



VALOR ACADEMY HIGH SCHOOL

A BRIGHT STAR SCHOOL

Bright Star Schools Comprehensive School Safety Plan 2025-26

**Valor Academy High School
Los Angeles Unified School District**

Jennifer Anaya, Principal
9356 Lemona Ave, North Hills, CA 91343
(818) 934-8910
janaya@brightstarschools.org

Committee Members

Jennifer Anaya, Principal/Designee
Ben Katcher, Teacher Representative
Patricia Chavez, Classified Employee
Brady Cuellar, Senior Lead Officer

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

Table of Contents

School Site Mission	2
Assessment of the School's Current Status	3
Emergency Response Procedures	4
Notifying Teachers about Dangerous Pupils	5
Procedures for Safe Ingress and Egress from School	8
Procedures to Ensure a Safe and Orderly Environment	9
Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy	12
Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator	12
Prohibited Bullying and Harassment Definitions	12
Bullying and Cyberbullying Prevention Procedures	15
Grievance Procedures	17
Title IX, Harassment, Intimidation, Discrimination & Bullying Complaint Form	22
Active Shooter / Armed Assailant Drill Protocols	23
Refuge Shelter Locations (Evacuation or Extended Relocation)	23

School Site Mission

Valor Academy High School is committed to creating a supportive school environment with high academic expectations for our scholars that will help them reach high levels of success. It is our goal as a school community to ensure that we are preparing our scholars for college and life beyond.

Another focus of this year is to create a school culture that will ensure that our scholars internalize the importance of being **leaders** who pursue **excellence** through **integrity, justice and community**. These values will help our scholars develop a strong love for learning, as well as become critical thinkers that are able to connect learning to their life experiences.

As a founding school, we are here to make a difference. Scholars, parents and staff are vital partners in the founding of VAHS.

Mission

VAHS prepares high school students for educational success in college and life beyond. Within a rigorous, accountable, and supportive school community, students become high achieving, self-advocating, responsible scholars engaged in their community.

Vision

VAHS believes that all students, regardless of socio-economic status, ethnicity, or language, are entitled to a high-quality education that will present them the opportunity to pursue college and a professional career. Valor Academy will employ rigorous academics marked with frequent assessment and evaluation in order to consistently set high standards for achievement and encourage students to transcend all obstacles. With high expectations for academics and behavior, and the support and accountability measures to uphold those expectations, Valor Academy will provide a school culture that engenders strong character, self-advocacy, and a responsibility to pursue education at every level. Through transparency in all policies and structures, devoted school leaders and faculty will ensure that students' families and the communities in which they reside are invested in the success of their scholars. Preparedness, respect, engagement, and professionalism will be at the core of all Valor Academy staff, their defined practices, and finally in the students who will emerge with the skills and character necessary to realize their educational and professional aspirations.

Assessment of the School's Current Status

Valor Academy High School has been fortunate enough to occupy its own site starting the 2018-19 school year. The site rests in the heart of North Hills and is on Lemona Ave, a block away from Nordhoff. Single Family Residences, Apartment complexes, two shopping plazas, three middle schools, and two elementary schools surround Valor Academy High School. VAHS continues to serve the communities of Panorama City, Pacoima, North Hills, Arleta, and Van Nuys.

The 2025 Fall Ethnicity Survey reported the following percentages:

Valor Academy High School

0.40% Asian, 1.00% Black, 94.58% Hispanic/Latino, 2.81% Filipino, 0.60% Other, and 0.60% White

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 teamwork of the school's custodial staff, operations team, administrative team, community agencies, and an encompassing culture of respect for facilities, there has been little graffiti and vandalism on campus.

Supervision of the campus is the responsibility of the entire administrative staff, which includes the Principal, the Assistant Principal, the Dean, the Office Manager, the Office Assistant, the Dean of Operations, and Connectors staff. Teachers are asked to assist in emergency situations.

This all-new two story campus was erected in August 2018 and is comprised of 20 classrooms, 1 multi-purpose room, 1 staff lounge, 5 offices, 4 student restroom, 1 staff restrooms, a conference room, a resource room, a counselor's room, a meal distribution room, two storage rooms, one main office, an elevator, a turf area, 1 full basketball court, and ample parking spaces. The athletic field was completed in the start of 2020 and has a running track and 25,000 sq feet of turf for athletic activities. The Lion's den gym was added in the beginning of 2020 to allow students and staff to get a workout in. The gym includes a bench press, free weights, treadmill, boxing bag and other assorted exercise equipment.

Amenities include an all new PA system, an all new bell system, security cameras throughout campus, a wide screen projector and sound system in the MPR. During COVID gates were made automatic, and cameras were added for more security.

In 2022 the Operations team added the following projects to the facility: Baseball cages, Metal fence separating the parking lot from the athletic field, privacy divider for both female and male restrooms on first floor, wood frame added to fencing to create privacy between the school and its neighbors, water fountain by the athletic field, storage spaces under both staircases, a new library, and added a garden to the field. Also the summer of 2023 Operation team added a 90 x 50 feet shading structure to the quad area.

The campus has security cameras that monitor the parking lot, interior hallways, and exterior play area.

Emergency Response Procedures

For specific details, refer to Valor Academy High School's Emergency Response Plan.

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 CERTIFIED 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

Evacuation maps and routes and include maps for the safe comings and goings of pupils, parents, visitors and school employees to and from school.

See attachment at the end of this document.

VAHS Emergency Evacuation Meeting Map



Procedures to Ensure a Safe and Orderly Environment

The plan will address two factors, The Social Climate and The Physical Environment to identify the school's strengths, areas of desired change and future plans.

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 students 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.
- q. 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

- Create and maintain a caring and connected school climate
- Goal(s): Improve student culture and help students be more engaged and focused during class time
- Objective: Improve student culture
 - Related Activities: Implement new cellphone policy across all schools
 - Resources needed: New policy, training for staff, student and family communication
 - Person(s) responsible for implementation: Deans, Admin, Office and Support, Instructional Staff, students
 - Timeline for implementation: 2 months
 - Budget: N/A
 - Evaluation guidelines: Student surveys at end of first and second semesters

Component Two: Place

This beautification project has a meaningful impact on our school culture by fostering a stronger sense of identity, pride, and unity among students, staff, and visitors. The consistent use of our school logos, colors, and decals throughout the main office reinforces school spirit and creates a welcoming, professional environment that reflects who we are as a community.

- Goal(s): Adding more logos to campus and upgrading our old umbrellas from 2018.
- Objective: Create a usable space that lowers temperature during the summer so that students have a shaded place to eat, and rest.
 - Related Activities: Hire contractors and assess permits for structure.
 - Resources needed: Budget, bids and selected contractor.
 - Person(s) responsible for implementation: Patricia Chavez - DOPS
 - Timeline for implementation: Summer 2025 July-October
 - Evaluation guidelines: To enhance the warmth and atmosphere of the school, ensuring a welcoming environment for students, staff, and families.
 - Budget: \$30 per pupil, with a maximum allocation of \$15,000 per school.
 - Guidance: Spending decisions should align with facility audit findings, strategic priorities, and BSS brand alignment considerations.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Bright Star Schools (or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy." To the extent possible, Bright Star Schools will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Bright Star Schools staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, Bright Star Schools will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom Bright Star Schools does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Bright Star Schools will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. Bright Star Schools complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”)

Angelina Calderon, Title IX Officer
acalderon@brightstarschools.org

Bright Star Schools
Phone: (323) 954-9957 x 1023

Prohibited Bullying and Harassment Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Differential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by Bright Star Schools.

Bright Star Schools is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual Harassment

May include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Bullying

Any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Bright Star Schools.

Reasonable Pupil

A pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying

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

Cyber Sexual Bullying

Includes, but is not limited to:

- a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- b. Does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic Act

The creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber Sexual Bullying" including, but not limited to the definition above
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment

A written document filed and signed by a complainant who is participating in or attempting to participate in Bright Star Schools' education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Bright Star Schools investigate the allegation of sexual harassment.

Respondent

An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

Bright Star Schools has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

Bright Star Schools advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

Bright Star Schools informs Charter School employees, students, and parents/guardians of Bright Star Schools' policies regarding the use of technology in and out of the classroom. Bright Star Schools encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

Bright Star Schools employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Bright Star Schools advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Bright Star Schools and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Bright Star Schools' bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Bright Star Schools informs Bright Star Schools employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

Bright Star Schools annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Bright Star Schools employees who have regular interaction with students.

Bright Star Schools informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Bright Star Schools, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Bright Star Schools encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Bright Star Schools’ students.

Grievance Procedures

1. Scope of Grievance Procedures

Bright Star Schools will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the Bright Star Schools UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports.

2. Reporting

At Bright Star Schools, we are committed to equitable and swift resolution of misconduct prohibited by this Policy. If you ever experience what you consider to be misconduct prohibited by this Policy, please follow any or all of these measures:

1. Let the offender know you want the behavior to stop. Be clear and direct.
2. Notify the School Counselor, or if you are uncomfortable, speak with any other adult at the school.
3. You may also complete a formal, written complaint at any time. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much

as possible, consistent with this Policy. A complaint form is located at the end of this Policy.

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Angelina Calderon, Title IX Officer
acalderon@brightstarschools.org

Bright Star Schools
Phone: (323) 954-9957 x 1023

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