



# **RISE KOHYANG MIDDLE SCHOOL**

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A BRIGHT STAR SCHOOL

## **Bright Star Schools Comprehensive School Safety Plan 2025-2026**

Rise Kohyang Middle School  
Los Angeles Unified School District

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*This document is available for public inspection in the Main Office and on the web at <http://www.brightstarschools.org>*

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## School Site Mission

Rise Kohyang Middle School is a leading provider of integrated, educational programs and services, from 6<sup>th</sup> through 8<sup>th</sup> grade, in the Koreatown/Downtown Areas of Los Angeles.

The school's curriculum is designed to develop young leaders who will rise to serve their community as they grow. Students will be required to complete a digital portfolio that highlights their academic accomplishments. Ms. Eliza Kim, the founding principal of Rise Kohyang Middle School, believes the combination of strong leadership development and oral presentation skills will help students succeed in high school and college as well as in the competitive job market after college.

Rise Kohyang is loosely translated as “uplifted, interconnected and strong community ties.” Kohyang refers to the indescribable pride and reverence Koreans feel for their hometown, the place that helped shape their childhood experiences and identities. As Ms. Kim says of the school's name, “One of my goals has come true because I am now giving back to the community that I grew up in. I want my Kohyang to rise by serving the educational needs of the families that live in Koreatown. This school will produce scholars, leaders and advocates who will hopefully, one day, give back to their own Kohyangs.”

RKMS is currently located at 600 S. Lafayette Park Place., Los Angeles, and occupies half of the second floor and 3rd floor. Bright Star Education Group's central management office (3<sup>rd</sup> floor Office for Finance and HR). La Fayette Park Pl. Wilshire Blvd, residential streets, and some small businesses surround the campus. RKMS serves the community of Koreatown and the greater Central Los Angeles Area. 95% of the student population resides within this geographic area and is composed of families that vary in socioeconomic backgrounds.

### **The 2024 Fall Ethnicity Survey reported the following percentages:**

#### **Rise Kohyang Middle School**

18.56% Asian 4.99% Black 72.02% Hispanic/Latino

The administrative staff, faculty, and operational staff work hard to maintain a safe school environment. All staff members are involved in enforcing the codes of conduct and dress. Through the work and support of our custodial staff, plant manager, community agencies, and an encompassing culture of respect for facilities, there has been little to no graffiti and vandalism on campus.

Supervision of the campus is the entire administrative staff's responsibility, including the Principal, the Dean of Operations, the Counseling staff, the IT Coordinator, the Data Coordinator, and staff. Teachers are asked to assist in emergencies.

There are two entries to the site. The first is for staff that need to enter an access code to enter the parking lot and then again an access code to enter the building. The second entry is for students and visitors. One must have the access code to enter, or be allowed entry onsite security.

RKMS campus consists of 15 classrooms, three individual restrooms, one male and one female restroom with stalls, Principal's Office, Main office, Counselors Office and shared use of the teachers lounge. Access control for all entry points has been upgraded with new video intercom system, fob entry system. The campus has security cameras (77) that monitor each access door and key walkways and corridors throughout the entire campus. We have also updated all hallways flooring and updated the student restrooms.

A new office was created for the building administrators located on the 2nd and 3rd floor of the building, A play area was create indoor for students (Annex).

The building contains enough parking for all three tenants.

The physical plant is well maintained and supervised. Close liaison with our local police division is maintained and instructions to the faculty and staff have been given regarding specific procedures to be followed when on campus after regular hours.

## Emergency Response Procedures

For specific details, refer to Rise Kohyang Middle School's Emergency Response Binder.

Disaster preparedness plan and emergency procedures - including earthquake emergency procedures and procedures to allow the use of school facilities for mass care and welfare shelters during disasters or other emergencies and a program to ensure that pupils and staff are aware of and are trained in the emergency procedure systems:

Plans address the following types of emergencies and disasters and protective measures to be taken before, during, and after:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake or other natural disasters
3. Environmental hazards
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

## Notifying Teachers about Dangerous Pupils

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

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Bright Star Schools regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

### Notification

To: ALL CERTIFICATED STAFF  
From: **Dean of Students Affairs**  
Re: Student Suspension Information

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

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900**
- (a)(1) Mutual fight
  - (a)(2) Assault/Battery
  - (b) Possessed, sold or furnished dangerous object
  - (c) Controlled substance/alcohol
  - (d) Imitation controlled substance
  - (e) Robbery/extortion
  - (f) Vandalism
  - (g) Theft
  - (h) Tobacco/nicotine products
  - (i) Obscene act, habitual profanity/vulgarity

- (j) Drug paraphernalia
- (k) Disruptive/willfully defiant behavior (grades 4-12)
- (l) Received stolen property
- (m) Imitation firearm
- (n) Sexual assault or battery
- (o) Harassed/threatened witness
- (p) Sale of soma
- (q) Hazing
- (r) Bullying/cyberbullying
- (t) Aiding and abetting

**E.C. 48900.2** Sexual harassment (gr 4-12)

**E.C. 48900.3** Hate violence (gr 4-12)

**E.C. 48900.4** Severe or pervasive harassment, threats and intimidation (grades 4-12)

**E.C. 48900.7** Terrorist threats against school officials or property

**E.C. 48915** (a)(1)(A) Serious physical injury  
 (a)(1)(B) Possession: knife or dangerous object  
 (a)(1)(C) Controlled substance  
 (a)(1)(D) Robbery or extortion  
 (a)(1)(E) Assault/battery of school employee

**E.C. 48915** (c)(1) Possessing, selling, furnishing firearm  
 (c)(2) Brandishing a knife at another person  
 (c)(3) Selling a controlled substance  
 (c)(4) Committing or attempting to commit sexual assault or battery  
 (c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

### **Confidential Memorandum**

**To:** \_\_\_\_\_, Teacher

**From:** \_\_\_\_\_, Principal

**Date:**

**Re: Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

**NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER  
DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF  
THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)**

**PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.**

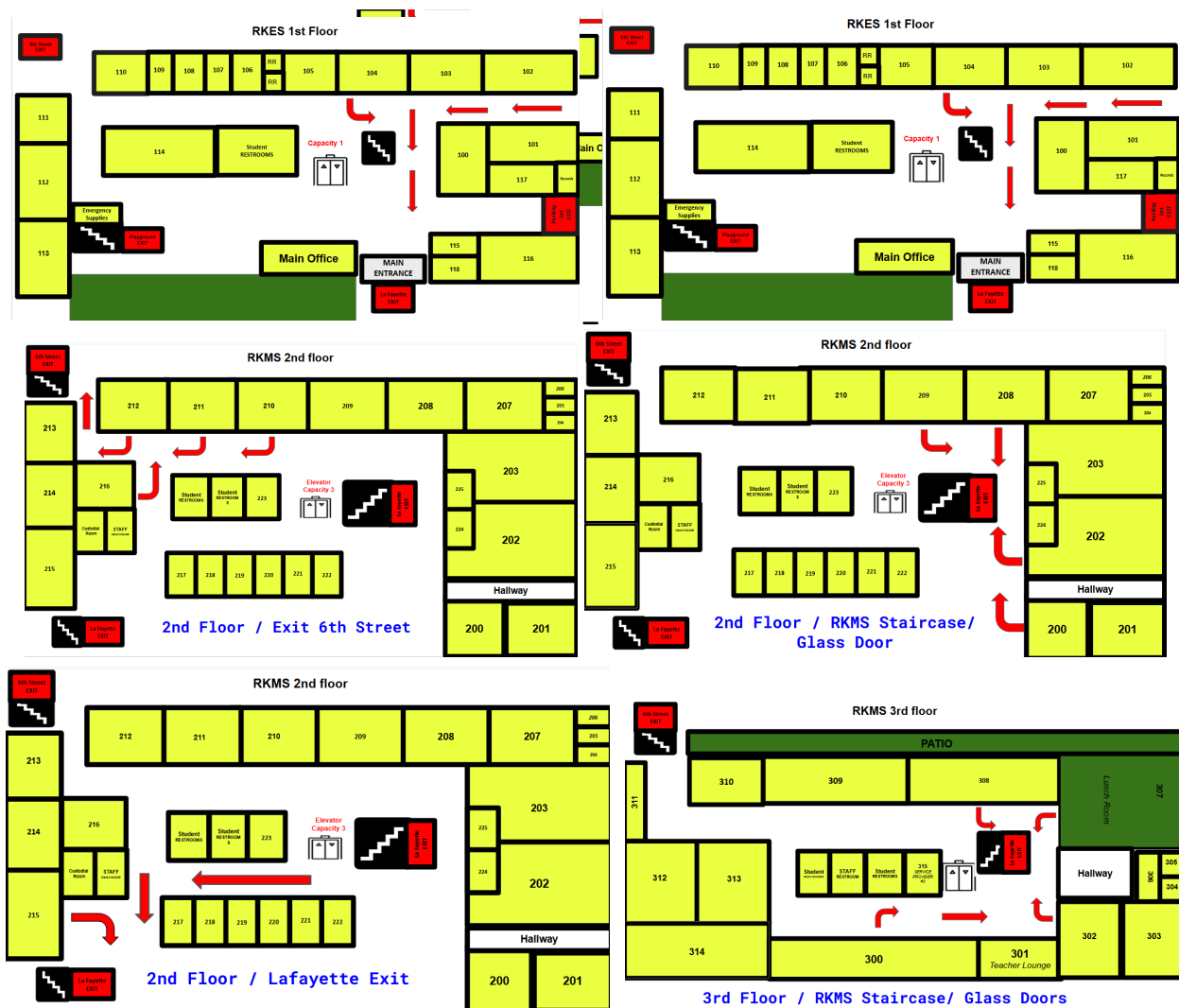
\_\_\_\_\_ was found to have committed the following criminal activity:

If you have any questions, please see me.

Principal



## Procedures for Safe Ingress and Egress from School



## Active Shooter / Armed Assailant Drill Protocols

### A. General Requirements

- Drills must be **age-appropriate**, trauma-informed, and not include simulated gunfire or masked actors.
- Drills cannot be unannounced.

### B. Frequency

- Schools will conduct **one annual drill** following “Run–Hide–Fight” or “Avoid–Deny–Defend” guidance, tailored to grade levels.
- Elementary sites emphasize evacuation and securing classrooms; secondary sites receive more structured safety instruction.

### C. Procedure

1. Staff receive advance notice with drill objectives and instructions.
2. Students receive age-appropriate explanations before the drill.
3. During the drill, staff follow the site’s established protocol:
  - **RUN**: Evacuate if safe.
  - **HIDE**: Lock classroom, turn off lights, silence devices, move students out of sight.
  - **FIGHT**: Last resort only if imminent danger is unavoidable.
4. Leadership and Operations teams monitor hallways, gates, and campus perimeter.

### D. Post-Drill Debrief

- Teachers provide time for student questions and emotional processing.
- Leadership documents drill performance, areas of need, and corrective actions.
- Caregivers are notified that a drill occurred.

## Refuge Shelter Locations (Evacuation or Extended Relocation)

When evacuation requires students and staff to remain off-campus for an extended period, the school will:

### A. Identify Refuge Shelters

- **On-site**: multipurpose room, gym, large classroom, shaded/covered areas.
  - Currently identified location:
- **Off-site**: partner church, community center, local park, or nearby school.
  - Currently identified location:

### B. Shelter Criteria

Sites must be structurally safe, ADA accessible, large enough for the school population, close enough for safe walking, and have restrooms, water, and weather protection.

## **C. Procedures**

Bright Star staff will follow the Emergency Response Handbook procedures, including accounting for all students and staff upon arrival and coordinating supervision, logistics, first aid, communication, and reunification if needed.

### **Sudden Cardiac Arrest (SCA) Response Procedures**

#### **A. Recognition**

Staff will treat any individual as a suspected Sudden Cardiac Arrest case, if they:

- Collapse, are unresponsive, or unconscious;
- Exhibit abnormal or no breathing (gasping, gurgling, or irregular breaths);
- Show seizure-like activity, which is common during cardiac arrest;
- Receive a blunt blow to the chest and then show the above signs

#### **B. Immediate Actions**

1. Call 9-1-1 immediately
2. Start CPR
3. Retrieve and apply AED

#### **C. Staff Roles and Training**

- Designated staff receive annual CPR, First Aid, AED training
- Each site's AED location(s) will be posted on evacuation maps and labeled clearly.

#### **D. Post-Incident Procedures**

- Notify Administrator and BSS Safety Leadership immediately.
- Complete an incident report within 24 hours.
- Provide emotional support and counseling to witnesses or affected students..

## **Instructional Continuity Plan**

In the event an emergency or natural disaster disrupts in-person learning, Bright Star Schools staff will follow the BSS Instructional Continuity Plan to maintain access to instruction. Families will be contacted within 5 days, a needs assessment will be conducted, and students will receive Chromebooks and hotspots as needed. Instruction will resume within 10 days through the BSS Independent Study model with required synchronous learning.

Essential services including tutoring, multilingual learner supports, special education, counseling, and mental health resources will continue in adapted formats. Leadership will determine when campus conditions are safe for return.

## Response to Dangerous, Violent, or Unlawful Activity

Bright Star Schools follows its Threat Assessment Protocol for any report or concern of dangerous, violent, or unlawful activity. Reports may be verbal, written, anonymous, or electronic. All employees must immediately notify the Principal or Admin, who will activate the Threat Assessment process. If there is a credible threat or immediate danger, staff will initiate the appropriate emergency response (lockdown, evacuation, or shelter-in-place) and contact law enforcement.

## Opioid Overdose Response Protocol (Grades 7–12 Schools)

### 1. Evaluate for Signs of Overdose

Staff should treat the following as possible signs of opioid overdose:

- Unconsciousness or inability to awaken
- Slow, shallow, or absent breathing; gurgling or snoring sounds
- Blue/purple fingernails or lips

Attempt to stimulate the person by calling their name and performing a sternal rub.

- If they respond, monitor breathing and alertness.
- If unresponsive, call 9-1-1, begin rescue breathing if needed, and prepare to administer naloxone.

### 2. Call 9-1-1

Immediately activate EMS. State: **“Someone is unresponsive and not breathing normally.”**

Provide the exact location.

Follow all dispatcher instructions, including CPR or rescue breathing guidance, until responders arrive.

### 3. Administer Naloxone

Employees will administer naloxone according to product instructions.

- If no response within 2–3 minutes, give a second dose.
- Naloxone’s goal is to restore breathing; full awakening may not occur.
- More than one dose may be needed for potent or long-acting opioids.
- Reassure the person, as withdrawal may cause agitation or confusion.

## STEP 4: Support Breathing

If trained and comfortable, provide rescue breathing for slow or absent breathing:

1. Ensure airway is clear
2. Tilt head back, pinch nose
3. Give 2 slow breaths, then 1 breath every 5 seconds

Chest compressions may be used if needed: push hard and fast in the center of the chest. Seek help from trained school personnel if you are unable to provide rescue breathing.

## 5. Monitor the Person

Continue monitoring for at least 4 hours after the last naloxone dose or until EMS takes over. Overdose symptoms may return because naloxone wears off quickly the person must receive medical care, even if they wake up and feel better.

## 6. Prevention & Preparedness

- Request Naloxone (Narcan) training be included in staff CPR, First Aid, AED trainings
- Notify Staff of Naloxone (Narcan) designated location
- Share out Naloxone videos and resources as needed

## DOs and DON'Ts

### DO:

- Support breathing with rescue breaths or compressions
- Give naloxone and repeat dosing if needed
- Place the person in the recovery position if you must step away
- Stay with them and keep them warm

### DON'T:

- Slap, shake, or inflict pain beyond a sternal rub
- Put the person in a cold bath or shower
- Inject anything other than naloxone
- Induce vomiting

## Procedures to Ensure a Safe and Orderly Environment

### **The Social Climate - People and Programs (Component 1)**

*Create a caring and connected school climate*

How do you make Students and Staff believe that the school is a caring community?

- a. Involve parents
- b. Recognize and build on the cultural richness of your school community
- c. Provide training so staff can meet the unique needs of the student body
- d. Set high academic and behavior goals
- e. Improve curriculum and teaching practices
- f. Include health and resiliency curriculum
- g. Address multiple learning styles
- h. Promote caring, supportive relationships with students
- i. Provide opportunities for student to have meaningful participation in school and community service
- j. Emphasize critical thinking and respect
- k. Communicate clear discipline standards
- l. Communicate procedures to report and deal with threats
- m. Empower students to take responsibility for safety
- n. Train staff on bullying prevention and tolerance
- o. Provide training for student and staff on dangers of drugs and alcohol
- p. Plans encouraged to include guidelines for roles and responsibilities of mental health/intervention professionals, school counselors, and law enforcement, if school uses these people. EC 32281.1 effective January 1, 2104
  - Include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. Address mental health care of pupils who have witnessed a violent act at any time, related to school activity. Addendum to EC 32281.1 effective January 1, 2015

- q. Collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a plan to address the threat of sexual abuse and sex trafficking. EC 49380 effective January 1, 2015

### **The Physical Environment - Place (Component 2)**

*Create a physical environment that communicates respect for learning and for individuals and safety*

How does the school site:

- a. Maintain classrooms and grounds as pleasant places to meet and learn
- b. Make sure the school is an important part of the community
- c. Share information about student crime and truancy with law enforcement
- d. Make your campus secure from outside criminal activity
- e. Limit loitering
- f. Monitor and supervise all areas
- g. Provide a pleasant eating area and healthy food
- h. Maintain clean and safe restrooms
- i. Provide adequate lighting in all areas
- j. Provide student with current textbooks and materials
- k. Maintain a variety of sports facilities and equipment
- l. Provide a well stocked library
- m. Communicate procedures for security including NIMS Plan
- n. Deal with vandalism before students return to school
- o. Inventory, Identify and store valuable property
- p. Provide training for security personnel and staff
- q. Engage students and the community in campus beautification projects
- r. Promote school and neighborhood watch programs
- s. Promote policy that weapons and drugs are not on campus
- t. Plans encouraged to include guidelines for roles and responsibilities of mental health/intervention professionals, school counselors, and law enforcement, if school uses these people. EC 32281.1 effective January 1, 2104
  - Include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. Address mental health care of pupils who have witnessed a violent act at any time, related to school activity. Addendum to EC 32281.1 effective January 1, 2015

### **Component One: People and Programs**

Create and maintain a caring and connected school climate

- Goal(s): Reduce instances of bullying to improve student culture
- Objective: Are time specific and measurable-a goal can have several objectives, each objective will have items listed below
  - Related Activities: Implement Council Sessions (Circles); Increase promotion of anti-bullying campaigns.
  - Resources needed: Training for Circles; Presentations on anti-bullying and related materials

- Person(s) responsible for implementation: Connectors, Admin, Office and Support, Instructional Staff, students
- Timeline for implementation: Five months
- Budget: N/A
- Evaluation guidelines: Student surveys at end of first and second semesters

### **Component Two: Place**

Create and maintain a caring and connected school climate

- Goal(s): Refine lunch procedures
- Objective: Identify facilities to conduct PE, athletics, and after school enrichment programs
  - Related Activities: Hire full time PE Instructor; Explore alternative curriculum for PE and after school enrichment
  - Resources needed: Capital
  - Person(s) responsible for implementation: Administration, Operations
  - Timeline for implementation: EOY
  - Budget: N/A
  - Evaluation guidelines: Evaluate effect of improved PE program and afterschool enrichment programs on lunch periods