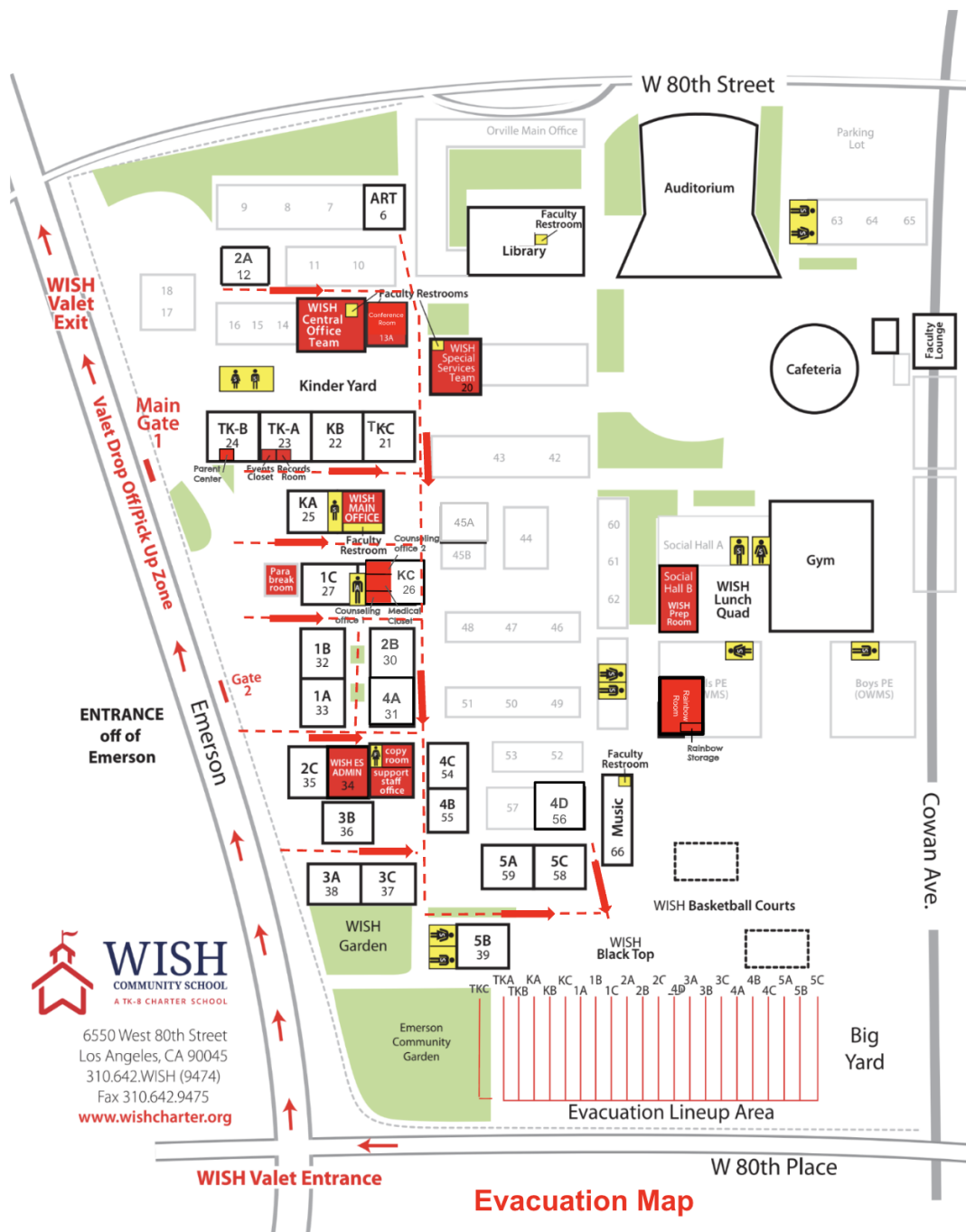
Table of Contents

Evacuation Map - ES	3
Evacuation Map - MS/HS	4
In the Event of an Actual Emergency	5
Fire Evacuation Procedures	6
Lockdown and Shelter in Place Procedures	7
Earthquake Procedures	9
Drill Procedures	11
Fire Drill Procedures	12
Lockdown/Shelter in Place Drill Procedures	13
Earthquake Drill Procedures	14
School Violence and Threat Assessment Procedures	15
School Bullying Procedures	19
Suicidal Ideation Assessment and Investigation	22
Child Abuse Reporting and Procedures	24
Medical Emergency Procedures	25
First Aid Procedures	27
Immigration Enforcement Procedures	28
Safety Policies	29
Inclement Weather Policy	30
Cleaning and Disposal Procedures for Medical Waste and Bloodborne Pathogens	31
Contagious Infectious Disease Procedures (Example: COVID-19)	33
Safety Forms and Guidelines	35
School Threat Assessment Checklist	36
Suicide Risk/Ideation Assessment Checklist	38
Student Re-Entry Guidelines	41
Clearance Form for Re-Entry into School and Consent for Release	42
Consent for Release of Information	43
Important Phone Numbers	44
Concussion Management Checklist	57
Appendices	64
Extreme Weather Policy and Procedures	65
Instructional Continuity Plan For Site-Based Schools	65

WISH Community Elementary School
6500 W. 80th St., Los Angeles, CA 90045

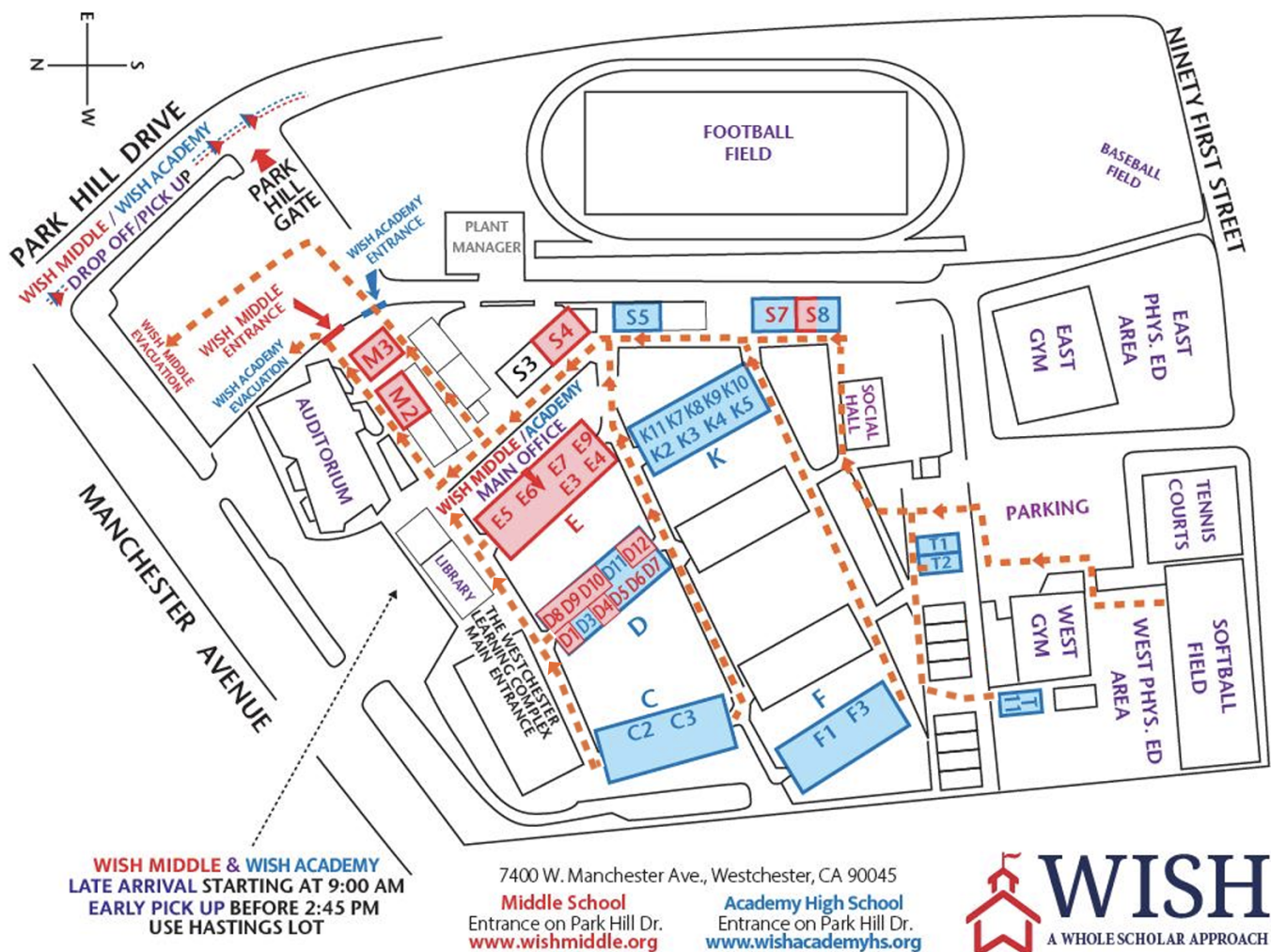
Evacuation Map - ES

All classrooms and offices have an emergency exit sign and evacuation chart posted in a prominent location. All staff should be on the site channel of the walkie-talkie. Directives and information updates will be sent to all team members using the current internal communications platform. Emergency Food is located in the bins outside.



Evacuation Maps Arts in WISH Community Middle School and WISH Academy
7400 W. Manchester Ave., Los Angeles, CA 90045
Evacuation Map - MS/HS

All classrooms and offices have an emergency exit sign and evacuation chart posted in a prominent location. All staff should be on the site channel of the walkie-talkie. ParentSquare directives and information updates will be sent to all team members.



Updated 8/21/2026

In the Event of an Actual Emergency

Fire Evacuation Procedures

Fire within the School Building

In the event that a fire is detected within a school building, use the following procedures:

- The school principal (or designee): will order an evacuation via the walkie-talkies, through the current internal communications platform, and over the announcement system if the fire alarm doesn't work and call 9-1-1.
- Teachers will supervise the evacuation of the classrooms to the designated areas according to the emergency exit plan posted in every classroom and office.
- Teachers will close doors upon evacuating.
- Teachers will take their emergency backpacks to the evacuation site and take attendance.
 - a. If you have all of your students show the green card. If you are missing a student, turn it to the red side of the card.
- The school principal(or designee) will oversee the evacuation site.
 - a. Teachers will report any missing student(s) to the school principal (or designee)
- The Vice Principal (or designee) will coordinate with emergency personnel.
 - a. The plant manager (or designee) shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
 - b. An Facilities team member shall open necessary gates for fire truck and other emergency vehicle access.
 - c. The principal (or designee) shall inform students and staff when it is safe to return to the school site under the direction of the fire department and in consultation with the school director.

Fire near school

The school principal or designee shall:

- Determine the need to execute an evacuation if a nearby fire poses an immediate threat to the students or the building. If an evacuation is necessary, the procedures used for fires within the building shall be followed.

Lockdown and Shelter in Place Procedures

For Shelter in Place: Follow all the guidelines for lockdown procedures. In addition, cover vents, windows and airways.

Campus Protection “Lockdown” Procedures

The purpose of Lockdown Drills is to provide a plan of action when the threat of violence or campus safety has been identified, and/or to prevent the perpetrator(s) from entering and/or occupying campus areas.

A few reminders specifically for lockdowns:

- Classroom lights should be off and students should be quiet
- Doors should be latched and locked (if locks/latches exist). Doors should be barricaded.
- All people should move to the least visible location so that the room appears as empty as possible when someone is looking through the windows

During Campus Protection “LOCKDOWN”

The school principal (or designee) will announce a lockdown via the current internal communications platform, text message and walkie-talkie and will call 911.

Staff and students go to the nearest room. PREPARE TO STAY INSIDE THE ROOM UNTIL ALL-CLEAR IS ANNOUNCED.

- Students are to remain in the classrooms or designated locations at all times.
- No one leaves a locked area for any purpose. (This means no one goes to the bathroom or goes home, etc).
- All adults are responsible for keeping students safe.

Lockdown Actions (Teachers & Staff)

In the Classroom

If inside, immediately lock doors, put down blinds and turn off lights. Barricade the doors if possible.

- Move all students and adults away from windows/doors out of view. Please situate students in the safest corners or spaces of your room (furthest from windows). Students should be dispersed if possible.
- Sit quietly on the floor.
- Teachers will take attendance and include other students who are present as necessary. Write down the names of missing students or additional students who have entered the room.

Out of Classroom

- If outside of the classroom, direct all students to the nearest room and follow “in classroom procedures.”

Offices

- Lock doors and turn off lights.
- Gather all students and staff who are present and move away from windows or doors. Stay out of view.
- Sit quietly on the floor.
- In the event of gunfire, lie on the floor.
- Take attendance of all persons in the office.

Lockdown will remain until you hear ALL CLEAR. In the event of actual lockdowns, please wait for law enforcement to give you the ALL CLEAR.

Earthquake Procedures

In the event of an actual earthquake, the procedures will most likely be followed for moderate to great earthquakes.

- Moderate Earthquake 6 to 6.9: Moderate to severe earthquake range; fault rupture probable.
- Major Earthquake 7 to 7.9: Landslides, liquefaction, and ground failure triggered by shock waves.
- Great Earthquake 8 to 8+: Damage extends over a broad area, depending on the magnitude and other factors.

Earthquake Drop, Cover, and Hold

Earthquake procedures in the classroom or office

- At the first indication of ground movement, you should drop to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.
- You should seek protective cover under or near desks, tables, or chairs in a kneeling or sitting position.
- You should hold onto the table or chair legs. Holding onto the legs will prevent the furniture from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes. You should remain in the drop position until the ground movement ends.
- Be prepared to DROP, COVER and HOLD during aftershocks.

Earthquake procedures in other parts of the building

- At the first indication of ground movement, you should drop to the ground.
- Take cover under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
- After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

- At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings.
- Drop to the ground and cover the back of the neck with your hands. Be aware of aftershocks.
- Do not enter buildings until it is determined safe to do so.
- If walking to or from school, do not run. Stay in the open. If the student is going to school, continue to the school. If the student is going home, he/she should continue to go home. While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The bus driver is legally responsible for the welfare of student riders when students are on a bus.

After ground movement ends, check for injuries and safely evacuate the building once told to do so. The same fire evacuation procedures will be used. Move to a safe, open area, away from power lines and other overhead hazards.

Adaptation for Students with Disabilities

Students with known disabilities should have emergency response accommodations noted in their 504 or IEP to indicate additional assistance that may need to be implemented in case of various emergencies covered by this safety plan. Students with known disabilities may also require a pre-designated location in their classrooms that are reserved for them during lockdown, shelter-in-place, and earthquakes.

In the event of an emergency, students with disabilities may have an additional staff person assigned to their classroom to carry out accommodations and assistance with disaster response procedures. The additional staff person will assist the student and teacher during the emergency response.

General Strategies for Assisting Individuals with Disabilities During an Evacuation

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapor immediately.

To alert visually impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell the person where you are going, obstacles you encounter.

When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain a person's attention -OR-
- ❑ Indicate directions with gestures -OR-

Write a note with EVACUATION directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to EVACUATION site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
Help carry individuals to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators.
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite the person with the wheelchair as soon as it is safe to do so.

Fire Evacuation Refuge Shelter

The School shall identify one or more appropriate fire evacuation refuge shelter locations for use by students, staff, and other persons on campus in the event of a fire-related emergency, including a wildfire, evacuation warning, evacuation order, shelter-in-place directive, or other emergency condition requiring the School to temporarily move students and staff to a safer refuge location. The School shall maintain this fire evacuation refuge shelter procedure as part of its charter school safety plan and emergency procedures.

For purposes of this Plan, the School's designated fire evacuation refuge shelter is:

Primary Fire Evacuation Refuge Shelter

- Name of Facility/Location: WISH ES- Vons Parking Lot
 - Address/Location Description: Vons- 6571 W. 80th St
- Name of Facility/Location: WISH MS/HS- Park Hill Lot
 - Address/Location Description: WISH MS/HS- Park Hill Lot

Alternate Fire Evacuation Refuge Shelter, if available

- Name of Facility/Location: WISH ES- Westchester United Methodist Church
 - Address/Location Description: 8065 Emerson Ave., LA, CA 90045
- Name of Facility/Location: WISH MS/HS- exit 91st and walk toward Elks Club
 - Address/Location Description: Westchester Elks Lodge- 8025 West Manchester Ave., Playa Del Rey, CA, 90045

The School shall notify the fire department having jurisdiction within the School's boundaries of the fire evacuation refuge shelter identified in this Plan. The School shall retain documentation of such notification with its charter school safety plan records.

The School, through the site Principal or designee, shall review the identified refuge shelter at least annually as part of its review of the charter school safety plan and shall update the identified location if the location becomes unavailable, unsuitable, inconsistent with direction from local emergency authorities, or otherwise inappropriate for use by students and staff.

The site Principal or designee shall determine whether to use the identified refuge shelter based on the nature of the emergency, direction from local authorities, available evacuation routes, student and staff needs, transportation availability, air quality, fire conditions, accessibility needs, and any other safety considerations existing at the time of the emergency. Nothing in this Plan limits the authority of law enforcement, fire, emergency medical, or other public safety officials to direct evacuation, shelter-in-place, relocation, reunification, or other emergency procedures during an emergency.

Drill Procedures

Fire Drill Procedures

Fire Drill Procedure:

- The principal (or designee) will announce the start of the drill by walkie talkie and phone and will also open the fire alarm cases
- Teachers shall take their phones, walkie talkie and emergency backpack with them to the evacuation site.
- Teachers will line up students quickly and remind students to be quiet and to get in line. The teachers will lead students to the evacuation site. .
- Evacuation sites: School playground (ES); Baseball field (MS/HS)
 - Students will line up by class - assigned spaces will be in order from youngest grades to oldest grades.
 - Students should stay in line throughout the drill.
 - Teachers should take attendance. If all students are accounted for, show the green card. If students are missing, show the red card.
 - If you are not with students, please take your backpack, meet your students at the evacuation site.
 - At the end of the drill please return to your classroom the same way you evacuated. Classes will be called to return in order.

Fire Drill/Evacuation Roles	
Teachers	Wear safety vest, carry emergency backpack, supervise and walk with the students you are with, take attendance at the evacuation site
Teachers without students	Supervise and support with other classes
School Principal	Determine and communicate if students and staff need to evacuate the building, call 911 if needed, coordinate with the Vice Principal and ensure that all students are accounted for.
Counseling and Behavior	If not with students, please assist other classrooms and students
Operations Team (Facilities and Office Staff)	Ensure all students and staff are evacuated, check restrooms and classrooms and give an all-clear
Vice Principal	Assist emergency personnel, ensure building safety
Support Staff	Ensure all students and staff evacuated-restrooms and classrooms and give an all-clear

Paraprofessionals	Supervise and walk with the students in your grade level
Volunteers, College Students	Gather near command center of evacuation location so you can be accounted for by office manager

Lockdown/Shelter in Place Drill Procedures

For Shelter in Place: Follow the procedures for lockdown drills. In addition, cover vents and airways.

A few reminders specifically for lockdowns drills:

- Classroom lights should be off and students should be quiet
- Doors should be latched and locked (if locks/latches exist). Doors should be barricaded.
- All people should move to the least visible location so that the room appears as empty as possible when someone is looking through the windows

During Campus Protection “LOCKDOWN”

Staff and students go to the nearest room. PREPARE TO STAY INSIDE THE ROOM UNTIL ALL-CLEAR IS ANNOUNCED.

- Students are to remain in the classrooms or designated locations at all times.
- No one leaves a locked area for any purpose. (This means no one goes to the bathroom or goes home, etc).
- All adults are responsible for keeping students safe.

Lockdown Actions (Teachers & Staff)

In the Classroom

If inside, immediately lock doors, put down blinds and turn off lights. Barricade the doors if possible.

- Move all students and adults away from windows/doors out of view. Please situate students in the safest corners or spaces of your room (furthest from windows). Students should be disbursed if possible.
- Sit quietly on the floor.
- Teachers will take attendance and include other students who are present as necessary. Write down the names of missing students or additional students who have entered the room.

Out of Classroom

- If outside of the classroom, direct all students to the nearest room and follow “in classroom procedures.”

Offices

- Lock doors and turn off lights.

- Gather all students who are present and move away from windows or doors. Stay out of view.
- Sit quietly on the floor.
- In the event of gunfire, lie on the floor.
- Take attendance of all persons in the office.

Other

- Lockdown will remain until you hear ALL CLEAR.
- During campus lockdown drills set walkie-talkie on channel 6 on a low volume.

Restriction on High-Intensity Active Shooter Drills

Education Code section 32282, subdivision (a)(2)(K), restricts the drill procedures that can be used to prepare students for active shooter situations. Accordingly, whenever a Lockdown or other drill is held to prepare students for responding to an active shooter, those drills shall be designed to comply with the following features:

- (1) Code-Red/Lockdown drills shall not be “high-intensity” drills, meaning they shall not include simulations that mimic an actual school shooter or other armed assailant, such as by using theatrical makeup, fake blood, actors, or participation of students in acting out active resistance to an assailant.
- (2) The drill shall not use real weapons, gunfire blanks, or explosions.
- (3) The drill shall be designed pursuant to a trauma-informed approach, meaning:
 - a. It shall be age and developmentally appropriate in content and terminology, as determined in consultation with school-based mental health professionals;
 - b. Advance notice of the drill (and its expected length of time) shall be provided to parents and guardians, teachers, administrators, and school personnel;
 - c. It shall offer the opportunity for parents/guardians to opt their students out of participation;
 - d. An announcement of the drill shall be given before and after the drill;
 - e. A notice shall be given to parents/guardians after the drill has concluded; and
 - f. The school shall provide contact information for community-based resources to parents/guardians, students, and staff who are negatively impacted by the drills.

Earthquake Drill Procedures

A few reminders for earthquake drills:

1. The "drop cover and hold" portion of the drill shouldn't take more than 2 minutes.
2. A reminder that after "drop cover hold" all classrooms must evacuate. An additional walkie-talkie message will be given for the evacuation.
3. Please evacuate with your backpack and walkie talkie
4. If you are not with students, please assist with other classes/students and then meet your designated class at the evacuation site.

Earthquake Drop, Cover, and Hold

Earthquake procedures in the classroom or office

- Once the earthquake drill is announced you should drop to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.
- You should seek protective cover under or near desks, tables, or chairs in a kneeling or sitting position. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
- You should hold onto the table or chair legs. Holding onto the legs will prevent the furniture from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes. You should remain in the drop position until the ground movement ends.
- An announcement will be made to safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

- Move away from overhead hazards such as power lines, trees, and buildings.
- Drop to the ground and cover the back of the neck with your hands.
- Do not enter buildings

We will follow the evacuation procedures for the fire drill.

School Violence and Threat Assessment Procedures

School Violence: School violence falls on a continuum that recognizes severity, frequency, and context. Violence can be impacted by individual characteristics, environmental stressors, and/or the relationship between involved parties. It is any act of physical, verbal or emotional aggression, and represents a continuum of behaviors that includes threats, violence, harassment, bullying, stalking, vandalism, emotional abuse, intimidation, and other forms of conduct that create anxiety, fear, and a climate of distrust in the educational setting.

Threats: The expression of a willful intent or desire to inflict harm that would likely result in death, bodily injury, physical damage to property, or disruption to institutions or AIA-sponsored activities. A threat may be direct, indirect, verbal, non-verbal, written, or electronic and may target an individual, a particular group on campus, the entire school, or the community.

Hate Violence: Any act punishable as a hate crime under the Penal Code, including a criminal act (threat, injury, use of force, damage or destruction of property) committed, in whole or in part, because of one or more actual or perceived characteristics of the victim: (1) disability; (2) gender; (3) nationality; (4) race or ethnicity; (5) religion; (6) sexual orientation; and/or (7) association with a person or group with one or more of these actual or perceived characteristics.

Levels of Risk:

- Low Risk - Does not pose imminent danger to self or others; insufficient evidence for violence potential.
- Moderate Risk - May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
- High Risk - Poses imminent danger to self or others with a viable plan to do harm and exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

School Violence and Threats Procedures

The following are general procedures for the administrator/designee to respond to any reports of violence or threats in schools, at AIA and school-related activities and in all areas within the AIA's jurisdiction. The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed.

- Secure Campus/Office Safety
- Call 911 for immediate, emergency life threatening situations.
- Call LAUSD School Police at 213-625-6631 or local law enforcement at the Pacific Division at (310) 482-6334 for assistance at the school site or school related activity.
- Secure site and/or implement evacuation or lockdown, if necessary.
- Notify the school principal(or designee).
- Warn the intended victim(s) of the threat and/or take reasonable steps to protect the threatened individuals) in the educational setting. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
- Create a threat assessment team (school principal and appointed staff)

Important Phone Numbers:

- Contact the Los Angeles County Department of behavioral health ACCESS (800) 854-7771 for a behavioral health evaluation to determine risk to self or others and possible hospitalization (see Section III, H3).

Who should be on the Threat Assessment Team?

The multi-disciplinary team may include, but not be limited to, an administrator, program managers, and a behavioral health professional. The student making the threat, the targeted individual(s) or witness(es) should not be part of the threat assessment team meeting.

Critical Roles and Responsibilities of the Threat Assessment Team

- **Designated staff from the team should gather background information that includes:**
 - Student information (e.g., name, date of birth, address)
 - Emergency information (e.g., family contact, health care provider information)

- Attendance records
- Student cumulative records, including Individualized Education Program (IEP), psycho-educational assessment, prior school records
- Student discipline records, including any history or discipline related to the incident
- Student health information, including self-injurious behavior and/or suicidal ideation
- Review of computers and property (e.g., desks, books, lockers), as applicable, if reasonable suspicion exists for an administrative search
- Personal communication devices and social media, as applicable, if reasonable suspicion exists for an administrative search
- Statements from witnesses (e.g., students, teachers, other staff)
- Family situation information
- Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, relationship problems)
- Access to weapons
- Other pertinent information (e.g., written material, e-mails, pictures, social network postings)
- Communication and documentation among all key stakeholders. The team shall coordinate and document all actions.
- Collaboration with other professionals across institutional boundaries, including local law enforcement, community behavioral health agencies, child protective services, and probation.
- Coordination of services for prevention, early identification, and interventions.
- The team member designee will meet with the student to complete a risk assessment using Attachment B, School Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist. The questions should not be read to the student, but rather should be used as a guide while assessing the student.
- The multi-disciplinary threat assessment team will determine the level of risk by reviewing Attachment B, School Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist, as needed.
- **Creation of Appropriate Action Plan:**

- Interventions will be based upon the severity and potential risk of the threat. The action plan determined by the team should be documented and managed by the school site administrator/designee. Actions may include:
 - Contact with and/or apprehension of student(s) who initiated the threat.
 - Removal of student from premises and/or supervision of student.
 - Conference with student(s) initiating the threat and his/her parent(s) and consider appropriate interventions, including access to behavioral health services, case management, school or community resources. Other actions may include discipline, change of class(es), and/or change of school.
 - Consider the possibility that there are circumstances that might increase the likelihood of an attack that may need to be addressed. Examples of triggers may include bullying, suspension, expulsion, relationship problems, significant loss, or interpersonal conflict.
 - If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
 - Warn and protect the targeted individual(s) of the threat and/or take reasonable steps to protect the targeted individuals) in the school, when appropriate.
 - Design support system for the targeted individual and/or student who initiated the threat, if appropriate.
 - Obtain a restraining order, when appropriate.
 - Monitor progress toward re-establishing school safety.
- **Additional Actions**
 - Additional interventions may be required if the behavior falls under any of the following categories:
 - Criminal Threat (bodily harm or an immediate physical threat)
 - Call LAUSD School Police at 213-625-6631 or local law enforcement at the Pacific Division at (310) 482-6334 for assistance at the school site or school related activity.
 - Warn the targeted individual(s) and their parent/guardian of the threat and/or take reasonable steps to protect the targeted

individual(s) while attending school or a school related activity/event.

- **Disciplinary Actions**

- Contact the School Principal to discuss procedures for discipline and/or intervention.
- If the student has an IEP, consult the appropriate staff from the Special Education team.
- Notify the Executive Director. The Executive Director will notify the School Board as appropriate.

The privacy of all students should be protected at ALL times, disclose information only on a need to know basis.

School Bullying Procedures

Bullying: Any severe or pervasive physical or verbal act or conduct, including electronic communications, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects on a reasonable student:

- Reasonable fear of harm to person or property of student(s)
- Substantially detrimental effect on physical or behavioral health of student(s)
- Substantial interference with academic performance
- Substantial interference with ability to participate in or benefit from school services, activities, or privileges
- An Imbalance of Power: Kids who bully use their power, such as physical strength, access to embarrassing information, or popularity, to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once

Types of Bullying:

- **Verbal bullying is saying or writing mean things. Verbal bullying includes:**
 - Teasing
 - Name-calling

- Inappropriate sexual comments
- Taunting
- Threatening to cause harm
- **Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:**
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
- **Physical bullying involves hurting a person's body or possessions. Physical bullying includes:**
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures
- **Cyberbullying:**
 - **Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.**
 - Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.
 - Note on Cyberbullying:
 - Kids who are being cyberbullied are often bullied in person as well. Additionally, kids who are cyberbullied have a harder time getting away from the behavior.
 - Cyberbullying can happen 24 hours a day, 7 days a week, and reach a kid even when he or she is alone. It can happen any time of the day or night.
 - Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.

- Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

Responding to Bullying and Hazing: For matters of student-to-student, adult-to-student, and student-to-adult bullying or hazing follow guidelines as indicated in the parent handbook and the school's bullying policy. Direct questions to the school principal or administrative team for specific resources including bullying report forms and expectations on logging bullying incidents.

Stop Bullying on the Spot

Do:

- Intervene immediately. It is ok to get another adult to help.
- Separate the kids involved.
- Make sure everyone is safe.
- Meet any immediate medical or behavioral health needs.
- Stay calm. Reassure the kids involved, including bystanders.
- Model respectful behavior when you intervene.

Avoid these common mistakes:

- Don't ignore it. Don't think kids can work it out without adult help.
- Don't immediately try to sort out the facts.
- Don't force other kids to say publicly what they saw.
- Don't question the children involved in front of other kids.
- Don't talk to the kids involved together, only separately.
- Don't make the kids involved apologize or patch up relations on the spot.

Once the students are separated, and the environment is safe, report the incident using the bullying procedures set forth. Questions should be directed to the school principal or behavioral team.

For Investigators:

- Find out what happened
- Get the Facts
 - Keep all the involved children separate.
 - Get the story from several sources, both adults and kids.

- It may be difficult to get the whole story, especially if multiple students are involved or the bullying involves social bullying or cyberbullying. Collect all available information.
 - Listen without blaming.
 - Don't call the act "bullying" while you are trying to understand what happened.
- **Determine if it's Bullying**
 - There are many behaviors that look like bullying but require different approaches. It is important to determine whether the situation is bullying or something else (e.g. peer conflict). Review the definition of bullying. To determine if this is bullying or something else, consider the following questions:
 - What is the history between the kids involved? Have there been past conflicts?
 - Is there a power imbalance? Remember that a power imbalance is not limited to physical strength. It is sometimes not easily recognized. If the targeted child feels like there is a power imbalance, there probably is.
 - Has this happened before? Is the child worried it will happen again?
 - Have the kids dated? There are special responses for teen dating violence.
 - Are any of the kids involved with a gang? Gang violence has different interventions.
- **Follow Bullying Procedures and Guidelines to determine next steps and supports. Document the incident in PBIS and Infinite Campus.**

Suicidal Ideation Assessment and Investigation

Refer to the comprehensive Youth Suicide Prevention Policy. All Suicide attempts and threats must be reported to the school principal. The steps below will be designated to the appropriate staff member.

Action Plan for In-School Suicide Attempts

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed
- Move all other students out of the immediate area
- Immediately contact the administrator or suicide prevention liaison

- Call 911 and give them as much information as possible about any suicide note, medications taken, and access to weapons, if applicable
- In needed, provide medical first aid until medical professional is available
- Parents/guardians/caregivers should be contacted as soon as possible (unless there is a significant reason not to contact parents, for example parental abuse)
- Do not send the student away or leave them alone, even if they need to go to the restroom
- Listen and prompt the student to talk
- Review options and resource of people who can help
- Be comfortable with moments of silence as you and the student will need time to process the situation
- Provide comfort to the student
- Promise privacy and help, and be respectful, but do not promise confidentiality
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help
- Offer the student and parents/guardians/caregivers steps for reintegration to school

Action Plan for Out of School Suicide Attempts

- Contact the parents/guardians/caregivers and offer support to the family
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students
- Obtain permission from the parents/guardians/caregivers to share information to ensure that facts regarding the crisis are correct
- Provide care and determine appropriate support to affected students
- Offer the student and parents/guardians/caregivers steps for reintegration to school

Action Plan for Suicidal Ideation or Threats

- Complete the Suicide Risk Assessment form
- Contact the school principal and counseling team
- If appropriate: 911 and give them as much information as possible about any suicide note, medications taken, and access to weapons, if applicable
- Parents/guardians/caregivers should be contacted as soon as possible (unless there is a significant reason not to contact parents, for example parental abuse)

Supporting Students After a behavioral health Crisis

- Treat every threat with seriousness and approach with a calm manner; make the student the priority
- Listen actively and non-judgemental to the student. Let the student express his or her feelings
- Acknowledge the feelings and do not argue with the student
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress
- Explain calmly and get the student to a trained professional or designated staff to further support the student
- Keep close contact with the parents/guardians/caregivers and behavioral health professionals working with the student

Re-Entry to School After a Suicide Attempt or Suicidal Ideation

- Obtain written release of information signed by parents/guardians/caregivers and providers through the Consent of Release of Information form.
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation
- Inform the student's teachers about possible days of absences
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to the student)
- behavioral health professionals or trusted staff or trusted staff members should maintain ongoing contact to monitor student's actions and mood
- Work with parents/guardians/caregivers to involve student in an aftercare plan

Child Abuse Reporting and Procedures

If child abuse is suspected or there is concern that contacting the parent may escalate the student's current level of risk, and/or the parents/guardians are contacted and unwilling to respond, report the incident to the appropriate child protective services agency following the Child Abuse and Reporting Requirements (contact School Director/Main Office). This report should include information about the student's suicide risk.

- All faculty, staff members, nonstudent board members, and adult volunteers and contractors whose duties put them in unsupervised contact with students are all mandated designated reporters. You have a responsibility to report suspected child abuse. You do not need permission to make a report, and you should make a report as soon as possible.

Child Abuse Reporting

- Any of the below acts involving anyone under the age of 18:
 - Physical Abuse
 - Sexual Abuse
 - Emotional Abuse
 - Neglect
- The mandated reporter must only have reasonable suspicion that a child has been mistreated; no evidence or proof is required prior to making a report.
- The case will be further investigated by law enforcement and/or child welfare services.

Use the Child Abuse Reporting Form for guidance on the steps to take when reporting child abuse.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.

Procedure	Details
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable Live Scan background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in the school's Professional Boundaries Policy and Visitor and Volunteer policies.

Medical Emergency Procedures

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids. One person should be designated to call 911 for all medical emergencies.

Types of Emergency Medical Responses:

- **Rescue breathing**
 - Gently tilt the head back and lift the chin to open the airway.
 - Pinch the nose closed.
 - Give two slow breaths into the mouth.
 - Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
 - If you are doing the procedure correctly, you should see the chest rise and fall.
- **Bleeding**
 - Apply direct pressure to the wound.
 - Maintain the pressure until the bleeding stops.

- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If a limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.
- **Treatment for Shock**
 - Do whatever is necessary to keep the person's body temperature as close to normal as possible.
 - Attempt to rule out a broken neck or back.
 - If no back or neck injury is present, slightly elevate the person's legs.
- **Choking**
 - Stand behind the person.
 - Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
 - Grasp your fist with your other hand, give an abdominal thrust.
 - Repeat until the object comes out.
 - If required, begin rescue breathing.
- **Cardiac Arrest**
 - Check unresponsiveness.
 - Call 911 and retrieve the AED (located in the front office)
 - Open the airway and check for breathing. If there is no breathing or breathing appears abnormal, give two slow breaths.
 - Check for a pulse. If there is no pulse, turn on the AED. A second rescuer should continue CPR until the AED is attached.
 - Attach the AED electrode pads.
 - Analyze the heart rhythm. Make sure no one is touching the victim.
 - Press the "shock" button, if advised. Make sure no one is touching the victim.
- **Anaphylactic Shock**
 - Call 911 or emergency medical help.
 - Use an epinephrine auto injector, if available, by pressing it into the person's thigh.
 - Make sure the person is lying down and elevate the legs.
 - Check the person's pulse and breathing and, if necessary, administer CPR or other first-aid measures.
 - *Main office staff are trained on how to use the epinephrine pen. Epi-pens are stored in the main office.*

Response to Apparent Opioid Overdose

STEP 1: Evaluate for Signs of Overdose.

- a. All employees will be trained to recognize the following signs of an opioid overdose:
 - Unconsciousness or inability to awaken;
 - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
 - Fingernails or lips turning blue/purple.
- b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
 - Calling the person's name;
 - Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.
- c. If the person responds, assess whether he or she can maintain responsiveness and breathing.
- d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- e. If unresponsive, call 911, consider providing rescue breathing if the person is not breathing on their own or get help from someone trained in emergency response techniques, and administer one dose of naloxone or get help from someone trained and comfortable administering a naloxone product.

STEP 2: Call 9-1-1. Calling 9-1-1 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 9-1-1 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If appropriate, the 9-1-1 operator will instruct you to begin CPR and implement rescue breathing, which you may perform or have another responsible and/or trained adult perform. Follow these and all instructions given by 911 operators until emergency responders arrive.

STEP 3: Administering Naloxone. Employees will be trained on the administration of naloxone according to the instructions provided with the naloxone product maintained at the school.

- a. If a person does not respond within 2-3 minutes after administering a dose of naloxone, administer a second dose of naloxone.
- b. The duration of effect of naloxone depends on the dose, method of administration, and overdose symptoms. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily

- complete arousal.
- c. More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional doses or forms of naloxone therapy.
- d. Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

STEP 4: Support the Person's Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support. If trained to perform rescue breathing and comfortable doing so, it is recommended that you administer it to someone experiencing opioid overdose symptoms if they are having difficulty breathing. If you are not trained in rescue breathing or are not comfortable administering rescue breathing, call for help from school medical personnel, if any, or other individuals who may be trained in rescue breathing or other emergency medical response techniques.

- a. Rescue breathing for adults involves the following steps:
 - Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
 - Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
 - Place your mouth over the person's mouth to make a seal and give two slow breaths.
 - Watch for the person's chest (but not the stomach) to rise.
 - Follow up with one breath every 5 seconds.
- b. Chest compressions for adults involve the following steps:
 - Place the person on his or her back.
 - Press hard and fast on the center of the chest.
 - Keep your arms extended.

STEP 5: Monitor the Person's Response. All should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of naloxone infusion. Most people respond to naloxone by returning to spontaneous breathing within 2-3 minutes of receiving a dose of naloxone. Because naloxone has a relatively short duration of effect, overdose symptoms may return, so it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

DO's and DON'T's:

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

DO administer naloxone and utilize a second dose if no response to the first dose.

DO put the person in the “recovery position” on the side, if you must leave the person unattended for any reason.

DO stay with the person and keep them warm.

DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.

DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.

DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

NOTE: all naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

NOTE: Students 12 and older **may not be prohibited** from possessing fentanyl test strips or federally approved opioid antagonist medications for over-the-counter use at a school site or while participating in school activities.

First Aid Procedures

All classrooms have a first aid kit in the emergency backpack.. The main office and playground staff have a first aid kit as well.

Injuries Handled by Classroom Teachers, Playground Staff and After School Program Leaders:

- Scrapes
- Small cuts
- Bruises
- Minor swelling (silver dollar or less, or minimal height)
- Losing teeth
- Minimal redness or itchiness (small area)

Steps:

- Teachers will treat scrapes and cuts by cleaning injured skin and applying a band aid to the treated area.
- Teachers will provide students with a cold pack to treat minor swelling.
- Teacher will instruct students who lose teeth to go to the restroom and rinse out their mouth with water. Teacher will then place the tooth in an envelope or container for safe keeping.
- Teacher will apply hydrocortisone to areas of skin that are red and itchy.
- Teacher will provide parents with an injury report if the injury involved bruising or swelling, or if the injury was caused by another student.
- If the injury occurs on the playground caused by another student occurs on the yard, playground staff must provide the student and teacher with a copy of the injury report.

Injuries Handled by the Main Office or After School Program Coordinator:

- Cuts or scrapes that produce dripping blood.
- Strong hits to the head or face.
- Falls or hits that produce significant swelling.
- Any injury that causes the student significant pain, discomfort or disorientation.
- Areas of skin that are red, itchy and inflamed, and/or get larger or spread to other areas of the skin.
- Tooth loss that is caused by injury.

Steps:

- Office staff will document treatment provided to the student and return the referral form to the referring staff member.
- Office staff must call parents (or emergency contacts) for any injury listed above, and provide an injury report to the parent.
- If the student is kept in the office longer than 20 minutes, the office staff must call the teacher to let him or her know the students' status. The office staff must then follow up with the office referral form and call parent.
- Any student with an injury to the head or face must be observed for 30 minutes and have the Concussion Checklist completed. If there are signs of concussion parents must be called and asked to take the student to a medical professional immediately. A copy of the Concussion Checklist must be provided to the parent and instructed to provide it to the medical professional.
- If the parent cannot be contacted, the student will call 911 and seek guidance. The Concussion Checklist is to be provided to the medical professional by the office staff member present.

Immigration Enforcement Procedures

Purpose and Commitment

WISH Charter School fosters a safe, welcoming environment where all students, educators, and staff feel supported and connected. We support all students' right to education regardless of immigration status.

WISH Charter School designates school facilities, official school activities, adjacent areas, and all property owned, controlled, or leased by the school as 'sensitive locations' under state law.

Key Principles

- We do NOT request citizenship or immigration documents for enrollment
- We do NOT inquire about students' or parents' citizenship or immigration status
- We do NOT use information about immigration status to discriminate against students or families
- We do NOT share student information with immigration enforcement without valid judicial warrant or written parental consent

When Immigration Enforcement Officers Arrive on Campus

CRITICAL: Do NOT permit immigration enforcement officers to enter nonpublic areas of the schoolsite unless they present a valid judicial warrant or court order signed by a judge.

Immediate Steps:

- Notify the school principal or site administrator immediately
- Ask and document the officer's stated reason for being at the schoolsite
- Request and copy the officer's credentials (name, badge number) and supervisor's phone number
- Request documentation authorizing schoolsite access
- Make and retain copies of any documentation the officer produces

Response Based on Documentation:

- **ICE or Administrative Warrant (not signed by judge):** Do NOT permit entry to nonpublic areas. Refer to administrator.
- **Judicial Warrant or Court Order (signed by judge):** Consult administrator or legal counsel for next steps. Compliance may be required.
- **Subpoena:** Physical access is NOT required. Subpoenas seek documents. Do NOT permit entry to nonpublic areas. Inform administrator.
- **Exigent Circumstances:** If officer declares immediate emergency (felony in progress), comply with orders and immediately contact administrator. Do not physically impede officers.

Student Information Protection

WITHOUT a valid judicial warrant, court order, or subpoena, we do NOT disclose:

- Student education records
- Personally identifiable information about students or families
- Students' home addresses
- Travel schedules or any information that could indicate immigration status

When a valid judicial warrant, court order, or subpoena requires disclosure, we notify parents or guardians as soon as practicable.

Parental Notification

The school administrator will notify the student's parent or guardian if an immigration enforcement officer requests or gains access to a student, unless access is pursuant to a judicial warrant that prohibits notification.

Required Notifications

When immigration enforcement officers attempt to access the school or a student, staff must:

- Submit a timely report to the Board of Directors (through Executive Director)
- Email the Bureau of Children's Justice at BCJ@doj.ca.gov
- Follow School Safety Plan procedures to notify parents, guardians, students, teachers, administrators, and staff

Support for Affected Families

Emergency Preparedness

We encourage families to:

- Update emergency contact information throughout the year
- Include trusted adults as alternative emergency contacts

- Develop Family Safety Plans identifying trusted adults who can care for students if parents cannot

Caregiver Authorization Affidavits

We encourage families to complete Caregiver Authorization Affidavits for trusted relatives or adults. With a signed affidavit, an authorized caregiver can enroll a student and consent to school-related medical care. A parent's signature is not required on the affidavit.

When Parents Are Detained or Deported

If immigration authorities detain or deport a student's parent or guardian, we will:

- Use emergency card contacts to release the student to designated emergency contacts
- Release the student to an adult presenting a Caregiver's Authorization Affidavit
- Contact child protective services if we cannot arrange timely care through emergency contacts or affidavit

Resources for Families

Know Your Educational Rights

The Attorney General's 'Know Your Educational Rights' handout is:

- Provided to all families upon enrollment
- Posted in all administrative buildings on campus
- Available on the school website in English and Spanish

Important Contacts

- **ICE Detainee Locator:** <https://locator.ice.gov/odls#/search> (to locate detained family members)
- **Bureau of Children's Justice:** BCJ@doj.ca.gov
- **California Legal Aid:** <http://www.courts.ca.gov/1001.htm>
- **Caregiver Authorization Affidavit:** <https://www4.courts.ca.gov/documents/caregiver.pdf>

Immigration Enforcement Notification Procedures

Pursuant to SB 98 (2025), the School shall promptly notify parents/guardians, teachers, administrators, and school personnel when immigration enforcement activity is confirmed to be present on school grounds.

Definitions

- **Immigration enforcement:** Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.

- **Confirmed presence:** Presentation of valid judicial warrant, visual confirmation by staff, verbal acknowledgment by law enforcement official, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence at a school site, the site administrator or designee shall consider the safety and well-being of the students, employees, and community members associated with the school site when determining when and how to issue the notification, and issue such notification to:

- All parents/guardians
- All teachers, administrators, and school personnel

Notifications shall be sent using one or more of the following methods: automated phone call, email communication, text message, app push notification, or posting on the school website. Notifications shall not include any personally identifiable information.

Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and should include:

- Confirmation that immigration enforcement activity occurred and the date and other information considering the safety and well-being of the school community
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Safety Policies

Suspension and Expulsion Policy and Procedures

See WISH Family Handbooks for specific policy and procedure.

Notification of Dangerous Students

WISH Community and Academy Schools desires to provide a safe, orderly working environment for all employees. The school shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Pursuant to Welfare & Institution Code section 827(b) and Education Code section 48267, a criminal court will notify school administration when a student has engaged in certain criminal conduct. This information is forwarded to the Principal, who is responsible for prompt notification of the student's teachers, other administrators, and the student's counselor. This information must be kept confidential and may not be disseminated by any employee receiving such a notification to any other person.

Additionally, all teachers will be provided with a list of students in their classes who have one or more suspensions of a serious or violent nature in the current year or in the previous three years. This information will be provided at the beginning of the year or semester or whenever new students are enrolled or added to a class. Teachers will be advised that such information is confidential and not to be further disseminated.

Discrimination and Harassment Policy

See WISH Family Handbooks for WISH's Uniform Complaint Procedures and Form.

Safe Ingress/Egress Procedures

See WISH Family Handbooks for valet procedures.

Safe and Orderly Environment and Disciplinary Procedures

WISH Community and Academy Schools maintains a safe and orderly learning environment by, among other things, enforcing its rules and procedures on student discipline as set forth in this safety plan and in the Student Handbook.

WISH students are required to adhere to the Student Code of Conduct, which is included in the Student Handbook and all components of the WISH Family Handbook and policies and procedures identified by the principal. .

Inclement Weather Policy

During periods of inclement weather, students will be kept inside for before school morning care, recess, lunch and after-school.

Please remind students to check the weather before coming to school, bring a sweater on cold days, and take off sweaters during warm weather.

See WISH Inclement Weather Policy in the appendix.

Administration will make the call on inclement weather based on the guidelines below:

Normal Weather	Cautionary Weather Staff Discretion (administration determination)	No Staff Discretion
Outdoor temperature: • 50-90 degrees Indoor temperature: • 65-75 degrees	Outdoor temperature: • 91 and above • 49 and below Indoor temperature: • 76 and above • 64 and below	Outdoor temperature: • 100 and above • 40 and below Indoor temperature: • 91 degrees or above • 50 degrees and below
No rain or light mist or rainfall (no puddles accumulating)	Less than 15 minutes of accumulating rain If puddles can be cleared out and the floor is not wet or slippery.	15 minutes of accumulating rain or more (large puddles, significant downpour) If playground is wet and unsafe for students
All students will participate in PE, outdoor lunch and recess unless medical accommodation is needed and submitted to the main office. Medical accommodations need to be recommended by a doctor.	Outdoors: • All students will participate in PE, lunch and recess play outdoors unless medical accommodation is needed and submitted to the main office OR unless school administration determines that student activities will be inside due to other factors (humidity, sun, etc.) • Students will be reminded to drink water • Students will be reminded to seek shade if hot Indoors: • If the AC is not working, students will be moved to a different location or fans will be utilized • If the heat is not working, students will be encouraged to	Outdoors: • Students will eat and play indoors (both recess and PE) • In the event of safety concerns, classes might be canceled. Indoors: • Classes might occur only in the morning • Classes/school might be canceled

	wear sweaters, move around frequently.	
--	--	--

Cleaning and Disposal Procedures for Medical Waste and Bloodborne Pathogens

PPE is provided to our employees at no cost to them. The types of PPE available to employees are as follows: Gloves, goggles, protective masks

PPE is located in the maintenance supply closets and may be obtained through a member of the operations or maintenance team.

The first step for staff should be reporting the exposure to bloodborne pathogens to the operations team. Do not attempt to clean up waste by yourself. When in doubt-ask for help.

All employees using PPE must observe the following precautions:

- Wash hands immediately or as soon as feasible after removing gloves or other PPE.
- Remove PPE after it becomes contaminated and before leaving the work area.
- Used PPE may be disposed of in the exterior garbage.
- Wear appropriate gloves when it is reasonably anticipated that there may be hand contact with blood or OPIM, and when handling or touching contaminated items or surfaces; replace gloves if torn, punctured or contaminated, or if their ability to function as a barrier is compromised.
- Never wash or decontaminate disposable gloves for reuse.
- Wear appropriate face and eye protection when splashes, sprays, spatters, or droplets of blood or OPIM pose a hazard to the eye, nose, or mouth.
- Remove immediately or as soon as feasible any garment contaminated by blood or OPIM, in such a way as to avoid contact with the outer surface.

Sharps Disposal:

- The procedure for handling sharps disposal containers and other regulated waste for disposal is led by the office and operations team.
- Contaminated sharps are discarded immediately or as soon as possible in containers that are closable, puncture-resistant, leak proof on sides and bottoms, and appropriately labeled or color-coded. Sharps disposal containers are available at the main offices.
- Bins and pails (e.g., wash or emesis basins) are cleaned and decontaminated as soon as feasible after visible contamination.
- Broken glassware that may be contaminated is only picked up using mechanical means, such as a brush and dustpan.
- Labels
 - The following labeling methods are used in this facility:
 - Labeling of all cleaning materials
 - Examples of cleaning materials that will be labeled are: Cleaning supplies
 - The Director of Operations is responsible for ensuring that warning labels are affixed or red bags are used as required if regulated waste or contaminated equipment is

brought into the facility. Employees are to notify the Director of Operations if they discover regulated waste containers, refrigerators containing blood or OPIM, contaminated equipment, etc., without proper labels.

HEPATITIS B VACCINATION

- The Human Resources Manager will provide training to employees on hepatitis B vaccinations, addressing safety, benefits, efficacy, methods of administration, and availability.
- The hepatitis B vaccination series is available at no cost after initial employee training and within 10 days of initial assignment to all employees identified in the exposure determination section of this plan.
- Vaccination is encouraged unless: 1) documentation exists that the employee has previously received the series; 2) antibody testing reveals that the employee is immune; or 3) medical evaluation shows that vaccination is contraindicated.
- However, if an employee declines the vaccination, the employee must sign a declination form. Employees who decline may request and obtain the vaccination at a later date at no cost. Documentation of refusal of the vaccination is kept in Human Resources Files.

Contagious Infectious Disease Procedures (Example: COVID-19)

During periods of infectious disease, such as the Covid-19 pandemic, the safety guidelines will reflect federal, state, county and district guidelines.

Safety guidelines will be based on:

- Frequent cleaning
- Social distancing
- Testing

Frequent Cleaning: The transmission of viral and other infections can be reduced by effective cleaning of environmental surfaces. Staff and students can be infected with the virus after handling objects where an infected person has been, then touching their eyes, nose, and mouth. Viruses can survive on soft, porous surfaces for 8 – 12 hours, and on hard surfaces for 24 – 48 hours.

As a general precaution during times of heightened viral outbreaks, the following safety measures and cleaning procedures will be taken:

- Classrooms/ Facility Cleaning:
 - Increased cleaning to high- touch surfaces (e.g. door handles, handrails, seats/ chairs, window frames, vehicle controls, phones, door knobs, light switches, and desks)
 - Using alcohol agents to clean electronics such as computers, printers, and fax machines, as they could be damaged if water enters electronics.
 - Avoiding the spray of disinfectant agents- disinfectant agents should be poured onto a towel or soak towel in disinfectant for 10 minutes and wipe surfaces with a towel soaked in the disinfect agents
 - Using a clean towel or freshly disinfected towel for each room
 - Do not clean with compressed air and/or water under pressure. Vacuum cleaners should only be used after proper disinfection
 - Hand Hygiene- after cleaning
 - Remove gloves and wash hands with soap and water, or disinfect your hand with a rubbing disinfectant alcohol agent
 - HVAC - Air - Increased ventilation by adjusting air conditioning; open slider doors if available. All HVAC units will have MERV-13 filter to increase removal of particles filter out particles that are smaller than one micron in size

- All classrooms will have cleaning supplies in the classroom. There will be guidelines provided on the cleaning expectations during a pandemic.
- Reminders on increased handwashing will be posted in bathrooms and the staff lounge. Hand sanitizer will be available throughout the school.

Social Distancing: Social distancing helps mitigate the spread of infectious diseases.

The following social distancing measures will be taken:

- Staff, students and families will be told to avoid entering the school if they exhibit symptoms.
- Reminders will be posted on the exterior and interior of the building in relation to:
 - Maintaining social distancing (at least six feet or the recommended distance from the agencies listed above)
 - The use of high grade surgical or K-N95 masks
 - Not shaking hands or touching each other.
 - Sneezing and coughing into a tissue, or if not available, one's elbow.

Testing: Testing ensures that there cases of infectious diseases are quickly caught.

- Staff, students and families will be required to assess symptoms before entering the school premises.
- Screenings such as daily temperature checks and symptom checks will be utilized.
- Testing will be conducted for symptomatic and asymptomatic cases (as recommended by the agencies listed above)

In periods of high contagion, the schools might close down and implement remote learning and work.

Safety Forms and Guidelines

School Threat Assessment Checklist

Name of Student:		Date of Assessment:		
Category	Assessment Questions	Yes	No	Need Info
Motive, Justification	The student has motive(s) or feels justified in carrying out an act of violence.			
Communication of Intent	The student has directly or indirectly communicated ideas or intent to harm. Communications may be verbal, non-verbal, electronic, written.			
Preoccupation with Violence	The student has demonstrated inappropriate interest in any of the following:			
	School/terrorist attacks or attackers			
	Incidents of mass violence such as war, terrorism, mass			
	Views violence as an acceptable or only way to solve the problem			
History of Violence/ Threats	The student has engaged in any attack-related behaviors.			
Means and Access	The student has the capacity to carry out an act of targeted violence. This may include increased interest in, possession or access to weapons.			
Suicidal Ideation	The student is experiencing hopelessness, desperation or despair. If yes, refer the Suicide Assessment Checklist.			
Evidence of Increasing Violence Potential	The student's conversation and "story" are consistent with his or her actions. Consider frequency (how often); recency (how recent); and intensity (how severe).			
Impact on Others	Other people are concerned about the student's potential for violence.			
Triggers	There are circumstances that might increase the likelihood of an attack. Examples may include bullying, suspension, expulsion, relationship problems, significant loss, or interpersonal conflict.			
Substance Abuse	The overindulgence in and dependence of a drug or other chemical leading to effects that are detrimental to the student's physical and behavioral health.			

Protective Factors	The student has positive school, home, community or religious relationships.			
	The student desires a positive resolution.			
	The student exhibits appropriate coping and problem-solving skills.			
	The student understands and respects rules, guidelines and policies.			
Other factors				

Risk Level (check one)		Definition
	Low Risk	Does not pose imminent danger to self or others; insufficient evidence for violence potential.
	Moderate Risk	May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
	High Risk	Poses imminent danger to self or others with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

Suicide Risk/Ideation Assessment Checklist

The administrator/designee or the designated school site crisis team member will meet with the student to complete a risk assessment. The questions below should not be read to the student, but rather should be used as a guide while assessing the student:

Student Name:	DOB:	Date:
Ask questions 1 and 2. If both are negative, proceed to "Suicidal Behavior" section. If the answer to question 2 is "yes", ask questions 3, 4 and 5. If the answer to question 1 and/or 2 is "yes", complete the "Intensity of Ideation" section below.		
Suicidal Ideation	Yes	No
1. Wish to be Dead Subject endorses thoughts about a wish to be dead or not alive anymore, or a wish to fall asleep and not wake up. <i>Have you thought about being dead or what it would be like to be dead? Have you wished you were dead or wished you could go to sleep and never wake up? Do you wish you weren't alive anymore?</i> If yes, describe:		
2. Non-Specific Active Suicidal Thoughts General, non-specific thoughts of wanting to end one's life/commit suicide (e.g., "I've thought about killing myself") without thoughts of ways to kill oneself/associated methods, intent, or plan during the assessment period. <i>Have you thought about doing something to make yourself not alive anymore? Have you had any thoughts about killing yourself?</i> If yes, describe:		
3. Active Suicidal Ideation with Any Methods (Not Plan) without Intent to Act Subject endorses thoughts of suicide and has thought of at least one method during the assessment period. This is different from a specific plan with time, place or method details worked out (e.g., thought of method to kill self but not a specific plan). Includes a person who would say, "I thought about taking an overdose but I never made a specific plan as to when, where or how I would actually do it...and I would never go through with it." <i>Have you thought about how you would do that or how you would make</i>		

<i>yourself not alive anymore (kill yourself)? What did you think about?</i> If yes, describe:		
4. Active Suicidal Ideation with Some Intent to Act, without Specific Plan Active suicidal thoughts of killing oneself and subject reports having some intent to act on such thoughts, as opposed to “I have the thoughts but I definitely will not do anything about them.” <i>When you thought about making yourself not alive anymore (or killing yourself), did you think that this was something you might actually do? This is different from (as opposed to) having the thoughts but knowing you wouldn't do anything about it.</i> If yes, describe:		
5. Active Suicidal Ideation with Specific Plan and Intent Thoughts of killing oneself with details of plan fully or partially worked out and the subject has some intent to carry it out. <i>Have you decided how or when you would make yourself not alive anymore/kill yourself? Have you planned out (worked out the details of) how you would do it?</i> <i>What was your plan?</i> <i>When you made this plan (or worked out these details), was any part of you thinking about actually doing it?</i> If yes, describe:		
Intensity of Ideation		
<i>The following feature should be rated with respect to the most severe type of ideation (i.e., 1-5 from above, with 1 being the least severe and 5 being the most severe).</i>		
Most Severe Ideation (Type # 1-5):		
Description of the Ideation:		

Frequency
How many times have you had these thoughts? 1. Only one time 2. A few times 3. A lot 4. All the time 5. Don't know Write response:

Student Re-Entry Guidelines

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

Student Name: _____ DOB: _____ Date: _____		
Check the column to the right once the task is completed.		
Returning Day	Have a parent escort student on the first day back. Develop a re-entry communication and safety plan in the event of future emergencies.	
Hospital Discharge Documents	Request discharge documents from hospital or Medical Clearance for Return to School from the parent on the first day back.	
Meeting with Parents	- Engage parents, school support staff, teachers, and students, as appropriate in a Re-Entry Planning Meeting. - Identify on-going behavioral health resources in school and/or in the community. - Modify academic programming, as appropriate. - Consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program. - If the student is prescribed medication, monitor with parent consent. - Offer suggestions to parents regarding monitoring personal communication devices, including social networking sites, as needed. - Notify student's teachers, as appropriate.	
Identify Supports	Assist the student in identifying adults they trust and can go to for assistance at school and at home.	
Address Bullying/ Harassment/ Discrimination	As needed, ensure that any bullying, harassment, discrimination is being addressed.	
Designate Staff	Designate staff (school counselor, administration, teacher) to check in with the student during the first couple weeks periodically.	
Release/Exchange of Information	Obtain consent by the parent to discuss student information with outside providers using the Parent Authorization for Release/Exchange of Information.	
Manage and Monitor	Case management and monitoring – ensure the student is receiving and accessing the proper behavioral health and educational services needed.	

Clearance Form for Re-Entry into School and Consent for Release

Dear Doctor:

Date: _____

The student named below was either hospitalized or received behavioral health services recently for being a danger to himself/herself, danger to others and/or gravely disabled. Medical information from you is essential in planning for the student's safety, educational and health needs.

Student: _____ DOB: _____ Grade: _____

Please complete the following information and return to the main office. Your cooperation is much appreciated.

Diagnosis/description:

Please indicate any prescribed medications and dosages:

If the student no longer poses a threat to self or others at the time of discharge and can return to school, please sign below and indicate restrictions, if any.

The above named student does not pose a threat to self and/or others at the time of discharge and may return to school:

☐ without restrictions ☐ with the following modifications/restrictions (indicate below):

Restrictions:

Doctor's Name (print): _____ Doctor's Signature: _____

Return to School Office: _____ Contact Number: _____

AUTHORIZATION TO RECEIVE/RELEASE MEDICAL INFORMATION

Practitioner/Agency/Clinic

Practitioner Last Name, First Name

Student Last Name, First Name

Student Address: Street, City, Zip

Agency/Practitioner Address:

Student Date of Birth

Purpose for which information may be used:

Name of School /Office:

Parent Signature

Parent Last Name, First Name

Note: This authorization shall be valid until revoked. This information will become part of the pupil's educational records and shall be made available, upon request, to the parent or pupil age 18 or older.

Consent for Release of Information

Student: _____ DOB: _____ Grade: _____

Return to School Office: _____ Contact Number: _____

Please complete the following information and return to the main office. Your cooperation is much appreciated.

Diagnosis/description: _____

Please indicate any prescribed medications and dosages: _____

If the student no longer poses a threat to self or others at the time of discharge and can return to school, please sign below and indicate restrictions, if any.

The above named student does not pose a threat to self and/or others at the time of discharge and may return to school:

☐ without restrictions ☐ with the following modifications/restrictions (indicate below):

Restrictions: _____

Doctor's Name (print): _____ Doctor's Signature: _____

Return to School Office: _____ Contact Number: _____

AUTHORIZATION TO RECEIVE/RELEASE MEDICAL INFORMATION

Practitioner/Agency/Clinic

Practitioner Last Name, First Name

Student Last Name, First Name

Student Address: Street, City, Zip

Agency/Practitioner Address:

Student Date of Birth

Purpose for which information may be used: _____

Name of School /Office: _____

Parent Signature

Parent Last Name, First Name

Note: This authorization shall be valid until revoked. This information will become part of the pupil's educational records and shall be made available, upon request, to the parent or pupil age 18 or older.

Important Phone Numbers

In any emergency, please dial **911** from your phone immediately.

An emergency is any situation that requires immediate assistance from the police, fire department or ambulance. When you call 911, be prepared to answer the call-taker's questions, which may include: The location of the emergency, including the street address.

Updated Contact Information:

Elementary School: 6550 W. 80th St., Los Angeles, CA 90045

Middle and High School: 7400 W. Manchester Ave., Los Angeles, CA 90045

LAPD Pacific Division 12312 Culver Blvd., Los Angeles, CA 90066 (310) 482-6334

Los Angeles Fire Department Station 5 8900 S. Emerson Ave., Los Angeles, CA 90045 (213) 485-6205

Los Angeles Fire Department Station 51 10435 S. Sepulveda Blvd., Los Angeles, CA 90045 (213) 485-6251

Los Angeles Fire Department Station 95 10010 International Rd., Los Angeles, CA 90045 (213) 485-6295

WISH CHARTER SCHOOLS

Concussion Management Checklist

TK-12 Schools

A concussion is a type of brain injury that can occur from a blow to the head or body. This checklist provides guidance for recognizing, responding to, and managing suspected concussions in school settings. All staff should be familiar with these protocols.

1. RECOGNITION: Signs and Symptoms

A concussion should be suspected if any of the following signs or symptoms are present after a blow to the head or body:

Observable Signs (what you see):

Physical Signs	Behavioral/Cognitive Signs
• Appears dazed or stunned • Loss of consciousness (any duration) • Confused about events • Moves clumsily • Answers questions slowly • Forgets instructions • Shows behavior changes • Cannot recall events before/after hit	• Irritability or emotional changes • Appears more emotional • Personality changes • Confused or disoriented • Slurred speech • Unusual behavior

Symptoms Reported by Student:

Physical Symptoms	Cognitive Symptoms	Emotional Symptoms
• Headache • Nausea/vomiting • Balance problems • Dizziness • Vision problems • Sensitivity to light/noise • Feeling sluggish • Fatigue	• Feels foggy • Difficulty concentrating • Difficulty remembering • Confusion • Slow processing	• Irritability • Sadness • More emotional • Nervousness • Anxiety

2. IMMEDIATE ACTION STEPS

If a concussion is suspected, take the following steps immediately:

- ☐ **REMOVE student from activity immediately (sports, PE, recess, etc.)**
- ☐ **NEVER leave student alone - ensure continuous adult supervision**
- ☐ Notify school nurse or designated health staff immediately
- ☐ Contact parent/guardian to inform them of injury and observations
- ☐ Document the incident: time, location, mechanism of injury, symptoms observed
- ☐ Recommend parent/guardian seek immediate medical evaluation
- ☐ Provide parent with written concussion information sheet
- ☐ Student should not drive themselves home

CALL 911 IMMEDIATELY IF:

- **Loss of consciousness (any duration)**
- **Worsening headache that won't go away**
- **Repeated vomiting**
- **Seizures**
- **Severe neck pain**
- **Double or blurry vision**
- **Slurred speech**
- **Weakness, numbness, or decreased coordination**
- **Unusual behavior, increased confusion, or restlessness**
- **Cannot recognize people or places**
- **Extreme drowsiness or cannot be awakened**

3. MEDICAL CLEARANCE REQUIRED

A student with a suspected concussion MUST:

- Be evaluated by a licensed healthcare provider trained in concussion management
- NOT return to physical activity or sports until medically cleared
- Provide written clearance from healthcare provider before returning to:
 - Physical Education classes
 - Recess activities
 - Athletic practices or competitions
 - Field trips with physical activity
 - Any other physical activities

Important: California Education Code § 49475 requires written clearance from a licensed healthcare provider before a student may return to athletic activity.

4. RETURN TO LEARN PROTOCOL

Academic accommodations should be implemented as the student recovers. Cognitive rest is critical in the first days after injury.

Possible Accommodations:

- Rest breaks during the school day
- Shortened school day
- Reduced homework load
- Extended time on assignments and tests
- No standardized testing until recovered
- Limit screen time (computers, tablets, phones)
- Quiet environment away from noise and bright lights
- Postpone field trips
- Provide notes or outlines for class content
- Allow audio books or text-to-speech
- Modify or excuse missed assignments

Accommodations should be gradually reduced as symptoms improve. Coordinate with Rachel Woodward (Director of Special Services) for students requiring formal accommodation plans.

5. RETURN TO PLAY PROTOCOL

Return to physical activity must be gradual and supervised. Each step requires at least 24 hours with no return of symptoms. If symptoms return at any step, the student goes back to the previous step.

Step	Activity Level	Goal
1	Back to regular activities	Gradual return to non-physical activities. Symptoms resolved at rest.
2	Light aerobic activity	Walking or stationary cycling at slow to medium pace. No weight lifting.
3	Moderate activity	Jogging, brief running, moderate intensity stationary bike. No contact activities.
4	Heavy non-contact activity	Running drills, non-contact training drills. Progressive resistance training.
5	Practice & full contact	Full practice with contact activities after medical clearance.
6	Return to competition	Normal game play and full participation.

6. DOCUMENTATION REQUIREMENTS

All concussion incidents must be properly documented:

- ☐ Complete incident report immediately
- ☐ Document all communications with parent/guardian
- ☐ Obtain written medical clearance before return to activity
- ☐ File all documentation in student's health file
- ☐ Notify relevant staff (teachers, coaches) of accommodation needs
- ☐ Track student progress through return-to-learn and return-to-play protocols

7. STAFF RESPONSIBILITIES

All Staff:

- Know signs and symptoms of concussion
- Report suspected concussions immediately
- Remove student from activity when concussion is suspected
- Implement accommodations as directed

Coaches & PE Teachers:

- Complete concussion training annually
- Monitor students during physical activities
- Verify medical clearance before return to play
- Follow gradual return-to-play protocol
- Document student's progression through return-to-play steps

School Nurse/Health Staff:

- Conduct initial assessment of suspected concussion
- Contact parents and recommend medical evaluation
- Provide concussion information to families
- Coordinate accommodations with teachers and administrators
- Monitor student recovery progress
- Review medical clearance documentation

Administrators:

- Ensure staff training on concussion protocols
- Maintain documentation of all concussion incidents
- Coordinate with parents and healthcare providers

When in doubt, sit them out!

It is always better to be cautious with a suspected concussion.

Document Revised: February 2025



PARENT/GUARDIAN NOTIFICATION

Suspected Concussion Incident Report

Your child has sustained an injury that may be a concussion. Please read this form carefully and follow the instructions below.

Student Information

Student Name: _____

Grade: _____ Date of Incident: _____ Time: _____

Incident Details

Location of Incident: _____

Activity at Time of Injury:

☐ PE Class ☐ Recess ☐ Sports Practice ☐ Athletic Competition
☐ Classroom ☐ Field Trip ☐ Other: _____

How Did the Injury Occur?

Signs and Symptoms Observed

☐ Appears dazed or stunned
☐ Loss of consciousness
☐ Confused about events
☐ Moves clumsily
☐ Headache
☐ Nausea or vomiting
☐ Balance problems
☐ Dizziness
☐ Vision problems

☐ Sensitivity to light/noise
☐ Feeling sluggish or foggy
☐ Difficulty concentrating
☐ Memory problems
☐ Irritability
☐ Emotional changes
☐ Slow to answer questions
☐ Slurred speech

REQUIRED ACTIONS

1. SEEK MEDICAL EVALUATION

Your child must be evaluated by a licensed healthcare provider trained in concussion management (physician, physician assistant, nurse practitioner, or neuropsychologist).

2. MONITOR YOUR CHILD CLOSELY

Watch for worsening symptoms, especially in the first 24-48 hours:

- Call 911 if: increased confusion, repeated vomiting, seizures, severe headache, weakness, double vision, cannot be awakened, or unusual behavior

3. COGNITIVE AND PHYSICAL REST

Limit activities that require concentration or physical exertion:

- Reduce screen time (phones, computers, video games, TV)
- Avoid sports, PE, and vigorous physical activity
- Get adequate sleep
- Limit homework and reading as tolerated

4. OBTAIN MEDICAL CLEARANCE BEFORE RETURN TO ACTIVITIES

California law (Education Code § 49475) requires written clearance from a healthcare provider before your child may return to physical education, sports, or other physical activities.

Return to School Procedures

Your child may return to school for non-physical activities when symptoms allow, but must provide the following:

- **Written medical evaluation from a healthcare provider**
- **Written medical clearance before participating in PE, sports, recess, or any physical activities**
- Meet with school staff to discuss any needed academic accommodations

School Contact Information

School: WISH Charter Schools **Phone:** _____

Office Staff: _____

Principal: _____

Completed By (School Staff)

Staff Name (Print): _____

Staff Signature: _____ **Date:** _____

Position/Title:

Parent/Guardian Acknowledgment

I have received and read this notification. I understand that my child must be evaluated by a healthcare provider and obtain written medical clearance before returning to physical activities.

Parent/Guardian Name (Print):

Signature: _____ **Date:** _____

Keep this form for your records. Return a copy with medical clearance to school office.

4919-1749-0103, v. 1

Appendices

These policies can be found on WISH Charter's website by selecting the following links:

WISH Extreme Weather Policy

WISH Instructional Continuity Plan (Site-Based)