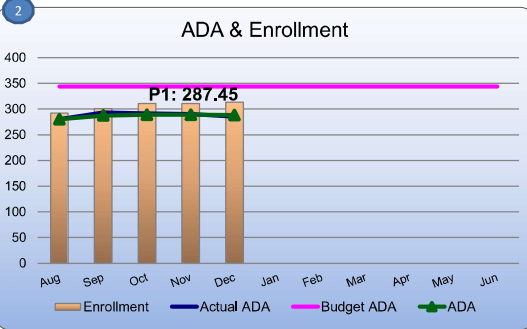


CRETE ACADEMY - Financial Dashboard (January 2023 - Update)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

SSC Financial Projection Dashboard

		Planning Factors				
		2022-23	2023-24	2024-25	2025-26	2026-27
DOF ¹ Planning COLA		6.56%	8.13%	3.54%	3.31%	3.23%
California CPI ²		6.00%	3.44%	2.77%	2.49%	2.74%
Unemployment Insurance		0.50%	0.20%	0.20%	0.20%	0.20%
California Lottery	Unrestricted per ADA	\$170	\$170	\$170	\$170	\$170
	Restricted per ADA	\$67	\$67	\$67	\$67	\$67
Mandate Block Grant (District)	Grades K-8 per ADA	\$34.94	\$37.78	\$39.12	\$40.41	\$41.72
	Grades 9-12 per ADA	\$67.31	\$72.78	\$75.36	\$77.85	\$80.36
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$18.34	\$19.83	\$20.53	\$21.21	\$21.90
	Grades 9-12 per ADA	\$50.98	\$55.12	\$57.07	\$58.96	\$60.86

¹Department of Finance (DOF)
²Consumer Price Index (CPI)

3 Average Daily Attendance Analysis

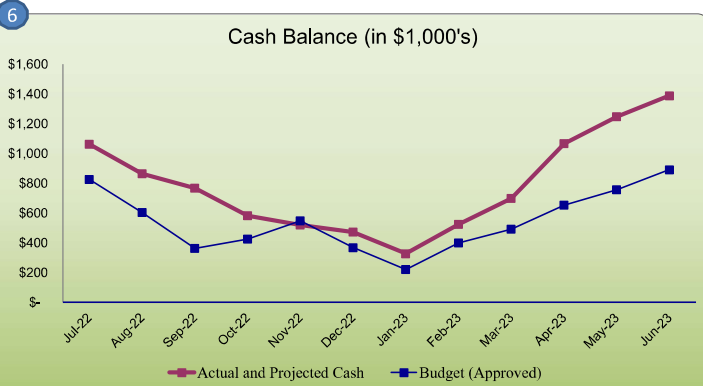
Category	Actual through Month 5	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Year P2
Enrollment	313	314	362	(48)	212
ADA %	94.9%	94.9%	95.0%	-0.1%	97.1%
ADA	288.36	293.60	343.90	(50.30)	205.79

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	85.6%	87.9%	2.3%	92.9%
3-Year Average %	86.6%	88.3%	1.7%	90.5%
District UPP C. Grant Cap	85.6%	85.6%	0.0%	85.6%

5 INCOME STATEMENT

	Forecast As of 01/31/23	VS. Budget FY 22-23 Budget	Variance B/(W)	Historical FY 21-22	Historical FY 20-21
Local Control Funding Formula	3,976,506	4,343,072	(366,566)	2,467,050	1,879,286
Federal Revenue	343,230	224,302	118,928	921,374	417,092
State Revenue	1,222,026	474,238	747,789	329,685	243,316
Other Local Revenue	54,106	18,606	35,500	225,993	146,404
Grants/Fundraising	155,000	-	155,000	-	-
TOTAL REVENUE	5,750,868	5,060,218	690,650	3,944,103	2,686,099
<i>Total LCFF per ADA</i>	<i>13,544</i>	<i>12,629</i>	<i>915</i>	<i>19,166</i>	<i>13,716</i>
Certificated Salaries	1,713,050	1,760,915	47,864	1,107,919	739,906
Classified Salaries	753,710	727,582	(26,128)	449,107	282,398
Benefits	376,018	478,297	102,279	282,184	209,420
Student Supplies	599,907	481,030	(118,876)	453,929	165,583
Operating Expenses	2,123,183	1,566,959	(556,225)	1,000,530	578,928
Uncategorized Expenses	6,830	-	(6,830)	-	-
Other	12,804	30,363	17,559	173,538	140,206
TOTAL EXPENSES	5,585,503	5,045,146	(540,357)	3,467,207	2,116,441
<i>Total per ADA</i>	<i>19,024</i>	<i>14,670</i>	<i>(4,354)</i>	<i>16,848</i>	<i>10,808</i>
NET INCOME / (LOSS)	165,365	15,072	150,293	476,896	569,658



Year-End Cash Balance

Projected	Budget	Variance
1,124,527	891,839	232,688

7 Balance Sheet

	6/30/2022	12/31/2022	1/31/2023	6/30/2023 FC
Assets				
Cash, Operating	895,126	472,671	327,767	1,124,527
Accounts Receivable	691,432	108,290	100,045	588,967
Due From Others	0	(633)	14,502	69,525
Other Assets	34,345	40,226	40,331	65,756
Net Fixed Assets	22,321	48,874	48,053	41,727
Total Assets	1,643,223	669,428	530,697	1,890,502
Liabilities				
A/P & Payroll	96,311	144,720	102,252	178,225
Deferred Revenue	292,057	292,057	292,057	292,057
Total Debt	21,140	21,140	21,140	21,140
Total Liabilities	409,507	457,916	415,448	491,421
Equity				
Beginning Fund Bal.	756,821	1,233,716	1,233,716	1,233,716
Net Income/(Loss)	476,896	(1,022,204)	(1,118,468)	165,365
Total Equity	1,233,716	211,513	115,249	1,399,081
Total Liabilities & Equity	1,643,223	669,428	530,697	1,890,502

Days Cash on Hand	92	31	21	74
Cash Reserve %	25.3%	8.5%	5.9%	20.2%



CRETE ACADEMY

2022-23 Cash Flow Forecast

Prepared by Esob. For use by Esob and EsED clients only. © 2022 EsED

Actuals as of 1/31/2023

	Actual Jul-22	Actual Aug-22	Actual Sep-22	Actual Oct-22	Actual Nov-22	Actual Dec-22	Actual Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Accrual	FORECAST Jul-22 - Jun-23	Budget Variance Better / (Worse)	% Better / (Worse)
Income																
8011-8098 - Local Control Funding Formula Sources																
8011 Local Control Funding Formula	-	105,041	105,041	189,074	189,074	189,074	189,074	394,149	394,149	394,149	394,149	388,895	55,834	2,987,705	(222,537)	-7%
8012 Education Protection Account	-	-	-	10,290	-	-	10,289	-	-	16,698	-	-	21,443	58,720	(10,060)	-15%
8019 Local Control Funding Formula - Prior Year	39,115	78,229	52,153	52,153	52,153	52,153	52,153	180,421	90,211	90,211	90,211	84,211	16,707	930,081	(133,970)	-13%
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 8011-8098 - Local Control Funding Formula Sources	39,115	183,270	157,194	251,517	241,227	241,227	251,516	574,571	484,360	501,058	484,360	473,106	93,985	3,976,506	(866,586)	-8%
8100-8299 - Federal Revenue																
8211 Child Nutrition - Federal	-	-	-	20,610	30,588	32,134	-	19,836	19,836	19,836	19,836	19,836	\$28,915	211,427	69,397	49%
8291 Title I	-	-	-	-	-	-	-	-	-	-	-	-	91,801	122,401	58,444	91%
8292 Title II	-	-	-	-	-	-	-	-	-	2,351	-	-	7,052	9,402	1,387	17%
8295 Title IV, SSAE	-	-	-	-	-	-	-	-	-	-	-	-	-	10,300	(10,300)	-100%
8299 All Other Federal Revenue	-	-	37,498	-	-	-	16	-	-	-	-	-	-	-	-	-
Total 8100-8299 - Other Federal Income	-	-	37,498	20,610	30,588	32,134	16	19,836	19,836	19,836	19,836	19,836	97,514	343,230	118,928	53%
8300-8599 - Other State Revenue																
8520 Child Nutrition - State	2,207	2,188	-	5,388	8,534	9,529	-	\$6,564	\$2,748	\$3,480	\$3,297	\$2,564	6,000	52,500	41,151	383%
8520 Mandate Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	3,774	(2,460)	-39%
8561 State Lottery - Non Prop 20	-	-	-	-	-	-	19,774	-	12,478	-	-	-	17,660	49,912	(6,144)	-11%
8562 State Lottery - Prop 20	-	-	-	-	-	-	2,596	-	-	-	-	-	17,075	19,671	(2,682)	-12%
8560 Lottery Revenue	-	-	-	-	-	-	22,371	-	12,478	-	-	-	34,735	69,583	(8,826)	-11%
8591 88740	-	-	-	-	-	-	-	-	-	-	-	-	144,180	144,180	(99,570)	-41%
8595 Expanded Learning Opportunity Program	-	-	40,846	-	114,254	44,708	44,708	89,196	89,196	89,196	89,196	89,196	(153,320)	445,982	445,982	100%
8599 State Revenue - Other	21,289	24,959	(16,088)	71,382	133,458	68,536	-	-	-	126,502	-	-	55,889	506,007	371,512	276%
Total 8300-8599 - Other State Income	23,496.43	27,146.58	24,838.00	76,769.84	280,019.74	122,773.43	67,078.57	6,864	91,944	231,657	92,494	91,761	85,484	1,222,026	747,789	158%
8600-8799 - Other Local Revenue																
8600 Interest & Dividend Income	195	243	53	40	39	26	19	-	-	-	-	-	487	1,103	1,000	91%
8682 Childcare & Enrichment Program Fees	-	2,197	1,510	1,155	826	269	540	1,343	1,200	1,629	1,629	-	2,704	15,000	15,000	100%
8692 Grants	-	-	-	-	-	75,000	17,500	-	-	-	-	-	7,500	100,000	100,000	100%
8695 Contributions & Events	500	9,990	-	3,515	550	6,891	11,729	-	-	-	-	-	6,825	40,000	40,000	100%
8696 Other Fundraising	-	-	-	-	5,557	5,722	60	1,250	-	1,250	-	-	1,161	15,000	15,000	100%
8699 All Other Local Revenue	9,930	877	400	4,688	(5,088)	-	6	19,500	-	-	-	-	7,690	38,003	19,500	105%
8792 Transfers of Appointments - Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 8600-8799 - Other Income-Local	10,624	13,308	1,763	9,398	1,884	87,908	29,854	22,293	1,200	2,879	1,629	-	26,366	209,106	190,500	102%
Prior Year Adjustments																
8999 Other Prior Year Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INCOME	73,236	223,724	221,294	358,295	553,719	484,059	348,448	623,264	597,340	788,379	598,318	584,703	296,089	5,750,868	690,650	14%
Expense																
Total 1000 - Certificated Salaries	41,666	121,805	132,379	172,476	152,782	164,819	169,568	153,911	150,911	150,911	150,911	150,911	150,911	1,713,050	47,864	3%
Total 2000 - Classified Salaries	22,631	50,930	73,211	77,019	71,105	67,967	55,833	67,003	67,003	67,003	67,003	67,003	67,003	733,710	(26,138)	-4%
3000 - Employee Benefits																
3311 OASDI - Social Security	3,979	10,607	6,030	12,656	12,299	12,670	13,150	13,697	13,511	13,511	13,511	13,511	-	139,130	(63,485)	-44%
3331 MED - Medicare	931	2,481	8,995	3,179	3,116	3,222	3,234	3,203	3,160	3,160	3,160	3,160	-	40,999	14,661	26%
3401 H&V - Health & Welfare	14,578	2,845	14,851	50,443	23,862	18,878	1,355	1,355	1,355	1,355	1,355	1,355	-	130,878	52,955	28%
3501 SUI - State Unemployment Insurance	-	-	-	2,194	-	-	-	1,105	1,090	1,090	1,090	1,090	-	7,657	2,779	50%
3601 Workers' Compensation Insurance	4,016	-	-	13,881	1,100	-	1,100	1,100	1,100	1,100	1,100	1,100	-	23,397	28,861	55%
3901 Other Retirement Benefits	661	3,672	2,089	2,872	3,034	3,391	3,322	3,046	2,896	2,896	2,896	2,896	-	31,668	61,796	65%
3902 Other Benefits	-	-	-	-	8	31	3	50	50	50	50	50	-	289	(289)	100%
Total 3000 - Employee Benefits	24,165	19,605	31,865	85,232	43,441	36,165	22,157	23,555	23,161	23,161	20,706	20,706	-	376,018	102,279	21%
4000 - Supplies																
4111 Core Curricula Materials	29,927	1,520	-	(20,727)	-	-	-	1,856	1,856	1,856	1,856	1,856	-	20,000	15,000	43%
4211 Books & Other Reference Materials	2,959	603	(297)	501	15	36	172	2,202	2,202	2,202	2,202	2,202	-	15,000	5,000	25%
4311 Student Materials	579	28,899	1,579	6,106	2,055	7,393	5,360	1,606	1,606	1,606	1,606	1,606	-	60,000	15,000	20%
4351 Office Supplies	263	3,151	2,883	2,191	989	6,599	2,285	428	428	428	428	428	-	20,000	-	-
4371 Custodial Supplies	3,077	3,866	1,383	580	5,949	1,116	1,927	3,377	3,377	3,377	3,377	3,377	-	35,000	-	-
4391 Food (Non Nutrition Program)	2,505	8,492	3,229	13,275	3,062	12,173	2,624	8	8	8	8	8	-	45,500	(45,500)	100%
4392 Uniforms	-	4,714	-	-	2,208	12,518	1,630	100	100	100	100	100	-	21,571	(21,571)	100%
4393 PE & Sports Equipment	-	1,784	-	1,516	-	896	-	0	0	0	0	0	-	5,307	(5,307)	100%
4399 All Other Supplies	2,524	2,118	1,990	1,035	2,217	7,449	4,716	1,736	1,736	1,736	1,736	1,736	-	30,728	(29,698)	-283%

Actuals as of 1/31/2023

	Actual Jul-22	Actual Aug-22	Actual Sep-22	Actual Oct-22	Actual Nov-22	Actual Dec-22	Actual Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Accrual	FORECAST Jul-22 - Jun-23	Budget Variance Better / (Worse)	% Better / (Worse)
Change in Accounts Payable	28,598	21,232	(54,888)	102,909	(75,661)	(25,184)	(54,355)	-	-	-	-	-	75,973	18,923	3,689	-
Change in Due to	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	1,323	7,343	9,074	9,847	11,480	12,037	11,888	-	-	-	-	(25,425)	-	62,991	62,991	-
Change in Prepaid Expenditures	-	-	(605)	-	(6,728)	(690)	(104)	-	-	-	-	-	-	(33,552)	(33,552)	-
Change in Deposits	2,142	-	-	-	-	-	-	-	-	-	-	-	-	2,142	2,142	-
Change in Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Other Long Term Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Other Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	1,266	1,281	733	733	822	822	822	1,265	1,265	1,265	1,265	1,265	-	12,804	(17,539)	-
Cash Flow from Investing Activities	-	(1,255)	(17,697)	-	(13,259)	-	-	-	-	-	-	-	-	(32,211)	119,604	-
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	1,063,621.95	864,324	768,834	583,392	520,187	472,671	327,767	524,498	699,296	1,067,512	1,247,716	1,386,879	1,124,527	1,124,527	(3,367,861)	



Crete Academy Financial Analysis January 2023 (Update)

Net Income

Crete Academy is projected to have a net income of \$145,865 in the fiscal year 2022-23. This is \$130,793 favorable when compared to the board-approved budget.

Balance Sheet

As of January 31, 2023, the school's cash balance was \$327,767.

As of January 31, 2023, the Accounts Receivable balance was \$100,045.

As of January 31, 2023, the Accounts Payable balance totaled \$102,252.

Income Statement

Revenue

Total revenue for the fiscal year 2022-23 is projected to be \$5,702,506, which is \$642,288 more than the board-approved budget.

- LCFF is projected to be \$366,566 less than the budget. LCFF was calculated based on 314 enrollment and 296.30 ADA (or 94,90% ADA). The approved budget used an enrollment of 362 with 343.90 ADA (or 95% ADA).
- Federal Revenue is projected to be \$118,928 above budget due to an increase in Child Nutrition and Title revenue. (Child Nutrition expenditures are trending higher than the budget as well).
- State Revenue is projected to be \$723,927 more than the budget due to an increase in one-time revenue spending and the Expanded Learning Opportunity Program revenue.

Expenses

Total expenses for the year are projected to be \$5,556,641. This is \$511,495 more than the budgeted amount.

- Salaries and Benefits are projected to be \$124,015 below the budgeted amounts due to adjustments made to the staff structure after the consolidation of the two campuses (Crenshaw and Budlong). Projections are based on current spending trends as well.
- Student Supplies are projected to be \$108,876 over budget due to a trend of increase in Non-Nutrition Program Food, and Nutrition Program Food and Supplies.
- Operating Expenses are projected to be \$462,186 over budget due to Afterschool Services and Vendor Repair cost current trends. Vendor Repair expenses include repair expenditures to the school's campus for flooring, hallway work, ceiling work, office wall work, and toilet replacements. Does not include a major renovation project.
- Uncategorized Expenses are currently \$6,830. This number represents the expenditures that do not have supporting documentation and the school did not identify the reclassification as of January.

ADA

Year-end enrollment is expected to be 314 with an ADA of 293.60. The budgeted enrollment was 362 with an ADA of 343.90.

**Crete Academy
Check Register
From 01/01/2023 to 01/31/2023**

Check #	Vendor Name	Date	Description	Amount
0159M		1/23/2023	01/23 - PAYROLL	4,000.00
0160M	VOID	1/27/2023	VOID	0.00
1000088	BRANDEN BONNER	1/25/2023	POPEYES - FOOD FOR STUDENTS	24.08
1000089	PAMELA EUNICE WATTS	1/25/2023	01/23 - DANCE CLASSES	280.00
1000090	HERRERA'S CARPET CLEANING	1/25/2023	01/02/23 - CARPET CLEANING	1,300.00
1000091	FIRST CITIZENS BANK	1/25/2023	01/23 - COPIER LEASE, LATE FEE	655.68
1000092	YEZBNESH GUGSA	1/25/2023	MINUTE CLINIC - TB TESTS, LIVE SCAN - FINGERPRINTING 02/23 - DENTAL & VISION PREMIUM, RETRO ACTIVE	155.25
1000093	CHARTER BENEFITS	1/25/2023	ADJUSTMENTS	2,106.00
1000094	BREAKTHROUGH SPORTS	1/25/2023	01/23 - AFTER SCHOOL SPORTS - BUDLONG	4,500.00
1000095	CHRISTOPHER GREENSLATE	1/25/2023	01/23 - ACADEMIC CONSULTING SERVICES PD	5,909.09
1000096	AVIATOR BASKETBALL	1/25/2023	01/09/23-01/27/23 - AFTER SCHOOL SERVICES - CRENSHAW	2,683.00
1000097	MARLIN LEASING CORPORATION	1/25/2023	01/23 - COPIER LEASE, LATE FEE	103.09
1000098	ABIGAIL DIGRAZIA	1/25/2023	12/16/22-01/12/23 - DANCE CLUB SESSION	315.00
A010321	THE AFLAC FOUNDATION, INC	1/11/2023	12/22 - HEALTH PREMIUM WITH RETRO & OTHER ACTIVITY	251.01
A010750	THE AFLAC FOUNDATION, INC	1/31/2023	01/23 - HEALTH PREMIUM WITH RETRO & OTHER ACTIVITY	251.01
E009596	CINTAS CORPORATION NO.3	1/11/2023	SOAP, SIG SANT, SIG AIR, ETC	1,416.23
E009597	REPUBLIC SERVICES #902	1/11/2023	12/19/22-01/31/23 - WASTE MANAGEMENT SERVICES	1,073.59
E009952	CAMBRIDGE UNIFORMS	1/31/2023	UNIFORMS	1,630.38
P034417	GLOBAL EDUCATION SOLUTIONS, INC	1/4/2023	12/22 - PROFESSIONAL CONSULTING	3,000.00
P034418	OS4CS	1/4/2023	12/22 - FISCAL & OPERATION SUPPORT	10,000.00
P034419	ARCHDIOCESE OF LOS ANGELES EDUCATION & WE	1/4/2023	02/23 - RENT	15,000.00
P034420	SPARKLETT'S (BUDLONG)	1/4/2023	11/16/22-11/30/22 - WATER SERVICES & COOLER RENTALS	87.91
P034421	4717 CRENSHAW BLVD LLC	1/4/2023	02/23 - OFFICE RENT	2,650.00
P034422	THE FRUITGUYS, LLC	1/4/2023	CASES OF FRUITS & VEGETABLES	1,050.00
P034423	SPARKLETT'S (CRENSHAW)	1/4/2023	12/22 - COOLER RENTALS	26.97
P034883	CHARTERSAFE	1/11/2023	02/23 - PACKAGE PREMIUM, WORKERS' COMPENSATION	3,668.00
P034884	DAVID TOKOFSKY CONSULTING	1/11/2023	12/22 - OUTREACH, NETWORK, SUPPORT & CONSULTING 12/22 - MANAGEMENT CONTRACT FEE, CALPADS & SIS	1,300.00
P034885	EXED	1/11/2023	SUPPORT SERVICES	8,333.33
P034886	KAISER FOUNDATION HEALTH PLAN INC OMNIPATHOLOGY SOLUTIONS MEDICAL	1/11/2023	02/23 - HEALTH PREMIUM - RETRO & OTHER ACTIVITY	20,605.54
P034887	CORPORATION	1/11/2023	05/04/22-05/11/22 - COVID TESTING - 4TH INSTALLMENT	1,216.00
P034888	QUADIENT, INC	1/11/2023	01/22/23-04/21/23 - POSTAGE EQUIPMENT RENTAL	73.88
P034889	SPARKLETT'S (CRENSHAW)	1/11/2023	12/07/22 - WATER SERVICES, COOLER RENTALS	117.84
P034890	SOCALGAS	1/11/2023	11/16/22-12/16/22 - GAS CHARGES	779.58
P034891	STAR FIRE EXTINGUISHER	1/11/2023	FY22 - ANNUAL FIRE EXTINGUISHER SERVICE	374.00
P034892	EASICLEAN	1/11/2023	12/01/22-12/09/22 - JANITORIAL SERVICES - CRENSHAW	4,155.00
P034893	SPARKLETT'S (BUDLONG)	1/11/2023	12/14/22 - WATER SERVICES, COOLER SERVICES 10/18/22-12/17/22 - OVERAGE & COPIER BASE LEASE -	61.94
P034894	DATA MATRIX INC (BUDLONG)	1/11/2023	BUDLONG	2,741.96
P034895	BREAKTHROUGH SPORTS	1/11/2023	12/22 - AFTER SCHOOL SPORTS - BUDLONG	4,500.00
P034896	JOCELYN WOODS	1/11/2023	01/03/23 - EVENT SERVICES	2,500.00
P035405	TIME WARNER CABLE ENTERPRISES LLC	1/18/2023	01/23 - INTERNET SERVICE	699.00
P035406	VISION SERVICE PLAN	1/18/2023	01/23 - VISION PLAN	342.43
P035407	DATA MATRIX INC (CRENSHAW)	1/18/2023	11/18/22-01/17/23 - OVERAGE LEASE - BUDLONG	2,024.36
P035408	GARZA INDUSTRIES, INC.	1/18/2023	COPY PAPER, GAS SURCHARGE	443.04
P035409	Creative Events by Rhonda	1/18/2023	12/16/22-12/22/22 - REASSEMBLY, CLEAN UP FEE	475.00
P035410	JACKSON LEWIS PC	1/18/2023	11/22 - LEGAL FEES	107.20
P035411	SchoolMint, Inc	1/18/2023	01/23 - CONNECT RECRUITMENT SOFTWARE	472.50
P035412	GARCIA'S WINDOW CLEANERS	1/18/2023	12/26/22 - WINDOW CLEANING SERVICES	1,400.00
P035413	LINDA HARRIS	1/18/2023	12/22 - COMPLIANCE AND OPERATION SUPPORT	5,000.00
P035414	KRYSTAL ELAINE MCGEE	1/18/2023	01/23 - HUMAN RESOURCES SERVICES (2 OF 2)	2,250.00
P035415	LOS ANGELES DEPARTMENT OF WATER AND POWER	1/18/2023	07/05/22-08/04/22, 12/05/22-01/05/23 - WATER, SEWER, FIRE SERVICE CHARGES	383.31
P036356	DAVID'S LOCK & KEY	1/31/2023	01/23/23 - LOCK INSTALL & SERVICE CALLS	160.25
P036357	METHODOLOGY IT INC	1/31/2023	01/23 - IT, SECURITY & NETWORK SERVICES	8,694.25
P036358	SOCALGAS	1/31/2023	12/16/22-01/18/23 - GAS CHARGES	1,079.94
P036359	KRYSTAL ELAINE MCGEE	1/31/2023	02/23 - HUMAN RESOURCES SERVICES (1 OF 2)	2,250.00
P036360	ABIGAIL DIGRAZIA	1/31/2023	01/16/23-01/25/23 - DANCE CLUB SESSION	315.00
P036361	DATA MATRIX INC (BUDLONG)	1/31/2023	12/18/22-02/17/23 - COPIER LEASE & OVERAGE - BUDLONG	699.74
P036362	YOUNG, MINNEY & CORR, LLP	1/31/2023	11/17/22 - LEGAL SERVICE	152.65
P036363	4717 CRENSHAW BLVD LLC	1/31/2023	03/23 - OFFICE RENT	2,650.00
P036364	GARZA INDUSTRIES, INC.	1/31/2023	COPY PAPER, GAS SURCHARGE	245.58
P036365	ARCHDIOCESE OF LOS ANGELES EDUCATION & WELFARE CORPORATION	1/31/2023	03/23 - RENT	15,000.00
Total				153,739.61

Tamara M. Keller (COO & Co-Founding Partner of The Sax Agency)

University of Maryland, Master of Business Administration

Major: Finance | Minor: Organizational Strategy

College Park, MD | 2009

Georgia Institute of Technology, Master of Science

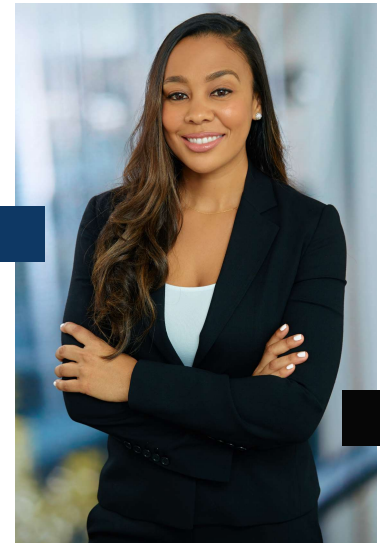
Major: Civil Engineering | Minor: Transportation Engineering | Atlanta, GA | 2001

Georgia Institute of Technology, Master of Science

Major: Transportation Planning | Minor: Urban & Regional Studies | Atlanta, GA | 2001

Morgan State University, Bachelor of Science

Major: Civil Engineering | Minor: Transportation Planning | Baltimore, MD | 1999



Tamara Keller is a marketing and advertising professional with expertise in driving the convergence of brands, culture, and tech. She has worked across many industries — from entertainment to colleges and universities to the federal government space — driving consumer-centric growth strategies focused on cultural relevancy. She relentlessly seeks out projects that merge marketing and culture and is driven by identifying ways to bridge a company’s current processes and business goals and providing forward-thinking solutions.

Although she has a solid background and education in corporate financial management and engineering, her current passion lies in developing integrated marketing plans that turn action into advocacy through relevant communication at multiple touchpoints within a consumer experience. Tamara’s structured approach to all projects is an integral component of the team’s project execution. From analyzing multi-million-dollar budgets for the federal government to managing multiple client types at one of the largest consulting companies in the world, she brings her analytical expertise into all facets of her work.

Tamara loves all things process and purposeful; she brings this mindset into her meticulous research, creative content development, and innovative marketing strategies. Tamara has always been passionate about mentoring youth, specifically in STEM advocacy work. She fuels this passion by advising and serving boards across the nation and mentoring local high school children in underserved communities.

Board Experience

- (Co-Chair) ALLIANCE College-Ready Schools Young Professionals Board
- (Member) Maple Counseling
- (Founding Member) Movement of Allies for Black Businesses
- (Vice Chair) Women's Business Enterprise Council - Southern California

Tamara Keller is a marketing and advertising professional with expertise at driving the convergence of brands, culture and tech. She has worked across many industries – from entertainment to colleges and universities to the federal government space – driving consumer-centric growth strategies focused on cultural relevancy. She is constantly seeking out projects that merge marketing and culture and is driven by identifying ways to bridge a company’s current processes and business goals and providing forward-thinking solutions. Although she has a solid background and education in corporate financial management and engineering, her current passion lies in developing integrated marketing plans that turn action into advocacy through relevant communication at multiple touch points in a consumer experience. Tamara’s structured approach to all projects is an integral component of the team’s project execution. From analyzing multi-million dollar budgets for the federal government to managing multiple client types at one of the largest consulting companies in the world, she brings her analytical expertise into all facets of her work. Tamara loves all things process and purposeful – she brings this mindset into her meticulous research, creative content development, and innovative marketing strategies. Tamara has always been passionate about mentoring youth, specifically in STEM advocacy work. She fuels this passion by advising boards across the nation and mentoring local high school children in underserved communities on a weekly basis.

PROFESSIONAL EXPERIENCE

The Sax Agency, Los Angeles, CA Chief Operations Officer (November 2012 – Present)

Partner in a multi-disciplinary marketing agency that focuses on strategic project management, innovative solutions and sound execution. Specific accountabilities include:

- Developing business cases to deliver brand growth and client-centric experiences.
- Managing and driving creative and operational efficiencies, client relationship growth and collaborative integration of cross-consumer platforms.
- Creating and managing holistic consumer engagement programs to build company revenue, reputation and experiential marketing efforts led by technology integration.
- Leading cross-functional teams that perform core market research activities and business analyses to launch scalable, results-driven marketing programs that integrate strategy, content, and media into notable experiential programs.
- Collaborating and reporting with/to internal and external stakeholders on execution of initiatives related to: project scoping, defining business requirements, creating and executing standardized processes, resolving execution issues, managing project budgets, and monitoring results.

Deloitte & Touche LLP, Washington DC Enterprise Finance & Risk Services Manager (March 2010 – March 2012)

Manager in the firm’s financial management sector; with specialization in financial risk analysis, internal controls, performance management, and business process assessment and documentation. Specific client projects in this role included:

- Development of an evaluation methodology and corrective actions for an under-performing State-specific program. The project required identification and documentation of the State’s current processes, pain points, and trends in order to determine the best practices, tools and resources needed for program improvement.

- Performance of specialized reviews for various State offices which required identifying and examining the compliance of contractual requirements with respect to various program funds, identifying and redeploying unused program funds, and implementing standardized business processes with built-in control activities for future program fund monitoring.
- Establishment of program performance measures for use with an Agency's ongoing strategic planning efforts. The performance measures were tracked and modeled for use in the Agency's budget planning and formulation processes.

**U.S. Department of Transportation
Federal Railroad Administration, Washington DC
Office of Financial Management
Financial Analyst (2005 – 2010)**

Financial Analyst for the Agency's \$11 billion budget; with a focus on preparing budget justifications and financial crosswalks in support of resource and fiscal data provided by multiple program offices. Other duties in this role included:

- Acting as Agency Performance Lead in managing the coordination and analysis of each program's funding, activities, outputs, and outcomes.
- Preparing and managing Agency budget responses for multiple internal and external sources, such as: Congressional Questions for the Record (QFRs), the Department's yearly Budget in Brief, and the Department's Performance and Accounting Report.
- Reporting and tracking on Agency's major development initiatives and projects such as Amtrak's Northeast Corridor, the high speed rail projects outlined in FRA's 2008 Passenger Rail Investment and Improvement Act (PRIIA) and other designated public/private partnerships.
- Managing the monthly reconciliation of various financial tracking resources, including the Federal SF 132 (Apportionment and Reapportionment Schedule) and SF 133 (Report on Budget Execution) documents.

Also, served as Program Lead/Support for multiple projects in the Office of Financial Management, including:

Federal Managers Financial Integrity Act (FMFIA) & OMB Appendix A-123 Implementation Project

Program Lead for both the FMFIA and OMB Appendix A-123 Implementation Projects which required conducting regular working group sessions in order to develop and prioritize business and functional requirements and capture any issues or risks involved in the implementation of Federal Financial directives. Some of the related tasks were:

- Acting as Audit Liaison for outside audit firms coordinating the review and testing of internal controls.
- Compiling business process narratives and process flows documenting and identifying internal control weaknesses and business process improvements, as well as documenting the condition, criteria, cause, effect and recommendation for each one.

Budget Formulation & Execution Module (BFEM) Program

Agency lead for the BFEM application environment which allowed for the Agency to set up a budget data gathering structure and document output program for the Agency's budget submission to the Office of Management and Budget (OMB) alongside its Congressional Justification. Resulting tasks included:

- Coordinating and developing contractor efforts in the agency-specific software design for overall implementation at the Department level.
- Collecting and providing financial and human resource allocations to support the software's budget formulation process.
- Identifying and submitting the appropriate budget justification documentation to input into the BFEM system.

Project Manager for the Pier 57 initiative to convert New York City's Pier 57 into a cultural and commercial destination within the Hudson River Park. The initial project included 110,000 square feet of roof-top public open space, a perimeter walkway, a marina, and a variety of restaurants and entertainment spaces. Related duties included:

- Acting as Lead Engineer and Project Manager of the Traffic Mitigation Analysis team, a \$500,000 study effort to survey and document travel patterns.
- Performed statistical analyses of traffic data collected onsite.
- Compiled a traffic implementation program for this project in order to determine the initial project feasibility.

Lea+Elliott Transportation Consultants

2001 - 2004

Assistant to the Deputy Project Manager of the Program Management Team on the \$250 million capital program for the Washington Dulles Automated People Mover (APM) system. The effort included:

- Analyzing the marketing of the project and supporting the project leader through budget analysis and updates, schedule control, and program invoicing.
- Preparing and synthesizing program updates and results for transportation engineering feasibility studies and technological assessments used throughout multiple facets of the airport expansion project.

EDUCATION

Master of Business Administration, University of Maryland (College Park, MD), January 2009

Major: Finance

Minor: Organizational Strategy

Master of Science, Georgia Institute of Technology (Atlanta, GA), May 2001

Major: Civil Engineering

Minor: Transportation Engineering

Master of City Planning, Georgia Institute of Technology (Atlanta, GA), May 2001

Major: Transportation Planning

Minor: Urban & Regional Studies

Bachelor of Science in Civil Engineering, Morgan State University (Baltimore, MD), May 1999

Major: Civil Engineering

Minor: Transportation Planning

TECHNICAL EXPERTISE

Operating Systems: Windows, Windows NT, Windows XP, Mac OS

Software: Microsoft Office Suite (Outlook, Word, Excel, PowerPoint), Adobe Creative Cloud (InDesign, PDF)

Michelle Obeso-Theus, currently serves as Head of Sports for MBJ Enterprise where she leads all sports initiatives, investments and strategy for Michael B. Jordan. Prior to this, she served as the Growth and Development Strategist for the KAI Eleven Fund and KAI Eleven Consultancy, a black and minority-led Business Consulting Firm co-created with Kyrie Irving to help underrepresented entrepreneurs across a multitude of industries. In addition, Michelle is the Founder and CEO of TWO11 Consulting Inc. with over 15 years of business development, sports management, marketing, and philanthropic experience. With a proven track record of streamlining multiple ventures for athletes as well as developing off-court revenue opportunities, Michelle works diligently to establish her clients for long-term financial success in traditional and non-traditional markets. Primarily working with elite NBA athletes including the late legend Kobe Bryant, she has created business opportunities and implemented social responsibility efforts all over the world including in Japan, Hong Kong, Ghana, Kenya, Sydney, and several other countries. As a passionate leader, she is dedicated to impacting basketball culture globally. Michelle also holds a board seat on the Alliance College-Ready Public Schools for Los Angeles Unified School District and looks to continue to lead with one hand for herself and one hand to make the world a better place.

For More Information: michelle@two11consulting.com (510) 508-0731).



MICHELLE OBESO-THEUS

Hawthorne, CA 90250

(510) 508-0731 - michelle@two11consulting.com

PROFESSIONAL SUMMARY

Forward-thinking plug and play C-Suite in sports and entertainment with the ability to develop client's business portfolio, financial and marketing roadmaps and flexible style to create an overall great brand enterprise, and success. Technical, creative and organized self-starter, motivated to improve sports business and creating stakeholder opportunities to continue empower clients personally and professionally.

ACCOMPLISHMENTS

2022 Milken Institute Panelist

Sports and Entertainment: Impact of Inclusion

SKILLS

- Nonprofit Strategy
- Global Business Expansion
- Project Planning & Management
- Integrity & Enthusiasm
- Resourceful & Creative
- Dedicated team player
- Problem Solver
- Curate & maintain relationships
- Business Development
- Contract Negotiation
- Investor Relations
- Annual Planning

WORK HISTORY

11/2022 to Current

Head of Sports

MBJ Enterprise – Los Angeles, CA

- Identify plans and resources required to meet project goals and objectives.
- Initiate contacts with individuals and organizations, applying effective strategies and techniques to promote client success through all things sports.
- Meet with client to discuss goals and develop strategies for the sports enterprise.
- Remain composed and highly professional in fast-paced and constantly changing environment, effectively handling challenging situations.
- Develop and implement value-add strategies to increase profitability, expand market share and cement partnership.

05/2014 to Current

Business Manager

Phil Handy, Assistant Coach For Toronto Raptors – New York, New York

- Guide negotiations and preparation of all business and client contracts off court.
- Manage day-to-day business operations, including accounting, marketing and public relations.
- Source and correct advanced strategic and tactical problems impacting business and sales management of his development application
- Built and deepen relationships with internal and external personnel to enhance presence and growth plans within organization.
- Summer International Coaching plans
- Enterprise Development

09/2019 to 05/2022 **COO & Business Manager**

Kyrie Irving/KAI Family Enterprise – New York, NY

- Aligned organizational objectives with company mission, increasing revenue, profit and business growth by collaboratively developing integrated strategies.
- Increased efficiency by streamlining processes and trimming unnecessary positions.
- Spearheaded various third-party contract negotiations to obtain favorable pricing and scheduling parameters.
- Managed Global presence and strategy for ALL partners
- Oversaw legal, accounting, employee benefits, bonuses and P&L , publicist and worked closely with assistant to ensure flow of communication was easy for the team
- Developed various new business ideas from ideation to execution
- 3 year roadmap for post career planning, estate planing etc
- Worked closely with NBA and Nets key decision makers to elevate client and manage expectation, addressing problems head on and implement corrective solutions
- Worked alongside Executive Director for KAIFF to scale and impact global strategy
- Advanced all appearances and provided report of who will be there with bios, how many cameras, media

01/2016 to 07/2019 **VP Of Business Development**

Dinwiddie Inc.

- Reports directly to CEO and other C-Level Executives.
- Conduct research to prepare, gather and proof briefing materials, agendas and decks for all executive-level meetings.
- Analyze key aspects of the business to evaluate the factors driving results and summarized results for strategy planning.
- Meet with stakeholder and maintained productive relationships.

- Work with NBA to coordinate aligned collaborations
- Work closely with Brooklyn Nets and other key decision makers to elevate client
- Generate weekly, monthly, quarterly and yearly reports on financial budgeting with clients financial, legal and tax team, as well as process payroll.
- Manage day to day schedule
- Project Manage all of clients off court ventures
- Build a strategic roadmap for moving the needle for post career revenue
- Philanthropic planning tying all of profit ventures
- Ideation to conception of K8IROS shoe brand with clients vision
- Global business expansion expertise

01/2014 to 01/2016 **Executive Assistant**

City of Hawthorne

- Worked directly with City Manager, Mayor and Council and Chief of Police to achieve daily, weekly and monthly city initiatives set forth by Council.
- Strengthened Hawthorne's business attractiveness by leading implementation of Economic Development department, alongside the Planning Director.
- Partnered with the 2015 World Special Olympics as the representative for the City, coordinated all meals, housing, sponsors, activities for over 100 athletes and coaches from the Nigerian and Estonian Delegations over the course of a week.
- Utilized government opportunities with corporate business and entertainment for larger push on certain activations such as Chevrolet and LA Galaxy re-implementation of new Fusal fields for the community. Spearheaded all calendars, reports, events and up-to-date policies passed by the State of CA to stay in the know at all times.
- Managed Mayor and Council complex and frequently changing travel arrangements.
- Conducted research to prepare, gather and proof briefing materials, agendas and extensive excel knowledge required and power point decks for all executive-level meetings.
- Greeted visitors entering the Mayor office, determined the nature and purpose of visit and directed them to the appropriate destination.

01/2011 to 01/2014 **Director Of Special Projects**

Kobe Inc

- Managed principle's complex private domestic and international travel arrangements and managed all pre and post planning, including helicopter requests.
- Managed external contacts and calendar for Manager and Principle, kept track of relationship communication needed for priority contacts.

- Conducted research, prepared, gathered, proofed briefing materials agendas and decks for all high level meetings.
- Initiated rollout of Mamba FC youth soccer league and worked with state for implementation of 501c3 status.
- Vetted, hired and trained various staff for short and long term projects.
- Spearheaded KBA Basketball Academy from top to bottom and increased profits by 30% in one year through restructure of business line and creating sponsorship and scholarship opportunities for youth across the world.
- Developed and rolled out yearly goals for client's charitable efforts through KVBFF.org, ensured we met all non-profit IRS requirements, established a philanthropic voice for client in China working with the government and various projects he invested in to help sports be more prominent and obtainable for their culture.
- Managed clients Nike merchant account, seasonal product buys, enhanced online store productivity and sat in on the innovation of clients shoe with Nike visionaries.
- Created new revenue streams through seeking out global partners for client and strategically hitting untapped markets in the luxury world.
- Anything else I was asked to vet, research or execute on, I accomplished by any with the utmost integrity and confidentiality.

EDUCATION

Volunteer: Kidney Research & Mentorship Program

UCLA - Los Angeles, CA

Mentored ESRD Patients

Volunteer: DECA Program Advisor/Judge

MLK High School - Riverside, CA

DECA Program Advisor/Judge CA high school for Sports Entertainment Marketing

Bachelor of Arts: Business Administration

CSU Hayward - Hayward, CA

LA Alliance College Ready: Scholar Success Board Member

Los Angeles Unified School District - Los Angeles, CA



LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Chief Strategy Officer

333 S. Beaudry Ave., 24th Floor
Los Angeles, CA 90017

Office: (213) 241-4299

ALBERTO M. CARVALHO
Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

February 1, 2023

Hattie Mitchell
Founder
Crete Academy
6103 Crenshaw Blvd.
Los Angeles, CA 90043

VIA E-MAIL
hmitchell@creteacademy.org

**2023-24 PRELIMINARY PROPOSAL REGARDING SPACE TO WHICH
CRETE ACADEMY IS TO BE PROVIDED ACCESS (CALIFORNIA CODE OF
REGULATIONS, TITLE 5, SECTION 11969.9, SUBDIVISION (F))**

Dear Charter School Operator:

Pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (f), the Los Angeles Unified School District (“District”) provides this Preliminary Proposal regarding the space to which Crete Academy (“Charter School”) is to be provided access.

Due to COVID-19, all public schools – both District and charter alike – are adapting to unprecedented challenges as we continue to educate our students. Protecting the health and safety of all our children, employees, families, and communities is essential, especially during these difficult times. Our efforts must be coordinated and collective.

The District remains fully committed to meeting its Proposition 39 obligations, and this serves as its Preliminary Proposal to Charter School for the 2023-24 school year. Unfortunately, the normal timeline for finalizing space accommodations may be impacted by the current situation. This situation will require new co-located site participants to adjust expectations based on changing circumstances. In addition, it is possible that additional time will be needed to complete safety and operational plans in order to finalize agreements needed for official occupancy. Administrators, especially those on current or prospective co-located sites, are currently being asked to support the many needs of their school communities during this time. If, pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (i), Charter School notifies the District that it intends to occupy the space offered in a Final Notification of Space Offered, effective communication and collaboration will be an important part as we move forward together to educate all public school students.

PLEASE refer to **Section 3** below for specific references to potential conditions / restrictions on Charter School’s use of the space in a Final Notification of Space Offered.

CRETE ACADEMY

2023-24 Proposition 39 Facilities Preliminary Proposal

February 1, 2023

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1. The Specific Location of the Space:

The specific location of the space is identified in the Fundamental Provisions of the draft Single-Year Co-Location Charter School Facilities Use Agreement(s) (“Use Agreement(s)”), attached hereto.

2. The Projection of In-District Classroom ADA on which the Proposal is Based:

264.96

The District reserves the right to seek a monetary reimbursement amount from Charter School for over-allocated space pursuant to California Code of Regulations, title 5, section 11969.8. Space is considered to be over-allocated if: (1) the charter school’s actual in-district classroom ADA is less than the projected in-district classroom ADA upon which the facility allocation was based; and (2) the difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of the projected in-district classroom ADA, whichever is greater. (Cal. Code Regs., tit. 5, § 11969.8, subd. (a).) California Code of Regulations, title 5, section 11969.8, subdivision (a) also specifies the regulatory formula for determining the reimbursement amount owed by a charter school to a school district if space has been over-allocated. Caution: If Charter School is over-allocated space, the reimbursement amount owed to the District could be significant. Refer to California Code of Regulations, title 5, section 11969.8 for additional details.

Pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (l), Charter School is required to report its actual ADA to the District every time that Charter School reports ADA for apportionment purposes. The reports must include in-district and total ADA and in-district and total classroom ADA. The District accepts charter schools’ ADA reports via e-mail at prop39@lausd.net. Charter School must maintain records documenting the data contained in the reports and make the records available upon the District’s request.

3. All Conditions Pertaining to the Space:

The District proposes the conditions set forth in the enclosed draft Use Agreement(s).

Charter School’s governing board must approve each final Use Agreement for the site prior to occupancy. The approval must be evidenced by a resolution that identifies the individual authorized to execute the Use Agreement and execution of the Use Agreement by the authorized individual prior to occupancy and commencing use. All conditions set forth in the enclosed draft Use Agreement(s) are incorporated herein by this reference.

If Charter School is satisfied with the proposed space, the District encourages Charter School to contact the District as soon as possible. Early agreement allows the District and Charter School to begin preparing the space for occupancy. Similarly, if Charter School wishes to propose an alternative arrangement, the District encourages Charter School to present its proposal to the District as soon as possible.

CRETE ACADEMY

2023-24 Proposition 39 Facilities Preliminary Proposal

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In response to COVID-19, please be reminded that if, pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (i), Charter School notifies the District that it intends to occupy the space offered in a Final Notification of Space Offered, Charter School's use shall be subject to and potentially restricted by, among other things: (a) "Applicable Law," defined in Article 1.1(a) of the Use Agreement as "all present and future, foreseeable and unforeseeable, applicable laws (including, without limitation, the California Education Code, the California Public Contract Code, the California Building Standards Law and any requirements of the California Division of State Architect), ordinances, orders (including consent decrees), rules and regulations, and requirements of all federal, state, county and municipal government, courts, departments, commissions, boards and offices, and any other governmental body exercising jurisdiction over the School Site or exercising functions similar to those of any of the foregoing, foreseen or unforeseen;" (b) all other terms and conditions in the Use Agreement, including, without limitation, Articles 7 ("Use of the Premises") and 22.18 ("Force Majeure"); (c) the terms and provisions of Charter School's operative charter petition, which may, among other things, require Charter School to comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action, including, without limitation, COVID-19 testing and/or vaccination; and (d) all conditions in a Final Notification of Space Offered pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (h).

4. Projected Pro Rata Share Charge Amount and Description of Methodology:

The projected facilities use cost for the requested school year is stated in Exhibit B to the draft Use Agreement(s), attached hereto and incorporated herein by this reference. This amount represents the per square foot cost of the total exclusive and proportional shared use space as well as the proportional share of that space needed for the overall operations of the campus. Exhibit B to the draft Use Agreement(s) provides a description of the methodology of how the facilities use cost was determined.

The estimated Pro Rata Share Charge for Charter School is stated in Exhibit B to the draft Use Agreement(s) ("Pro Rata Share Charge"). This estimate is subject to change based upon the final exclusive and shared space offered to and accepted by Charter School. Upon delivery of Charter School's written response to the District's Preliminary Proposal pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (g), of Charter School's election to use less than the space identified in this Preliminary Proposal, if any, the draft Use Agreement(s) and Pro Rata Share Charge amount(s) will be adjusted accordingly. Exhibit B to the draft Use Agreement(s) includes a detailed methodology for determining the estimated Pro Rata Share Charge.

The Pro Rata Share Charge will be due to the District on a monthly basis in amounts equal to one-twelfth of the total Pro Rata Share Charge for the applicable year. The Pro Rata Share Charge will be payable by Charter School to the District by the 1st day of each month, beginning July 1. However, the District's April 1 Final Notification of Space Offered to Charter School pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (h), will include an "Election for Payment of Prop. 39 Pro Rata Share Charge" form in which Charter School may notify the District of an alternative manner that Charter School intends to pay the Pro Rata Share Charge. A sample of this form is included in Exhibit B so that Charter School may consider potential payment

CRETE ACADEMY

2023-24 Proposition 39 Facilities Preliminary Proposal

February 1, 2023

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options in advance of completing and returning the form as part of Charter School's written notification whether or not it intends to occupy the offered space pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (i).

If, prior to June 1, (a) adjustments to shared use space identified in the District's Final Notification of Space Offered pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (h), are mutually agreed to and memorialized in a revised Shared Use Agreement (Exhibit A to the Use Agreement(s)) signed by authorized Charter School and District school administrators that is delivered to the District, and (b) Charter School has executed and returned the Use Agreement(s) to the District, Charter School's Pro Rata Share Charge will be adjusted for Charter School's first payment that is due by July 1. Otherwise, Charter School's Pro Rata Share Charge payment shall remain as set forth in the District's Final Notification of Space Offered. If, on or after June 1, (a) a revised Shared Use Agreement is fully executed and delivered to the District, and (b) Charter School has executed and returned the Use Agreement(s) to the District, Charter School's Pro Rata Share Charge will be adjusted and any resulting credits or additional charges will applied to Charter School's remaining Pro Rata Share Charge payment(s) for the next full month following the date the District receives the aforementioned documents (for example, if the documents are received on June 2, adjustments will be applied for Charter School's Pro Rata Share Charge payment due by August 1). Notwithstanding the foregoing, the effective date of an adjusted shared use schedule and adjustments to the Pro Rata Share Charge will be based on the date a revised Shared Use Agreement is fully executed.

5. List and Description of Comparison Group Schools Used in Developing the Preliminary Proposal:

Please see the enclosed attachment, which lists and describes the comparison group schools used in developing this Preliminary Proposal.

6. Description of the Differences between the Preliminary Proposal and Charter School's Facilities Request:

None.

The District preliminarily proposes a co-location at the school site(s) identified in the draft Use Agreement(s) for the requested school year, including exclusive use of classrooms sufficient to accommodate Charter School's total in-district classroom ADA and an administrative office, as well as shared use of all non-exclusive space at the school site(s). All of the specialized and non-teaching station spaces are identified in Exhibits A and B to the draft Use Agreement(s).

Science Laboratory Space

The District proposes to provide secondary level (grades 7-12) students at Charter School, if any, with shared use of science laboratory classroom spaces in compliance with California Code of Regulations, title 5, section 11969.3, subdivision (b)(2). District science laboratory classroom spaces were counted as exclusive use teaching stations in the ratio of ADA to teaching stations

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used to determine Charter School's exclusive use teaching space allocation under California Code of Regulations, title 5, section 11969.3, subdivision (b)(1). Consequently, should Charter School elect to use its allocated share of the science laboratory classroom space, Charter School's exclusive use teaching station allocation will be reduced by an amount equivalent to its science laboratory classroom space allocation. The District will provide shared use of science laboratory classroom space to the extent it does not prohibit: (1) the District school from meeting the education requirements mandated by Education Code sections 51220, 51225.3(a)(1)(C), and 51228(a); and (2) does not prohibit the students attending the District school from meeting the minimum graduation requirements of 10 credits of biological science and 10 credits of physical science and the minimum college admission requirements of 2 years of lab sciences for Universities of California and California State Universities and 3 to 4 years of lab sciences for private colleges. In order to comply with these state mandates and minimum education requirements, pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (f), the District places the following conditions on Charter School's shared use of science laboratory classroom spaces:

- Charter School may only use science laboratory classroom space based on time that accounts for a full educational period based on the District school's schedule at the proposed site(s).
- Should Charter School's shared use of the science laboratory classroom space require the District to dislocate District students who would otherwise attend class in that science laboratory classroom space for a particular educational period, and if no other teaching stations are available at the proposed site(s) to accommodate the displaced District students for that educational period, the District school will serve its own students in Charter School's exclusive use teaching station space during that educational period. In such circumstances, Charter School's exclusive use teaching space allocation will not be reduced, but Charter School may not take any measures to prevent the District school from serving its own students in such space. Such measures include, but are not limited to, setting an alarm system and/or placing locks on the door of the exclusive use teaching station.
- Due to security concerns, Charter School may only use the shared science laboratory classroom space during such days and times that the District school on the proposed site(s) is open, operational, and providing instruction to District K-12 students.
- Please be advised that, while science laboratory classroom spaces provided for shared use by Charter School will be contiguous within the meaning of California Code of Regulations, title 5, section 11969.2, subdivision (b), they might not be located in the same cluster of exclusive use teaching stations provided to Charter School at the proposed site(s).
- The District's Office of Environmental Health and Safety ("OEHS") has developed and implemented a Chemical Hygiene Plan ("CHP") to minimize employee and student exposure to hazardous chemicals in schools with science laboratories. A qualified Chemical Safety Coordinator ("CSC") is appointed at each location with a chemical laboratory to implement the CHP. In order to use the science laboratory classrooms, Charter School must comply with the CHP, including, but not limited to, designating and maintaining a trained member of its

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professional staff as its CSC and who will be responsible for participating in chemical safety training, participating in hazard communication training, and reviewing the Science Safety Handbook for California Public Schools. Duties of Charter School's CSC will include training Charter School's employees on chemical safety, ensuring that safe laboratory procedures are adhered to, maintaining reference materials including Material Safety Data Sheets, inspecting and maintaining safe chemical storage rooms, completing chemical inventories, providing oversight for packaging and removal of hazardous waste, and collaborating with the District school's CSC on all related issues. Charter School will be bound by all District and OEHS health and safety requirements, including but not limited to "Reference Guide 1563.2 – Chemical Safety Coordinators" (copy available at <http://www.lausd-oehs.org/docs/ReferenceGuides/REF-1563.2.pdf>) when using science laboratory classrooms. Only chemicals approved by the State of California and OEHS may be used in District school laboratory classrooms. These chemicals are designated as "LAUSD-Approved Laboratory Chemicals."

- Charter School must confirm that its insurance policies cover Charter School's use of District science laboratory classroom space.

Space for Special Education Students

The District proposes to provide Charter School with special education space sufficient to accommodate Charter School's documented special education needs for the 2023-24 school year. The amount of special education space the District proposes to provide to Charter School is identified in Exhibit B to the draft Use Agreement(s).

Kitchen / Meal Services

In compliance with the requirement of Education Code section 47614, subdivision (b), that a charter school's in-district students are accommodated in conditions reasonably equivalent to those in which the students would be accommodated if they were attending District schools, and California Code of Regulations, title 5, section 11969.3, subdivision (b)(3), the District proposes to provide Charter School's in-district students with kitchen access by directly providing all meal services (breakfast, lunch, snack, and supper) in the same manner as they are provided to all students attending District schools.

The District is unable to allow Charter School to physically occupy the kitchen space at the proposed school site(s) because doing so would be impracticable in that it would prevent the District from complying with local, state, and federal requirements regarding the provision of food services to public school students. A public entity's compliance with a regulation is excused to the extent performance is impracticable. Civil Code section 3531 provides that "[t]he law never requires impossibilities." The term "impossibility" is defined as "not only strict impossibility but also impracticability because of extreme and unreasonable difficulty, expense, injury or loss involved." (*Bd. of Supervisors v. McMahon* (1990) 219 Cal.App.3d 286, 299-300 (citing *Oosten v. Hay Haulers Dairy Employees & Helpers Union, et al.* (1955) 45 Cal.2d 784, 788).) Additionally, Charter School does not possess a valid food permit or certification from the

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applicable enforcement agency for use of the kitchen at the proposed school site(s), as required by the California Health and Safety Code.

The District proposes to serve as the School Food Authority (“SFA”) administering the official National School Lunch and School Breakfast Programs, and all other associated programs. The District’s Food Services Division will prepare and serve meals that meet the National School Lunch and School Breakfast Program and After School Program meal requirements as established by the United States Department of Agriculture (“USDA”) to Charter School’s students.

Charter School’s students may be eligible for free and reduced meals, and the District will collect applicable reimbursement amounts. Charter School will be charged the balance of actual costs the District incurs for each meal it provides to Charter School’s students at the proposed site(s), less free, reduced, and full-price meal reimbursements for Charter School’s eligible students collected by the District. The actual costs the District will incur for each meal to Charter School’s students it provides at the proposed site(s) will be unique to the circumstances of Charter School and its proposed District location. Determination of actual meal costs takes various factors into account, including, but not limited to, whether meals are prepared on- or off-site, student enrollment and the total number of meals served, staffing needs, and the number of students who are eligible for free, reduced, and full-price meals.

The per meal charge for Charter School’s students is based on each student’s eligibility and can fall within the price ranges noted in the table below. The range may vary depending upon several factors determined by federal and state governments regarding assistance levels for monetary and commodities subsidies, and free and reduced-price meal reimbursements. These external factors should be determined by the end of July 2023, at which time the proposed Food Services Agreement for Charter School (“Food Services Agreement”) would be amended as appropriate.

Minimum to Maximum Range			
Breakfast (\$)*	Lunch (\$)	Snack (\$)*	Supper (\$)*
\$2.00 - \$4.00	\$3.00 – \$6.00	\$1.25	\$2.00 – 3.50

*Snack and Supper Programs are only hosted at Area Eligible Schools (50% and over Free and Reduced Eligibility). Non-Area Eligible Schools may purchase either at the cost in the table above.

This payment structure is the same as the District’s process, whereby the District pays the actual costs for each meal provided to District students. Charter School will be billed monthly for the meal services costs, in addition to the estimated Pro Rata Share Charge identified above. Please see the enclosed draft Food Services Agreement. All terms and conditions set forth in the draft Food Services Agreement are hereby incorporated herein by reference.

NOTE: If Charter School is agreeable to the District’s proposal to provide meals services pursuant to the arrangement described hereinabove, then Charter School is solely responsible for immediately taking all necessary steps to ensure it timely designates the District as Charter School’s SFA by the applicable regulatory deadline(s). The District understands that this deadline is March 31, 2023.

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Alternatively, Charter School may elect to not use the District's proposed meals services. Should Charter School elect to provide its own meal services, Charter School will be solely responsible for all costs associated with those services and all accommodations needed for those services within its allocated space.

NOTE: Charter School shall not provide its meal services in a manner which would violate the District's or Charter School's compliance with any federal, state, and/or local laws, regulations, and/or guidelines. Charter School's meal services must also be provided in compliance with all District policies and procedures, including, but not limited to, those set forth by the OEHS. Charter School's provision of meal services shall not violate the safe school plan of the school site(s) identified in the Fundamental Provisions of the draft Use Agreement(s).

7. Charter School's Written Response Pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (g):

In compliance with California Code of Regulations, title 5, section 11969.9, subdivision (g), on or before March 1 of the current year, Charter School must respond to the District's Preliminary Proposal expressing any concerns, addressing differences between this Preliminary Proposal and Charter School's facilities request, and/or making counter proposals. In its Final Statement of Reasons, the California Department of Education clarified that the purpose of this requirement is to encourage discussion and negotiation between the parties **before a formal offer is prepared**. (Cal. Dept. of Ed., Final Statement of Reasons re: Implementing Regulations, p. 12.) Negotiations between Charter School and the District must occur prior to the District's issuance of a Final Notification of Space Offered pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (h). The California Department of Education explicitly stated that a charter school's May 1 written response to a Final Notification of Space Offered must accept or reject the formal offer **in its entirety**. The intent is for formal negotiations to occur **before the final formal offer is provided, not after**. (*Id.* at p. 13.)

Consequently, Charter School should review all of the exclusive use teaching station space, specialized teaching station space, and non-teaching station space proposed in the enclosed draft Use Agreement(s), and in its March 1, 2023 response state, among other things, the following:

- Whether Charter School intends to occupy the total number of exclusive use teaching stations proposed;
- Whether Charter School intends to use the total percentage of specialized teaching station space proposed;
- Whether Charter School intends to use the total percentage of non-teaching station space proposed; and
- Whether Charter School anticipates a lower projected in-district classroom ADA than the projected in-district classroom ADA on which this proposal is based.

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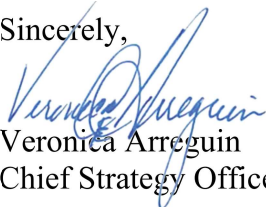
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The District will prepare a Final Notification of Space Offered pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (h) to meet Charter School's direct needs as stated in Charter School's March 1 response and in full compliance with Education Code section 47614 and its implementing regulations. In accordance with California Code of Regulations, title 5, section 11969.9, subdivision (i) and the intent expressed by the California Department of Education, Charter School will only be permitted to accept or deny the entirety of space offered in its Final Notification of Space Offered. Charter School may not partially accept some of the space offered and reject other space offered, and it will be obligated to pay the entirety of the Pro Rata Share Charge identified in the Final Notification of Space Offered should it accept the offered space.

If Charter School's facilities needs have changed since the submission of your request, please let us know at your earliest convenience so we may appropriately allocate facilities offers. Should you have any questions or comments regarding this Preliminary Proposal, please contact the District via e-mail at prop39@lausd.net. Please DO NOT contact the proposed District school site(s) directly.

Sincerely,



Veronica Arreguin
Chief Strategy Officer

Attachments

c: Alberto M. Carvalho
Veronica Arreguin
José Cole-Gutiérrez
Marla Willmott
Jeanette Borden
Daniel Hwang

ATTACHMENT

“A”

FUNDAMENTAL PROVISIONS

SINGLE-YEAR CO-LOCATION CHARTER SCHOOL FACILITIES USE AGREEMENT

The following fundamental provisions are incorporated into the Single-Year Co-Location Charter School Facilities Use Agreement (“Agreement”). The provisions shall have the following meanings throughout the Agreement.

(a) Property Owner:	Los Angeles Unified School District (“LAUSD” or “District”), a unified school district existing under the laws of the State of California.
(b) Occupant:	Crete Academy operating that charter school known as Crete Academy (“Charter School”), a California Charter School.
(c) School Site:	The Charter School shall be located on the following District School Site in accordance with the terms of this Agreement: Budlong Elementary School (“School Site”).
(d) School Site use:	The Charter School shall use the School Site as a public school providing public education to its charter students in accordance with its Charter Petition. The Charter School shall have shared use of the School Site to the extent mutually agreed upon by the parties as set forth in the shared use exhibit attached hereto.
(e) School Year:	This Agreement provides use rights for the 2023-2024 school year.
(f) Date of Occupancy:	The Charter School’s occupancy shall begin ten (10) working days prior to the first day of instruction as identified in the Charter School’s facilities request for the 2023-2024 school year.
(g) Term:	The Term of this Agreement shall expire on June 30, 2024 .
(h) Pro Rata Share Charge:	The Pro Rata Share Charge for the Charter School’s use of the School Site shall be as outlined in Article 4, section 4.1. See Exhibit B for Pro Rata Share Charge for the School Year.
(i) Charter School’s Address for Notices:	Crete Academy ATTN: Hattie Mitchell, Founder 6103 Crenshaw Blvd. Los Angeles, CA 90043 Phone No.: 626-272-1109 Email Address: hmitchell@creteacademy.org

<p>With a copy to:</p>	<p>_____</p> <p>_____</p> <p>ATTN: _____</p> <p>Phone No.: _____</p> <p>Facsimile No.: _____</p> <p>Email Address: _____</p>
<p>(j) LAUSD’s Address for Notices:</p>	<p>Los Angeles Unified School District 333 South Beaudry Avenue Los Angeles, California 90017 ATTN: Director of Real Estate & Business Development Phone No.: 213-241-6457 Facsimile No.: 213-241-6784 Email Address: albert.grazioli@lausd.net</p>
<p>With a copy to:</p>	<p>Los Angeles Unified School District 333 South Beaudry Avenue Los Angeles, California 90017 ATTN: Director, Charter Schools Division Phone No.: 213-241-0399 Facsimile No.: 213-241-2054 Email Address: jose.cole-gutierrez@lausd.net</p>

**SINGLE-YEAR CO-LOCATION
CHARTER SCHOOL FACILITIES USE AGREEMENT**

BY AND BETWEEN

LOS ANGELES UNIFIED SCHOOL DISTRICT,
A UNIFIED SCHOOL DISTRICT DULY ORGANIZED AND EXISTING UNDER THE
LAWS OF THE STATE OF CALIFORNIA,
AS PROPERTY OWNER,

AND

CRETE ACADEMY, OPERATING THAT CHARTER SCHOOL KNOWN AS **CRETE
ACADEMY,** A CALIFORNIA CHARTER SCHOOL.

February 1, 2023

SINGLE-YEAR CO-LOCATION CHARTER SCHOOL FACILITIES USE AGREEMENT

This Single-Year Co-Location Charter School Facilities Use Agreement (“Agreement”) is made and entered into as of the last date of the full execution of this Agreement (the “Effective Date”), by and between the Los Angeles Unified School District, a school district duly organized and existing under the laws of the State of California (“LAUSD” or “District”), and **Crete Academy**, operating that charter school known as **Crete Academy** (“Charter School”), a California Charter School (collectively referred to herein as the “Parties”) with reference to the following:

RECITALS

WHEREAS, LAUSD owns certain real property and facilities held in trust for the State of California to benefit all public school children residing in the District’s boundaries;

WHEREAS, Charter School is a charter school operating under the provisions of the Charter Schools Act of 1992, Education Code section 47600, *et seq.*, and providing public school instruction to school children residing in the District’s boundaries;

WHEREAS, pursuant to Education Code section 47614 and the State Board of Education’s implementing regulations (California Code of Regulations, Title 5, Section 11969.1 – 11969.11) (“Implementing Regulations”) (Education Code section 47614 and the Implementing Regulations are collectively referred to as “Prop. 39”) as they may be amended by the State Board of Education from time to time, the District has certain obligations to provide reasonably equivalent school facilities to charter schools that are providing public school instruction to school children residing in the District’s boundaries;

WHEREAS, Charter School has made a timely request for facilities in accordance with Prop. 39; and

WHEREAS, LAUSD and Charter School wish to set forth the terms and conditions on which Charter School shall have the right to occupy the School Site for purposes of operating a school, as well as the responsibilities of Charter School with respect to the use and operation thereof, and the rights and responsibilities of LAUSD as the owner of certain real property to be used and the improvements thereon.

NOW, THEREFORE, for good consideration had and received, and the mutual covenants and obligations contained herein, LAUSD and Charter School hereby agree as follows:

ARTICLE 1. GENERAL TERMS

1.1 Definitions. Capitalized words and phrases used and not otherwise defined elsewhere in this Agreement shall have the following meanings:

(a) “Applicable Law” means and refers to all present and future, foreseeable and unforeseeable, applicable laws (including, without limitation, the California Education Code, the

California Public Contract Code, the California Building Standards Law and any requirements of the California Division of State Architect), ordinances, orders (including consent decrees), rules and regulations, and requirements of all federal, state, county and municipal government, courts, departments, commissions, boards and offices, and any other governmental body exercising jurisdiction over the School Site or exercising functions similar to those of any of the foregoing, foreseen or unforeseen. The Parties recognize that the laws applicable to the Charter School and the District may vary.

(b) “Environmental Laws” means and refers to all federal, state and local laws, ordinances, court orders and administrative directives, rules and regulations now or hereafter in force, as amended from time to time, in any way relating to or regulating human health or safety, or industrial hygiene or environmental conditions, or protection of the environment, or pollution or contamination of the air, soil, surface water or groundwater, and includes, without limitation, the Comprehensive Environmental Response, Compensation and Liability Act of 1980, 42 U.S.C. §§ 9601, et seq. (“CERCLA”); the Resource Conservation and Recovery Act, 42 U.S.C. §§ 6901, et seq.; the Clean Water Act, 33 U.S.C. §§ 1251, et seq.; the Hazardous Substance Account Act, California Health & Safety Code §§ 25300, et seq.; the Hazardous Waste Control Law, California Health & Safety Code §§ 25100, et seq.; the Medical Waste Management Act, California Health & Safety Code §§ 15015, et seq.; the Porter-Cologne Water Quality Control Act, California Water Code §§ 13000, et seq.; and California Education Code §§ 17210, et seq., and California Code of Regulations, Title 5, §§ 14010, et seq.

(c) “Hazardous Materials” shall mean any substance or material that is described as a toxic or hazardous substance, explosive material, radioactive substance, waste or material, or a pollutant or contaminant or infectious waste, or words of similar import, in any of the Environmental Laws, and includes but is not limited to, asbestos, petroleum or petroleum products (including crude oil or any fraction thereof, natural gas, natural gas liquids, liquefied natural gas, or synthetic gas usable for fuel, or any mixture thereof), polychlorinated byphenyls, urea formaldehyde, radon gas, radioactive matter, medical waste, and chemicals which may cause cancer or reproductive toxicity.

(d) “Release” shall mean any spilling, leaking, pumping, pouring, emitting, emptying, discharging, injecting, escaping, leaching, dumping or disposing, including continuing migration, into the environment of Hazardous Material into or through soil, air, surface water or groundwater.

(e) “District Real Property” shall mean the real property upon which the School Site is located.

(f) “District Premises” shall mean the facilities and other improvements located on the District Real Property together with the District Real Property.

(g) “Charter School Premises” shall mean that portion of the District Premises that is designated to the Charter School’s exclusive use as outlined in this Agreement.

(h) “Charter School Shared Premises” shall mean that portion of the District Premises that is shared with another District school or charter school. The Charter School Shared Premises will be mutually determined by the Charter School and LAUSD in advance by selecting from a menu of possible shared space on the District Premises. The Charter School’s Shared Premises shall be as described and outlined in Exhibit A attached to this.

(i) “Charter School Owned Premises” shall mean facilities and other improvements together with any real property that is owned by the Charter School.

(j) “Deferred Maintenance” shall mean facilities repair or replacement projects as described in Education Code section 17582(a) or additionally approved by the State Allocation Board; and further detailed by Office of Public School Construction Deferred Maintenance Program Handbook, as updated from time to time. Those projects include, but are not limited to, work necessary to restore or replace deteriorated or damaged building systems such as plumbing, heating, air conditioning, electrical, roofing, flooring, and wall systems. The exterior and interior painting of school buildings, asphalt paving, the inspection, sampling and analysis of building materials to determine the presence of asbestos-containing materials, the encapsulation or removal of asbestos-containing materials, the inspection, identification, sampling, and analysis of building materials to determine the presence of lead-containing materials, the control, management, and removal of lead-containing materials, or such other items as may be approved by the Board, to such condition that the school buildings may be effectively utilized for their designated purposes.

1.2 Statutory References and Exhibits. The specific statutory references in this Agreement are to the Statutes and Regulations of the State of California unless otherwise specified. All Exhibits and Attachments are deemed fully incorporated into this Agreement.

ARTICLE 2. FACILITIES, FURNISHINGS AND EQUIPMENT

2.1 Exclusive Use. LAUSD hereby grants to Charter School the exclusive use of that portion of the District Premises as fully described and outlined in Exhibit B.

2.2 Shared Use. LAUSD hereby grants to Charter School the shared use of that portion of the District Premises as fully described and outlined in Exhibit A.

2.3 Delivery of Charter School Premises. Unless the Charter School is already in possession of the Charter School Premises as mutually agreed by the District and the Charter School, the District agrees to have the Charter School Premises furnished, equipped and available for occupancy by the Charter School at least 10 working days prior to the first day of instruction in Charter School’s regular school year for the traditional school calendar.

2.4 Furnishings and Equipment. LAUSD shall provide furnishings and equipment to the Charter School. These furnishings and equipment shall remain the property of LAUSD. The furnishings and equipment provided shall be equivalent to those furnishings and equipment provided in the comparison group of schools in accordance with 5 C.C.R. Section 11969.2. All furnishings and equipment located at the Charter School Premises shall be the property of LAUSD unless the Charter School has developed an inventory of the furnishings and equipment that it has

purchased for use on the Charter School Premises. The Charter School's property will be properly inventoried and supported by back-up documentation, such as receipts of purchase or other acceptable form of documentation.

2.5 Telecommunications. The District Premises are wired for telephone and computer data connectivity. The responsibility to provide all communications equipment, excluding phones, computer and related hardware, software, and all required services, shall be the responsibility of the Charter School.

2.6 Title to District Premises. Charter School understands that this Agreement shall provide Charter School with the right to occupy and use the Charter School Premises and Charter School Shared Premises as outlined in this Agreement, and Charter School represents and warrants that Charter School shall not have or assert any ownership right, title or interest to the District Premises based upon its status or possession, occupancy and use of the District Premises.

ARTICLE 3. TERM

3.1 Agreement Term. The term of this Agreement ("Term") shall commence on the Effective Date and shall expire on the date set forth in (g) of the Fundamental Provisions, unless otherwise agreed between the Parties as outlined in an agreement for summer occupancy, as provided in section 3.2 below, or unless terminated as outlined in this Agreement.

3.2 Summer Occupancy. LAUSD and Charter School may agree to the Charter School's access to the District Premises for a period of time in addition to the term described in section 3.1 above, as follows:

(a) At the time of its initial annual application for facilities, submitted to LAUSD not later than the November 1 deadline, Charter School shall provide LAUSD with its request to occupy the District Premises for purposes of conducting a summer session of its educational program, and an approximation of its desired classroom needs and need for shared space.

(b) By May 1, Charter School will provide LAUSD with a projection of enrollment and an exact accounting of the classrooms and shared space needed.

(c) By June 1, LAUSD will provide Charter School with notification of its assigned classroom space and shared space. LAUSD shall make reasonable efforts to provide Charter School with the space Charter School occupied during the term specified in section 3.1 above; provided, however, that if LAUSD assigns space to Charter School that differs from the space that it occupied, it will provide Charter School with such notice at this time. Charter School and LAUSD will jointly sign the notification acknowledging agreement to the summer occupancy.

(d) If Charter School does not occupy the planned space during the term of its requested occupancy, LAUSD shall have the right to charge Charter School for over-allocated space pursuant to the formula set forth in Prop 39 for over-allocated space, pro rated monthly, provided however that the notification provisions of Title 5 CCR section 11969.8 shall not apply.

(e) Charter School understands that custodial staff is assigned to day shifts during the summer to perform deep cleaning of the campus, and that it will have to pay custodial overtime to perform the daily clean-up of summer school activities, just as the District school would have to out of its local control funding budget if it were to host summer school as well.

ARTICLE 4. CHARGES FOR FACILITIES USE

4.1 Definition of Pro Rata Share Charge. The Parties acknowledge and agree that LAUSD may not, pursuant to California law, charge Charter School rent in exchange for its use of the District Premises; provided, however, that LAUSD shall have the right to charge the Charter School an annual fee for use of the District Premises consistent with Education Code section 47614(b) (the “Pro Rata Share Charge”). In exchange for payment of the Pro Rata Share Charge by Charter School, LAUSD shall perform Deferred Maintenance upon the District Premises for the benefit of Charter School. In charging the Pro Rata Share Charge, the District shall not charge the higher oversight fee under Education Code section 47613.

4.2 Calculation of Pro Rata Share Charge. The Pro Rata Share Charge shall be calculated in accordance with Title 5 CCR section 11969.7. When determining Charter School’s facilities costs, Charter School shall only be responsible for facilities payments for those types of facilities spaces used in the District’s calculation of the Pro Rata Share Charge. If the Charter School shares the District Premises, the Charter School shall only be charged the Pro Rata Share Charge on the Charter School Shared Premises on a percentage of its annual usage of the shared premises. The Pro Rata Share Charge shall be determined by calculating the actual square footage of the Charter School’s Premises and the percentage of its usage of Charter School Shared Premises. The Charter School will not be charged a Pro Rata Share Charge for the District Premises that it does not use, but may be charged a proportional Pro Rata Share Charge for shared space needed for the overall operation of the campus as set forth in Title 5 CCR section 11969.7(c). The methodology and the Pro Rata Share Charge for the Term of this Agreement is attached as Exhibit B.

4.3 Disputes as to Payments. If Charter School disputes all or any part of the Pro Rata Share Charge, Charter School shall pay the undisputed portion of the charge per the terms provided in section 4.4 below and shall deposit the disputed amount into escrow with an escrow company authorized to do business in the state of California or otherwise mutually agreed between the Parties, at the Charter School’s expense. The Parties agree to first attempt to resolve such disputes pursuant to the dispute resolution provisions in Section 22.1 of this Agreement. The disputed amount shall remain in escrow until the payment dispute is resolved either through the dispute resolution process or by a final judgment from a court of competent jurisdiction. Any interest accrued on the escrowed funds shall be allocated to the Parties proportionally on the same percentage allocation as the disputed payment amount.

In such instance where Charter School disputes its obligations to pay all or part of the Pro Rata Share Charge, Charter School shall provide LAUSD with a letter or notice entitled “Payment Under Protest” stating that Charter School plans to dispute such payment and proof of deposit of funds into escrow provided by the escrow company. The Payment Under Protest notice shall be provided to LAUSD by the date that payment would have been due under section 4.4 or 5.2, as

applicable. The Charter School shall provide further letter to LAUSD specifying in detail why Charter School is not required to pay all or part of such amount within thirty (30) days following the payment due date.

4.4 Assessment Schedule. The Pro Rata Share Charge will be due to LAUSD on a monthly basis in amounts equal to one twelfth of the total Pro Rata Share Charge for the applicable year. The Pro Rata Share Charge will be payable by the Charter School to LAUSD to the Director of LAUSD's Real Estate & Business Development by the 1st day of each month. If Charter School fails to either make timely payment or deposit disputed payments into escrow with an escrow company authorized to do business in the state of California or otherwise mutually agreed between the Parties and provide timely notice to LAUSD, LAUSD shall provide Charter School with a notice of non-payment and Charter School shall have ten (10) business days from the date of receipt of the notice to respond. If Charter School does not either make payment or dispute payment per section 4.3 above, Charter School authorizes and LAUSD shall have the right, but not the obligation, to deduct the outstanding payment amount from the Charter School's Revenue account.

Notwithstanding anything else in this section 4.4 above, Charter School shall have the option to request LAUSD to deduct Charter School's Pro Rata Share Charge from the Charter School's Revenue account.

4.5 Oversight Fee. If District collects a Pro Rata Share Charge, the District may only charge an oversight fee in accordance with Education Code section 47613, which shall not exceed one percent (1%) of the "revenue of the charter school" (as defined in subdivision (f) of Section 47613). If District does not collect a Pro Rata Share Charge, and does not otherwise charge a fee that may be deemed rent, the District may charge an oversight fee in accordance with Education Code section 47613, which shall not exceed three percent (3%) of the "revenue of the charter school." Oversight fees or Pro Rata Share Charges shall be altered by the Parties in accordance with any change in applicable law during the term of this Agreement. Charter School shall pay the oversight fee in accordance with the requirements for the payment of the Pro Rata Share Charge as provided in section 4.4 above.

ARTICLE 5. FEE-FOR-SERVICE CHARGES

5.1 Payment for Services. In addition to the services provided by LAUSD under this Agreement, Charter School may request and LAUSD may, from time to time, provide facilities-related services to Charter School in addition to the services provided in this Agreement, upon mutual agreement by the Parties, and shall charge Charter School for such services ("Fee-For-Service Charges"). Any recurring Fee-For-Service Charges shall be payable by Charter School on a monthly basis as set forth in section 4.4 above. One-time Fee-For-Service Charges, will be charged to Charter School on a monthly basis, and will be accompanied by an invoice that reflects the nature of the services delivered, the rate charged, and the degree of completion. A copy of any applicable LAUSD order form or job ticket shall also be enclosed with the invoice. To the extent that Charter School has requested services for which a flat monthly fee is charged, such Fee-For-Service Charges shall be prorated for any partial month. These Fee-For-Service Charges will not

be deducted by LAUSD from the Charter School's Revenue account or offset against any monies owing to the Charter School.

5.2 Timely Payment. Charter School will pay any Fee-For-Service Charges by check or cash within twenty (20) days following the receipt of the invoice. If Charter School fails to pay the Fee-For-Service Charges, the unpaid amounts shall bear interest at the lesser of: (i) the rate publicly announced from time to time by the largest (as measured by deposits) chartered bank operating in California, as its prime rate, reference rate or other similar benchmark rate, plus two percent (2%), or (ii) the maximum rate then allowed by law ("Interest Rate") from the date such amount is due until the date paid.

5.3 Timely Charges. The Parties agree that no amounts may be charged or disputed for services that have been delivered over a period that exceeds twelve (12) months, and that Charter School will have no obligation to pay any amounts charged pursuant to an order or request for services that is more than twelve (12) months old, regardless of whether the services have been delivered and/or completed.

5.4 Disputes as to Payments. If Charter School disputes all or any part of the Fee-For-Service Charges, Charter School shall pay the undisputed portion of the charge per the terms provided in sections 5.1 and 5.2 above, and shall handle the disputed portion as set forth in section 4.3 above.

ARTICLE 6. INSURANCE

6.1 Charter School's Insurance. Charter School, at Charter School's sole cost and expense, shall both obtain and keep in full force and effect, beginning on the Effective Date and continuing until this Agreement terminates, the following insurance policies for the District Premises, or, in lieu of maintaining coverage through an insurance company, use a self-insurance mechanism that meets the following criteria:

(a) Liability Insurance. Commercial general liability insurance with respect to the District Premises and Charter School Owned Premises, if any, and the operations of or on behalf of Charter School in, on or about the District Premises, including but not limited to: bodily injury, sexual molestation coverage, automobile liability coverage (if Charter School owns vehicles), product liability (if applicable), blanket contractual, broad form property damage liability coverage and host liquor liability in an amount not less than Five Million Dollars (\$5,000,000) in the aggregate, and excess liability coverage on a basis consistent with coverage for schools or a type similar to the Charter School as required by LAUSD as a school district. Coverage shall be maintained with no Self-Insurance Retention above \$15,000 without the prior written approval of LAUSD. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary, provided however, that District's insurance shall be primary for claims caused by the actions of third parties, except to the extent that the third party's actions arose as a result of the negligence, intentional disregard or malfeasance of the Charter School.

(b) Property Insurance. Property insurance against fire, vandalism, malicious mischief and such other additional perils as now are or hereafter may be included in a standard “All Risks” coverage, including sprinkler leakage, insuring all of Charter School’s trade fixtures, furnishings, equipment, stock, loss of income or extra expense, and other items of personal property (“Charter’s Property”) in an amount not less than one hundred percent (100%) of replacement value. Such insurance shall contain: (i) coinsurance or contribution clauses, (ii) a replacement cost endorsement, and (iii) a waiver of subrogation in favor of LAUSD. With regard to such property insurance, LAUSD agrees that Charter School shall have the right to participate in insurance policies obtained by LAUSD where such policies are less expensive or otherwise more advantageous to Charter School than coverage otherwise available in the marketplace. Any such participation shall be in a separate written agreement. The Parties further acknowledge and agree that Charter School has no obligation hereunder to purchase earthquake coverage.

(c) Workers’ Compensation, Employer Liability. Workers’ compensation insurance in accordance with provisions of the California Labor Code adequate to protect the charter school from claims that may arise from its operations pursuant to the Workers’ Compensation Act, and employer’s liability insurance in an amount not less than One Million Dollars (\$1,000,000).

(d) Fidelity Bond. Fidelity bond coverage for all of Charter School’s employees and who handle, process, or otherwise have responsibility for Charter School’s funds, supplies, equipment or other assets. Minimum amount of coverage shall be One Million Dollars (\$1,000,000) per occurrence, with no self-insurance retention.

6.2 Insurance Policy Criteria. All policies of insurance required to be carried by Charter School shall be written by responsible insurance companies authorized to do business in the State of California, rated no less than the standard LAUSD requires for non-charter public schools [A.M. Best A-, VII or better]. Any such insurance required of Charter School hereunder may be furnished by Charter School under any blanket policy carried by it or under a separate policy therefor. A true and exact copy of each paid-up policy evidencing such insurance or a certificate of the insurer, certifying that such policy has been issued, providing the coverage required and containing the provisions specified herein, shall be delivered to LAUSD prior to the date Charter School is given the right to possession of the District Premises, and upon renewals, not less than thirty (30) days prior to the expiration of such coverage. In addition, LAUSD and the Board of Education of the City of Los Angeles shall be named as an additional insured on the liability policies and a loss payee on the property coverages for the District Premises. LAUSD may, at any time and from time to time, upon reasonable notice to Charter School and at no cost to Charter School, inspect and/or copy any and all insurance policies required hereunder, and in no event shall the then-limits of any policy be considered as limiting the liability of Charter School under this Agreement.

6.3 Failure to Obtain Insurance. If Charter School fails to procure, maintain and/or pay for at the times and for the durations specified in this Agreement, the insurance required hereunder, or fails to carry insurance required by any Applicable Law, LAUSD may (but without obligation to do so), and with concurrent notice to Charter School, perform such obligations on behalf of

Charter School, and the cost thereof, together with interest thereon at the Interest Rate from the date of demand until paid, shall become due and payable as additional payment by Charter School to LAUSD.

6.4 Reimbursement. Charter School shall reimburse LAUSD for cost of the premiums paid by LAUSD for the insurance carried by LAUSD pursuant to the terms of section 6.3 herein, in accordance with section 5.2. Such amounts will be payable by check, and may not be deducted by LAUSD from Charter School's Revenue account.

6.5 District Insurance. During the Term of this Agreement, the District shall maintain insurance or shall self-insure against claims for injuries to persons or damages to property (real and personal, including the structures on the District Premises and any District-owned personal property) in amounts equal to that which would be in place if the District Premises were occupied by another school of the District. For services provided by the District to the Charter School, the District shall maintain responsibility for these services and such services shall be covered by the District's self-insurance or any insurance that the District may maintain.

ARTICLE 7. USE OF PREMISES

7.1 Use. Charter School shall use the District Premises for the operation of a school serving school students consistent with the terms of the Charter School's charter, and incidental related uses, such as educational and extracurricular uses, with such use being subject to the terms of this Agreement and all Applicable Law.

7.2 Civic Center Use. Although Charter School shall have the exclusive use of the Charter School Premises, LAUSD, with the prior consent of Charter School, may agree to make the Charter School Premises available to members of the community in accordance with the provisions of the Civic Center Act (Education Code section 38131 et seq.). If Charter School authorizes access to Charter School Premises pursuant to Civic Center Act, Charter School assumes the risk of loss or damage to property as a result of that access.

LAUSD shall have the right to provide use of Charter School Shared Premises to members of the community in accordance with the provisions of the Civic Center Act (Education Code section 38131 et seq.); provided, however, that Charter School shall have first right of use of Charter School Shared Premises if Charter School has timely scheduled use of the Charter School Shared Premises with the local LAUSD school principal by September 15 for the period of November through February, January 15 for the period of March through June, and May 15 for the period of July through October or prior to LAUSD granting use and/or access to a third party.

7.3 Compliance with Laws. The District is not aware of any defect in or condition of the District Premises that would prevent their use for the Charter School's purposes. The District has not received any notice of violation of statute, ordinance, regulation, order or holding from any state or federal agency with jurisdiction over the District Premises that calls into question the appropriateness or sufficiency of the District Premises for their intended purpose. The District discloses that the District Premises may not be in compliance with statutes, ordinances, regulations, orders or holdings that were subsequently enacted or issued after the construction of

the District Premises and the District offered the Charter School Premises and Charter School Shared Premises based upon the information Charter School disclosed in its Prop. 39 facilities request or otherwise disclosed to the District.

Charter School agrees to use and occupy the District Premises in accordance with all Applicable Law. LAUSD acknowledges that Charter School shall not be responsible for repairs, replacements, alterations, renovations or other modifications or improvements that may result from the District Premises' failure to comply with Applicable Laws unless legal non-compliance or the requirement to comply with current Applicable Laws is the result of an act or omission of Charter School. LAUSD agrees that Charter School shall not be liable for any harm, injury, or other liability resulting from the District Premises' failure to comply with Applicable Laws. Notwithstanding anything herein to the contrary, Charter School shall only be responsible for the District Premises' compliance with Environmental Laws, the Americans with Disabilities Act (ADA) and the Fair Employment and Housing Act (FEHA) access rights to the extent Charter School makes any modifications or improvements to the District Premises. Charter School shall not be responsible for any and all environmental conditions which existed on, below, above or around the District Premises prior to the Charter School's occupancy of the District Premises or caused by LAUSD or its contractors, agents, employees, invitees, or representatives, or any third parties.

7.4 Compliance with Charter Petition. Charter School shall, at its sole cost and expense, promptly and at all times comply with the terms and provisions of the Charter School's charter, as it may be amended or renewed by LAUSD or its chartering agency. Notwithstanding the forgoing, if this Agreement conflicts with any provision in the Charter School's charter this Agreement shall supersede the charter.

7.5 Continuous Use. Charter School shall uninterruptedly operate a school at the District Premises during the Term of this Agreement.

7.6 Finger Printing. Each party shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in the Education Code.

7.7 Shared Use. If the District Premises are shared with another District school or program or one or more other charter schools, the use of the Charter School Shared Premises shall occur in accordance with the Shared Use Agreement, attached hereto as Exhibit A. The Shared Use Agreement shall be negotiated in good faith and terms shall be mutually entered into between the Charter School and the LAUSD host school principal.

ARTICLE 8. ALTERATIONS AND SIGNAGE

8.1 Alterations. During the Term of this Agreement, Charter School shall have no right to make alterations, additions, or improvements to the District Premises, which shall include modular classrooms ("Alterations"), unless previously approved by LAUSD and in accordance with conditions set forth by LAUSD in the approval letter delivered by LAUSD or otherwise mutually agreed in writing. Charter School may submit a request to make Alterations to the

District Premises and LAUSD agrees to act upon a timely and complete request by Charter School within thirty (30) days. If LAUSD fails to provide a response to Charter School within thirty (30) days regarding any such timely and complete request the request shall be deemed approved. Any alterations, additions, or improvements must not cause the District Premises to be incompatible with the operation of a school within the public system of the City of Los Angeles, and must be made in compliance with all Applicable Laws and LAUSD policies. Unless otherwise agreed in writing, the Charter School maintains its ownership rights in any Alterations and may be allowed to remove the same at termination of this Agreement and restore the property to the condition reasonably equivalent to that existing prior to Alteration at Charter School's expense.

8.2 Signage. Charter School may install signage at the District Premises, including one sign at the Charter School's main entrance stating the charter school name and other pertinent information, a sign indicating the main office of the Charter School, and other directional signs as appropriate. The signage shall not require any Alterations to the District Premises in order to erect such signage. Such signage shall be in compliance with any District standards previously made available to Charter School and Charter School's receipt of any applicable permits and approvals required under any municipal or other governmental laws, ordinances, rules or regulations; provided, that in the event of any conflict between the District's standards and any applicable municipal or governmental permit and/or approval, the terms and conditions of the municipal or governmental permit and/or approval shall prevail. The Charter School may place additional signs on the property with prior LAUSD approval.

ARTICLE 9. SURRENDER; END OF THE TERM

9.1 Surrender of District Premises. On the last day of the Term hereof, Charter School shall surrender to LAUSD the District Premises, vacant and in the same condition as when received or made, ordinary wear and tear excepted, free and clear of any liens or encumbrances. All Alterations made by or for Charter School, whether temporary or permanent in character, made either by LAUSD or Charter School, shall, unless otherwise agreed to by the District, be removed and the District Premises shall be surrendered to LAUSD upon expiration of the Term or termination of this Agreement and the property shall be restored to the condition existing prior to Alteration at the expense of Charter School. If any Alterations are made, at least thirty (30) days prior to the last day of the Term hereof, Charter School shall provide the District with its plan of removal and restoration, and the District may require modifications to said plan to ensure that the premises are restored to substantially the same condition they were in prior to Charter School occupancy. By the last day of the Term, Charter School shall remove completely all of Charter School's personal property, including moveable furniture, trade fixtures, and equipment not attached to the District Premises, and repair all damage caused by such removal. Any of Charter School's personal property not so removed shall, with the exception of any modular classrooms purchased by Charter School, after written notification to the Charter School, at the option of LAUSD, automatically become the property of LAUSD upon the expiration or termination of this Agreement or 15 business days following written notification to the Charter School. Thereafter, LAUSD may retain or dispose of in any manner the personal property not so removed, without any notice or liability whatsoever to Charter School.

9.2 Compliance with Applicable Law. All removal of property is subject to Applicable Law, including any local permits and/or approval by the Division of State Architect of the State Department of General Services.

ARTICLE 10. HOLDING OVER

10.1 Holding Over. Charter School shall surrender possession of the District Premises immediately upon the expiration of the Term or earlier termination of this Agreement. Absent a written agreement to the contrary, Charter School will not be permitted to hold over possession of the District Premises after such expiration or earlier termination of the Term without the express written consent of LAUSD, which consent LAUSD may withhold in its sole and absolute discretion. Any holdover by Charter School shall constitute a breach of this Agreement by Charter School entitling LAUSD to pursue any and all remedies available at law and in equity, including without limitation consequential damages resulting therefrom.

During any hold over period, Charter School shall: (i) not occupy and use the District Premises during the hold over period except to remove its personal property and Alterations as it has coordinated with LAUSD; and (ii) authorize LAUSD to deduct \$100 per day (or any portion thereof) from Charter School's monthly revenue account commencing on the sixth day of the hold over and said per day rate shall increase by 100% for each 15 day period thereafter; provided, however, that these hold over provisions shall not apply to those situations where Charter School previously made a timely and legally sufficient request under Prop. 39 for the school year to commence after the last day of the Term of this Agreement, LAUSD made a facilities offer and Charter School accepted, and there is a delay in the delivery of the facilities.

ARTICLE 11. LAUSD'S ACCESS AND OBLIGATIONS

11.1 Entry. LAUSD and its authorized representatives shall have the right, after forty-eight (48) hours prior written notice to Charter School, to enter the District Premises during normal business hours for the purpose of inspection and audit ("Inspection"); or to perform Deferred Maintenance in or on the District Premises pursuant to a request from Charter School or in accordance with the five year plan for Deferred Maintenance to be updated annually by LAUSD's Maintenance and Operations Branch in consultation with Charter School as set forth below. Nothing in this section shall prevent LAUSD from entering the District Premises to address an emergency upon the District Premises nor shall this provision restrict the LAUSD Charter Schools Division's authority to enter the District Premises without advanced notice to perform its general oversight responsibilities under the terms of Charter School's charter and Applicable Law. An "emergency" shall be defined to include circumstances that risk the health and safety of students, personnel or other persons on the District Premises, or circumstances that risk further imminent damage or destruction to the District Premises, or otherwise jeopardizes the operation of the District Premises including, but not limited to, the safety and sanitary condition of the District Premises.

11.2 Right to Perform. If Charter School fails to perform any covenant or condition to be performed by Charter School, LAUSD and its authorized representative shall have the right to enter the District Premises during normal business hours for the purpose of performing such

covenant or condition at LAUSD's option after ten (10) days written notice to and failure to perform by Charter School or to provide notice to LAUSD pursuant to section 16.1(b) of this Agreement. Charter School shall reimburse LAUSD, in accordance with section 5.2 above, for all reasonable costs incurred in so performing. Any performance by LAUSD of Charter School's obligations shall not waive or cure such default. LAUSD may perform Charter School's defaulted obligations at Charter School's sole cost and expense.

11.3 Other. LAUSD shall have the right after forty-eight (48) hours prior written notice to Charter School to enter the District Premises at all reasonable times during usual business hours for the purpose of exhibiting the same to prospective purchasers or mortgagees or charter schools thereof.

11.4 Obligation to Inspect. On an annual basis, LAUSD's Maintenance and Operations Division will inspect the District Premises and deliver a copy of their inspection to the Charter School prior to commencement of its occupancy. It is understood and agreed by the Parties that LAUSD will bear the sole cost and responsibility for such inspection.

11.5 Deferred Maintenance Plan and Services. The Parties acknowledge and agree that LAUSD has certain obligations to deliver Deferred Maintenance to the District Premises in exchange for Charter School's Pro Rata Share Charge payments. In furtherance of its obligations, LAUSD shall maintain or cause to be maintained a "Deferred Maintenance Plan" for the District Premises. The Deferred Maintenance Plan shall include a schedule and description of Deferred Maintenance services to be delivered by LAUSD to Charter School to cover the Term of this Agreement; provided, however, that the Parties acknowledge that there may not be any scheduled Deferred Maintenance services conducted during the term of this Agreement pursuant to LAUSD's five year plan. LAUSD shall deliver the Deferred Maintenance Plan to Charter School before July 31 of the year of Charter School's occupancy. In addition to the services set forth in the Deferred Maintenance Plan, Charter School may request additional Deferred Maintenance services or accelerated service by telephoning LAUSD's Maintenance Operations Division. LAUSD shall, whenever feasible and without jeopardizing priority maintenance services to other schools, perform such additional or accelerated Deferred Maintenance services for Charter School. LAUSD acknowledges and agrees that it will carry out its responsibilities pursuant to this section 11.5 in a good and workmanlike manner by properly qualified and licensed personnel and in accordance with all Applicable Law and LAUSD policies. LAUSD further acknowledges and agrees that all work it is obligated to perform pursuant to this section 11.5 will be timely commenced and diligently prosecuted through completion.

11.6 Maintenance and Operations. Maintenance and Operations ("M&O") are broadly and generally defined as maintaining, repairing, and operating buildings (including the classrooms therein) and grounds efficiently on a regular basis, in a manner that promotes learning in a safe, clean, and healthy environment.

LAUSD shall solely be responsible for performing M&O on the Charter School Premises and the Charter School Shared Premises to maintain a good, safe and sanitary condition. Charter School shall not be responsible to perform any M&O services. LAUSD shall provide M&O services to the Charter School pursuant to LAUSD's M&O standards and policies and shall

provide these services at a service level similar to that provided to LAUSD public schools. Costs of M&O services are included in the Pro Rata Share Charge (Facilities Costs) which are paid by the Charter School and determined by calculating the actual square footage of the Charter School's Premises and the percentage of Charter School's usage of the Charter School Shared Premises. The Pro Rata Share Charge (Facilities Costs) rate and calculation methodology are attached hereto as Exhibit B. If the Charter School requests any additional facilities-related services that are above and beyond the service level provided to LAUSD public schools and which are not included in the Pro Rata Share Charge (Facilities Costs) but have been agreed to be provided by LAUSD, costs of said services will be charged to the Charter School on a fee-for-service basis as set forth in Article 5 above. Fee-For-Service Charges shall be based upon rates that will be updated by LAUSD and circulated to the Charter School prior to July 31 and which shall be in effect through at least July 31 of the next year.

If and when the Charter School needs additional M&O services and these have been agreed to be provided by LAUSD, Charter School may request said services from LAUSD's Maintenance and Operations Branch by contacting the Complex Project Manager (CPM) for the School Site. The current CPM directory can be found at: <http://www.laschools.org/new-site/mo/contact-us>, and an estimate for the requested services will be delivered to Charter School within five (5) working days of the request. Charter School shall report service calls to the School Site plant manager. Only in case of an M&O related emergency, Charter School may call the Service Line Hotline at (213) 745-1600 (M-F 6:30am – 5:00pm); for all M&O related emergencies outside of these hours, Charter School shall contact the LAUSD School Police Department at (213) 625-6631. To the extent a service is being delivered on a long-standing or continuous basis, it is understood and agreed by the Parties that such request for services must be renewed at the outset of each school year to be a validly enforceable obligation.

11.7 Pest Management. Notwithstanding anything provided in this Agreement, LAUSD shall provide the pest management for the District Premises in accordance with LAUSD's Integrated Pest Management Program policy upon written notice to Charter School of its intention to do so. The schedule upon which the pest management service will be provided, as well as the estimated cost of such pest management service. Charter School shall pay the reasonable and customary fee or charge for said pest management service in accordance with Article 5 above.

ARTICLE 12. LIENS

12.1 Liens. Charter School shall not suffer or permit any liens to stand against the District Premises, or any part thereof, by reason of any work, labor, services or materials done, supplied, or claimed to have been done or supplied. If, as a result of work performed by or under the direction of the Charter School, any such lien shall at any time be filed against the District Premises, the Charter School shall provide written notice thereof to the District as soon as notice of such lien or action comes to the knowledge of the Charter School. The Charter School shall cause the lien or action to be discharged of record within thirty (30) days after the date of the filing of same, either by payment, deposit or bond, unless a bond therefore is already in effect. Nothing in this Agreement shall be construed as consent or agreement by LAUSD to subject its estate in the District Premises or any estate that may be construed in favor of Charter School under this agreement to liability under any mechanics' lien law or to any contractor or laborer for work performed.

12.2 Release of Liens . If any such liens are not so discharged within thirty (30) days after the date of the filing of the same, the District, without waiving its rights and remedies based on such breach by the Charter School whose dealings gave rise to the lien and without releasing the Charter School from any of its obligations, may cause such liens to be released by any reasonable means, including payment in satisfaction of the claim giving rise to such lien. The Charter School shall pay to the District any sum paid by the District to remove such liens in accordance with section 5.2 above.

ARTICLE 13. ALLOCATION OF RISK

13.1 Indemnity. LAUSD and Charter School hereby agree and acknowledge that the relationship between LAUSD and Charter School is solely a landlord/Charter School type relationship and not a principal/agent relationship. Charter School and LAUSD are acting on their own behalf in operating from the District Premises any school thereon (or any other purpose(s) thereupon) and neither is operating as an agent of the other.

To the fullest extent permitted by law, Charter School and LAUSD shall indemnify, defend and protect each other and their affiliates, successors and assigns, and their officers, directors, shareholders, board members, other members, partners, agents and employees (sometimes referred to as the “Indemnified Party” or sometimes collectively referred to as the “Indemnified Parties”) and hold the Indemnified Parties harmless from any and all losses, costs, damages, expenses and liabilities (including without limitation court costs and reasonable attorneys’ fees) incurred in connection with or arising from any cause (i) in Charter School’s or LAUSD’s use or occupancy of the District Premises, or (ii) in connection with Charter School’s or LAUSD’s operations at the District Premises, including without limiting the generality of the foregoing:

- (a) any default by Charter School or LAUSD in the observance or performance of any of the terms, covenants or conditions of this Agreement;
- (b) the use or occupancy of the District Premises by Charter School or LAUSD or any person claiming by, through or under Charter School or LAUSD, or their employees, agents, contractors, licensees, directors, officers, partners, trustees, visitors or invitees, or any such person in, on or about the District Premises either prior to, during, or after the expiration of the Term of this Agreement (singularly, “Liability”; collectively, “Liabilities”); and
- (c) any claim by a third party that Charter School or LAUSD is responsible for any actions by the other party in connection with any use or occupancy of the District Premises or in any way related to this Agreement.

Notwithstanding anything to the contrary set forth in this Section, the provisions of this section 13.1 shall not apply to the extent that all or part of the Liabilities are due to the gross negligence or willful misconduct of the Indemnified Parties or due to the breach of the Indemnified Party’s obligations under this Agreement. The provisions of this section 13.1 shall survive the expiration or sooner termination of this Agreement.

Charter School or LAUSD shall, upon request by Indemnified Parties, undertake the defense of any Liabilities threatened or asserted against such Indemnified Parties on the following terms and conditions:

(a) The party requesting the benefits of this section 13.1 shall deliver to the other party a written request for defense of a Liability. The receiving party shall have thirty (30) days after the date of the receipt of the request to determine whether the request for defense is appropriate and deliver either a written notice of assumption of defense or rejection of request (“Notice”). If the receiving party denies the request, the requesting party may defend such Liability and pursue any rights or remedies available at law for the rejection of the request.

(b) If the request for defense has been accepted, such defense shall be conducted by reputable attorneys retained by Charter School or LAUSD, as applicable, selected from a list approved by Charter School or LAUSD, as applicable, all at Charter School’s or LAUSD’s sole cost and expense. In the event the interests of Charter School or LAUSD and any such Indemnified Parties in the action conflict in such manner and to such an extent as to require, consistent with applicable standards of professional responsibility, the retention of separate counsel for any of the Indemnified Parties involved in the action, Charter School or LAUSD, as applicable, shall pay all fees and costs charged or incurred by separate counsel chosen by such Indemnified Parties.

(c) If Charter School or LAUSD fails to deliver the Notice or fails to choose counsel from the other party’s approved list, Charter School or LAUSD shall conclusively be bound by and be liable for all liability suffered or incurred by such Indemnified Party, including without limitation, the amount of any judgment, settlement, compromise, fine or penalty, and all costs and fees of counsel incurred by such Indemnified Party in connection therewith, whether or not such Indemnified Party shall choose to undertake a defense in connection with such Liability.

(d) Charter School and LAUSD agree to promptly notify each other of the commencement of any litigation or proceedings pending, threatened or commenced (whether or not served) against Charter School or LAUSD, or any of their directors, officers, agents or employees, in connection with the matters covered hereby.

ARTICLE 14. DAMAGE AND DESTRUCTION

14.1 Notice to LAUSD. Charter School shall provide written notice to LAUSD immediately of any casualty that wholly or partially damages or destroys the Charter School Premises or Charter School Shared Premises.

14.2 If there is damage or destruction, in whole or in part, to the Charter School Premises or Charter School Shared Premises:

(a) Unsafe Access or Use. If Charter School and LAUSD determine that all or substantially all of the Charter School Premises and/or Charter School Shared Premises are inaccessible or unusable by Charter School in a safe manner, then the Parties may mutually agree to terminate this Agreement.

(b) Safe Access or Use. If Charter School and LAUSD determine that Charter School can safely continue its educational program from the Charter School Premises, Charter School may elect to continue the Agreement in effect; provided, that Charter School's Pro Rata Share Charge shall be adjusted proportionately for that portion of the Charter School Premises and/or Charter School Shared Premises that Charter School cannot and relinquishes use of.

(c) Upon mutual agreement between the Parties, Charter School may elect to pay LAUSD for the full estimated cost and expense to repair such damage or destruction, or pay in accordance with a structured payment schedule agreed to by LAUSD. If Charter School exercises such option, this Agreement shall continue in full force and effect but the Pro Rata Share Charge and all other charges, expenses and fees shall be proportionately reduced as provided in section 14.2(b).

(d) If this Agreement is terminated pursuant to this section 14.2, LAUSD shall make best efforts to house Charter School's entire program that was conducted at the Charter School Premises in a single facility for the remainder of the Charter School's planned school year. If LAUSD cannot provide Charter School with a single facility, LAUSD shall make best efforts to provide Charter School with classrooms sufficient to house the Charter School's entire program that was conducted at the Charter School Premises across multiple facilities or by temporary use of DSA compliant modular classrooms, as permitted by law, either on the District Premises or at other District real property that LAUSD deems appropriate; provided, that pursuant to section 47614(b)(1) of the Education Code, nothing herein shall obligate LAUSD to expend unrestricted general fund revenues.

ARTICLE 15. EMINENT DOMAIN

15.1 Termination of Agreement. This Agreement shall terminate if all of the Charter School Premises or Charter School Shared Premises are permanently taken under the power of eminent domain. If only a part of the Charter School Premises or Charter School Shared Premises is permanently taken under the power of eminent domain, LAUSD or Charter School may elect to terminate this Agreement by providing sixty (60) days' written notice to the other party. In the event of a permanent partial taking which does not result in termination of this Agreement, the Pro Rata Share Charge shall be proportionately reduced based on the portion of the Charter School Premises or Charter School Shared Premises rendered unusable, and LAUSD shall restore the Charter School Premises or Charter School Shared Premises by constructing a demising wall deemed necessary by LAUSD to separate the Charter School Premises or Charter School Shared Premises from the portion permanently taken. In the event LAUSD terminates this Agreement pursuant to this section, LAUSD shall make best efforts to house Charter School's entire program in a contiguous facility for the remainder of the Charter School's planned school year. If LAUSD cannot house the Charter School's entire program in a single contiguous facility, LAUSD shall make best efforts to provide Charter School with classrooms sufficient to house the Charter School's entire program across multiple facilities or by use of temporary modular classrooms.

15.2 Allocation of Condemnation Award. In the event of a permanent condemnation or taking of all or part of the District Premises, LAUSD shall be entitled to any and all awards which may be made in such taking or condemnation relating to all interests, including the fee title, to the District Premises. Nothing contained in this Article 15 shall be deemed to give LAUSD any

interest in or to require Charter School to assign to LAUSD any separate award as designated by the condemning authority made to Charter School for (i) the taking of Charter School's personal property, (ii) interruption of or damage to Charter School's business, or (iii) amounts attributable to Charter School's relocation expenses.

15.3 Temporary Taking. No temporary taking of the Charter School Premises or Charter School Shared Premises or any part of the Charter School Premises or Charter School Shared Premises and/or of Charter School's rights to the Charter School Premises or Charter School Shared Premises or under this Agreement shall terminate this Agreement or give Charter School any right to any abatement of any payments owed to LAUSD pursuant to this Agreement, provided that such temporary taking does not continue for more than five (5) consecutive days or a total of five (5) non-consecutive days in any thirty (30) day period. Any award made by reason of such temporary taking shall belong entirely to LAUSD, except as to compensation for (i) the temporary taking of Charter School's personal property, (ii) interruption of or damage to Charter School's business, or (iii) amounts attributable to Charter School's temporary relocation expenses.

ARTICLE 16. CHARTER SCHOOL'S DEFAULT; LAUSD'S REMEDIES

16.1 Charter School's Default. The occurrence of any one of the following events shall be considered a default of this Agreement by Charter School:

(a) The failure of Charter School to pay any charges or fees due and payable hereunder pursuant to the provisions of sections 4.4 or 5.2, as applicable, or otherwise provided herein; provided, however, that any such notice shall be in lieu of, and not in addition to, any notice required under Code of Civil Procedure section 1161, and such ten (10) day cure period shall run concurrently with any cure period required under California law, including Code of Civil Procedure section 1161.

(b) The failure of Charter School to observe or perform any of its covenants or obligations hereunder, which failure continues past the notice and cure period provided herein. LAUSD shall provide Charter School with written notice of default and Charter School shall have ten (10) business days to provide a response to LAUSD either evidencing compliance with the terms of this Agreement or a plan to cure the default and a reasonable timeline acceptable by LAUSD within which Charter School will diligently prosecute the same to completion. In no event shall such default continue for more than ninety (90) days after written notice thereof by LAUSD to Charter School without prior written agreement by LAUSD. Any such notice shall be in lieu of, and not in addition to, any notice required under Code of Civil Procedure section 1161; and such cure period shall run concurrently with any cure period required under California law, including Code of Civil Procedure section 1161.

(c) Charter School's abandonment of the Charter School Premises for a period of thirty (30) consecutive days, it being agreed that the fact that any of Charter School's property remains in the Charter School Premises shall not be evidence that Charter School has not vacated or abandoned the Charter School Premises; provided, however, any normal school holidays including summer and inter-term breaks shall not constitute abandonment of the Charter School Premises.

(d) The making by Charter School of any general assignment or general arrangement for the benefit of creditors; the filing by or against Charter School of a petition to have Charter School adjudged bankrupt or a petition for reorganization or arrangement under any law relation to bankruptcy (unless the same is dismissed within sixty (60) days); the appointment of a trustee or receiver to take possession of substantially all of the Charter School's assets located at the Charter School Premises, or of Charter School's interest in this Agreement, where possession is not restored to Charter School within thirty (30) days; or the attachment, execution or other judicial seizure of substantially all of Charter School's assets located at the Charter School Premises or of Charter School's interest in this Agreement, where such seizure is not discharged within thirty (30) days.

(e) Any failure by Charter School to execute and deliver any statement or document described in Article 20 below within a reasonable period of time after LAUSD's written request for such statement or document. Any such notice shall be in lieu of and not in addition to any notice required under Code of Civil Procedure section 1161, and such thirty (30) day cure period shall run concurrently with any cure period required under California law, including Code of Civil Procedure section 1161.

(f) The assignment, subletting or other transfer of this Agreement in violation of Article 18.

(g) The cessation of Charter School's program after a revocation, nonrenewal or surrender of the charter to the granting agency. However, Charter School shall not be in default of this Agreement until after Charter School has exhausted all appeals subsequent to the revocation or nonrenewal of its charter.

16.2 LAUSD's Remedies.

(a) In the event of any default by Charter School and if Charter School fails to cure such default within the time period specified in this Agreement after receipt of written notice from LAUSD of such default, LAUSD shall have the right, in addition to all other rights available to LAUSD under this Agreement or now or later permitted by law or equity, to terminate this Agreement by providing Charter School with a ninety (90) day prior written notice of termination. Upon termination, LAUSD may recover any damages proximately caused by Charter School's failure to perform under this Agreement, or which are likely in the ordinary course of business to be incurred, including any amount expended or to be expended by LAUSD in an effort to mitigate damages, as well as any other damages which LAUSD is entitled to recover under any statute now or later in effect.

(b) In accordance with Civil Code section 1951.4 (or any successor statute), Charter School acknowledges that in the event Charter School has breached this Agreement and abandoned the District Premises, this Agreement shall continue in effect for so long as LAUSD does not terminate Charter School's right to possession, and LAUSD may enforce all its rights and remedies under this Agreement, including the right to recover the Pro Rata Share Charge as it becomes due under this Agreement and the reasonable costs incurred to preserve the property. Acts of

maintenance or preservation of the Charter School Premises or Charter School Shared Premises or the appointment of a receiver upon initiative of LAUSD to protect LAUSD's interest under this Agreement shall not constitute a termination of Charter School's right to possession. In addition to its other rights under this Agreement, LAUSD has the remedy described in Civil Code section 1951.4.

(c) In the event of any default by Charter School and if Charter School fails to cure such default within the time period specified in this Agreement after receipt of written notice from LAUSD of such default, LAUSD shall also have the right, with or without terminating this Agreement, to enter the Charter School Premises or Charter School Shared Premises and remove all persons and personal property from the District Premises, such property being removed and stored in a public warehouse or elsewhere at Charter School's sole cost and expense. No removal by LAUSD of any persons or property in the District Premises shall constitute an election to terminate this Agreement. Such an election to terminate may only be made by LAUSD in writing, or decreed by a court of competent jurisdiction. LAUSD's right of entry shall include the right to remodel the Charter School Premises or Charter School Shared Premises and re-let the Charter School Premises or Charter School Shared Premises. Any payments made by Charter School or third party to whom the facilities are re-let shall be credited to the amounts owed by Charter School under this Agreement. No entry by LAUSD shall prevent LAUSD from later terminating this Agreement by written notice.

(d) If Charter School fails to perform any covenant or condition to be performed by Charter School within a the time period specified in this Agreement after Charter School received written notice of such failure from LAUSD, LAUSD may perform such covenant or condition at its option, after notice to Charter School. In the event of an emergency, LAUSD has the right to perform such activity to mitigate the impact of the emergency. All reasonable costs incurred by LAUSD in so performing shall be reimbursed to LAUSD by Charter School in accordance with section 5.2 hereof. Any performance by LAUSD of Charter School's obligations shall not waive or cure such default. All out-of-pocket, reasonable costs and expenses actually incurred by LAUSD in collecting payments due, or enforcing the obligations of Charter School under this Agreement shall be paid by Charter School to LAUSD in accordance with section 5.2 hereof.

(e) The rights and remedies of LAUSD set forth herein are not exclusive, and LAUSD may exercise any other right or remedy now or later available to it under this Agreement, at law or in equity.

ARTICLE 17. LAUSD'S DEFAULT; CHARTER SCHOOL'S REMEDIES

17.1 LAUSD's Default. LAUSD shall be considered in default of this Agreement for failure by LAUSD to observe or perform any of its covenants or obligations hereunder which continue beyond the notice and cure period provided herein (except in the event of an emergency, in which case LAUSD shall perform its obligations immediately). Charter School shall provide LAUSD with written notice of default and LAUSD shall have ten (10) business days to provide a response to Charter School either evidencing compliance with the terms of this Agreement or a plan to cure the default and a reasonable timeline acceptable to Charter School within which LAUSD will diligently prosecute the same to completion. In no event shall such default continue

for more than ninety (90) days after written notice thereof by Charter School without prior written agreement by Charter School.

17.2 Charter School's Remedies. If LAUSD fails to perform any covenant or condition to be performed by LAUSD within the time period specified in section 17.1 after LAUSD received written notice of such failure from Charter School, Charter School shall have the right to withhold payment as its remedy for LAUSD non-performance, as specified in Article 4 or Article 5 of this Agreement. In the event of an emergency, Charter School has the right to perform such activity to mitigate the impact of the emergency. All out-of-pocket, reasonable costs and expenses actually incurred by Charter School as a result of LAUSD's failure to perform under this Agreement, in collecting payments due, or enforcing the obligations LAUSD under this Agreement shall be paid by LAUSD to Charter School within thirty (30) days of written demand therefor.

The rights and remedies of Charter School set forth herein are not exclusive, and Charter School may exercise any other right or remedy now or later available to it under this Agreement, at law or in equity.

ARTICLE 18. ASSIGNMENT AND SUBLETTING

18.1 No Assignment or Subletting. Charter School shall not have the right, voluntarily or involuntarily, to assign, license, transfer or encumber this Agreement or lease or sublet all or any part of the District Premises without LAUSD's prior written consent. LAUSD and Charter School acknowledge and agree that this Agreement is being entered into so that Charter School may operate a charter school. Charter School acknowledges and agrees that it has no right to assign or sublease this Agreement. Any purported transfer shall be void. No consent to transfer shall constitute a waiver of the provisions of this Article 18.

ARTICLE 19. HAZARDOUS MATERIALS

19.1 Compliance with Laws. Charter School shall comply with all applicable Environmental Laws relating to industrial hygiene and environmental conditions on, under or about the Charter School Premises and Charter School Shared Use Premises, including but not limited to, air, soil and ground water conditions. Charter School shall not use Hazardous Materials on, under or about the Charter School Premises and Charter School Shared Use Premises in violation of Environmental Laws; provided, however, that Charter School may use normal and customary cleaning solutions and office supplies so long as the use of such solutions and supplies are in quantities and in a manner wholly consistent with all applicable Environmental Laws; and further provided that Charter School may use normal and customary chemicals for classroom use so long as the use of such chemicals are in quantities and in a manner wholly consistent with all applicable school standards and approved by LAUSD'S Office of Environmental Health and Safety (OEHS). Without limiting the generality of the foregoing, Charter School shall not transport, use, store, maintain, generate, manufacture, handle, dispose, Release or discharge any Hazardous Material upon or about the Charter School Premises and Charter School Shared Use Premises in violation of Environmental Laws during the Term of this Agreement. In addition, Charter School shall be cognizant of activities that it conducts on the Charter School Premises and Charter School Shared Use Premises which may be considered to be a "project" under CEQA.

Prior to engaging in any activity which may trigger CEQA compliance, Charter School shall notify LAUSD of the need for possible environmental review of such activity.

19.2 Notice. Charter School will promptly notify LAUSD in writing if Charter School has or acquires actual notice or knowledge that any Hazardous Material has been or is threatened to be, released, discharged, disposed of, transported, or stored on, in, or under or from the Charter School Premises and Charter School Shared Use Premises in violation of Environmental Laws. Charter School shall promptly provide copies to LAUSD of all written complaints, claims, citations, demands, inquiries, reports or notices relating to the conditions of the Charter School Premises and Charter School Shared Use Premises or compliance with Environmental Laws. Charter School shall promptly supply LAUSD with copies of all written notices, reports, correspondence, and submissions made by Charter School to the United States Environmental Protection Agency, the United States Occupational Safety and Health Administration, and any other local, state, or federal authority that requires submission of any information concerning environmental matters or hazardous wastes or substances pursuant to Environmental Laws. To the extent Charter School has actual knowledge of the same, Charter School shall promptly notify LAUSD of any liens threatened or attached against the Charter School Premises and Charter School Shared Use Premises pursuant to any Environmental Laws.

19.3 Inspection. LAUSD and LAUSD's agents, servants, and employees including, without limitation, legal counsel and environmental consultants and engineers retained by LAUSD ("LAUSD Parties"), may (but without the obligation or duty to do so), at any time and from time to time, on not less than two (2) business days' written notice to Charter School (except in the event of an emergency, in which case, no notice will be required), inspect the Charter School Premises and Charter School Shared Use Premises to determine whether Charter School is complying with Charter School's obligations set forth in this Article 19, and to perform environmental inspections and samplings, during regular business hours (except in the event of an emergency) or during such other hours as LAUSD and Charter School may agree. Charter School will comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 CFR part 763.

19.4 Indemnification. Except to the extent of LAUSD's and LAUSD Parties' negligence or willful misconduct, Charter School shall indemnify, defend (by counsel reasonably approved in writing by LAUSD), protect, save and hold harmless LAUSD and LAUSD Parties from and against any and all Claims arising from any breach of Charter School's covenants under this Article 19.

19.5 LAUSD Disclosures. To the best knowledge of LAUSD and unless identified in Exhibit C attached hereto and incorporated herein or otherwise disclosed to Charter School, the District Premises has not been used to treat, store, process, or dispose of Hazardous Materials, except for normal and customary cleaning solutions and office supplies in quantities and in a manner wholly consistent with all applicable Environmental Laws and normal and customary chemicals used in the course of LAUSD's programs, and to the best knowledge of LAUSD there is no Release nor has there ever been any Release of such Hazardous Materials at, on, about or under the District Premises which would give rise to a cleanup or remediation obligation under any applicable federal, state or local Environmental Laws or under common law. LAUSD discloses that it presumes many of the LAUSD school campuses have asbestos, including

insulation or flooring, lead, and possibly other Hazardous Materials that were acceptable for use from the time of the construction of the District Premises to the present or undiscovered to date. Charter School should use the District Premises with such presumption in mind.

LAUSD hereby indemnifies, defends (by counsel reasonably approved in writing by Charter School), protects, saves and holds harmless Charter School from and against any and all loss, liability, damage, cost, expense or claim arising from (a) any breach of LAUSD's representations and warranties contained in this Agreement; or (b) any and all environmental conditions caused by LAUSD or its contractors, agents, employees, invitees, or representatives, or any third parties.

ARTICLE 20. NOTICE

20.1 Notice. Except where otherwise indicated in this Agreement, any notice or communication required or permitted hereunder shall be given in writing, sent by (a) personal delivery by a representative of the party giving such notice, or (b) overnight delivery by recognized overnight courier, or (c) United States mail, postage prepaid, registered or certified mail, or (d) facsimile (provided that the same shall be followed by delivery of a copy by one of the other permitted means of delivery), addressed as provided in section 22.24, except as otherwise provided above. Any such notice or communication shall be deemed to have been delivered either at the time of personal delivery actually received by the addressee or a representative of the addressee at the address provided above, or, if delivered on a business day in the case of delivery service or certified or registered mail, as of the earlier of the date delivered or the date forty-eight (48) hours following the date deposited in the United States mail, at the address provided herein, or if by telecopier, upon electronic confirmation of good receipt by the receiving telecopier. LAUSD and Charter School hereby agree that notices may be given hereunder by the Parties' respective legal counsel and that, if any communication is to be given hereunder by LAUSD's or Charter School's legal counsel, such counsel may communicate directly with all principals as required to comply with the provisions of this Article 20.

ARTICLE 21. SUBORDINATION, ATTORNMENT AND NON-DISTURBANCE

21.1 Obligations of Charter School. This Agreement and the rights granted to Charter School by this Agreement are and shall be subject and subordinate at all times to all deeds of trust or mortgages now or later affecting or encumbering all or any part of the District Premises and/or any ground or underlying leasehold estate; provided, however, any such subordination shall be subject to the execution of a non-disturbance agreement reasonably acceptable to Charter School by LAUSD under the deed of trust or mortgage; and provided, further, however, that if LAUSD elects at any time to have Charter School's interest in this Agreement be or become superior, senior or prior to any such instrument, then upon receipt by Charter School of written notice of such election, Charter School shall immediately execute all necessary and reasonable subordination instruments or other reasonable documents confirming the subordination of such mortgage or deed of trust to this Agreement.

21.2 LAUSD's Right to Assign. LAUSD's interest in this Agreement may be assigned to any mortgagee or trust deed beneficiary as additional security. Nothing in this Agreement shall

empower Charter School to do any act without LAUSD's prior consent which can, shall or may encumber the title of the owner of all or any part of the District Premises.

21.3 Attornment by Charter School. In the event of any foreclosure of any or all mortgages or deeds of trust encumbering the District Premises by trustee's sale, voluntary agreement, deed in lieu of foreclosure, or by the commencement of any judicial action seeking foreclosure, Charter School shall attorn to and recognize the beneficiary or purchaser at the foreclosure sale, as Charter School's landlord under this Agreement, and Charter School agrees to execute and deliver at any time upon request of such beneficiary, purchaser, or their successors, any instrument to further evidence such attornment. Charter School hereby waives its right, if any, to elect to terminate this Agreement or to surrender possession of the District Premises in the event of any such mortgage or deed of trust foreclosure.

21.4 Non-Disturbance. Notwithstanding any of the provisions of this Article to the contrary, in the event of the cancellation or termination of any or all other agreements affecting all or any part of the District Premises in accordance with its terms or by the surrender thereof, whether voluntary, involuntary or by operation of law, or by summary proceedings, or in the event of any foreclosure of any or all mortgages or deeds of trust encumbering the District Premises by trustee's sale, voluntary agreement, deed in lieu of foreclosure, or by the commencement of any judicial action seeking foreclosure, Charter School shall be allowed to occupy the District Premises and this Agreement shall remain in effect, subject to the terms of this Agreement.

ARTICLE 22. MISCELLANEOUS

22.1 Dispute Resolution. Notwithstanding anything in this Agreement to the contrary, disputes between Charter School and the District regarding this Agreement, including, the alleged violation, misinterpretation, or misapplication of this Agreement, Proposition 39, or State Regulations shall be resolved using the dispute resolution process identified below.

The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information: (1) the name, addresses and phone numbers of designated representatives of the party (the designated representatives must be an employees(s) of Charter School or the District); (2) a statement of the facts of the dispute, including information regarding the parties' attempts to resolve the dispute; (3) the specific sections of the Agreement that are in dispute; and (4) the specific resolution sought by the party. Within ten (10) business days from receipt of the notice of dispute the representatives from Charter School shall meet with representatives from the District in an informal setting to try to resolve the dispute.

If the informal meeting fails to resolve the dispute the party initiating the dispute resolution process shall notify the other party (the responding party) in writing that it intends to proceed to mediation of the dispute and shall request the State Mediation and Conciliation Service to appoint a mediator within ten (10) business days to assist the parties in resolving the dispute (if the State Mediation and Conciliation Service ("SMCS") is unable or refuses to provide a mediator the parties shall mutually agree upon a mediator with fifteen (15) days from notice that SMCS will be unable to provide a mediator). The initiating party shall request appointment of a mediator who is available to meet as soon as possible but not later than 30 calendar days after receipt of the request

for appointment. The party initiating the dispute shall forward a copy of the notice of the dispute to the appointed mediator. The responding party shall file a written response with the mediator and serve a copy on the initiating party within seven business days of the first scheduled mediation. The mediation procedure shall be entirely informal in nature; however, copies of exhibits upon which either party bases its case shall be shared with the other party in advance of the mediation. The relevant facts should be elicited in a narrative fashion to the extent possible, rather than through examination and cross examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the District and Charter School.

Either party may seek equitable or injunctive relief prior to the mediation to preserve the status quo or prevent irreparable injury pending the completion of that process. Except for such an action to obtain equitable relief, neither party may commence a civil action with respect to the matters submitted to mediation until after the completion of the initial mediation session, or 45 calendar days after the date of filing the written request for mediation, whichever occurs first. Mediation may continue after the commencement of a civil action, if the parties so desire.

22.2 Merger. The voluntary or other surrender of this Agreement by Charter School, or a mutual cancellation of this Agreement, shall not work a merger, and shall, at the option of LAUSD, terminate all or any existing subleases or subtenancies, or may, at the option of LAUSD, operate as an assignment to it of Charter School's interest in any or all such subleases or subtenancies.

22.3 Relationship. The relationship between LAUSD and Charter School is not and shall not be deemed or construed either as a partnership or as a joint venture.

22.4 Quiet Enjoyment. Provided Charter School has performed all of the terms, covenants, agreements and conditions of this Agreement, including the payment of all other sums due hereunder, Charter School shall peaceably and quietly hold and enjoy the District Premises for the Term hereof, but subject to the provisions and conditions of this Agreement, against LAUSD and all persons claiming by, through or under LAUSD. Charter School's right to use the District Premises as herein provided shall be subject to restrictions or other limitations or prohibitions resulting from any Applicable Law now in force or which may hereafter be in force.

22.5 Partial Invalidity. If any term or provision of this Agreement or the application thereof to any person or circumstance shall to any extent be invalid or unenforceable, the remainder of this Agreement, or the application of such term or provision to persons or circumstances other than those as to which it is invalid or unenforceable, shall not be affected thereby, and each term and provision of this Agreement shall be valid and be enforced to the fullest extent permitted by law.

22.6 Captions. The captions and headings of this Agreement are inserted only as a matter of convenience and for reference, and in no way define, limit or describe the scope of this Agreement of the intent of any provision hereof.

22.7 Amendment. No amendment or modification to this Agreement shall be effective for any purpose unless in writing signed by LAUSD and Charter School indicating an intent to modify this Agreement.

22.8 Choice of Law. This Agreement shall be governed by the laws of the State of California.

22.9 Interpretation. This Agreement shall be deemed to be jointly prepared by both Parties hereto, and any ambiguities or uncertainties herein shall not be construed for or against either of the Parties.

22.10 Attorneys' Fees. In the event either party should commence an action against the other to enforce any obligation set forth herein, the unsuccessful party shall pay to the prevailing party its costs of litigation or arbitration, including reasonable attorneys' fees, whether or not the suit is brought to judgment or conclusion in arbitration.

22.11 Counterparts and Electronic Execution. This Agreement may be executed in one or more counterparts, each of which may be deemed an original, but all of which together shall constitute one and the same instrument. An executed counterpart may be delivered by facsimile or electronic mail (in electronic format such as .pdf or .tif or other accepted format) and shall be effective as delivery of a manually executed and personally delivered counterpart to create a validly executed instrument.

22.12 Entire Agreement. This Agreement contains all of the agreements of the Parties with respect to the matters covered hereby, and no prior agreements, oral or written, or understandings or representations of any nature whatsoever pertaining to any such matters shall be effective for any purpose unless expressly incorporated into the provisions of this Agreement. The provisions of this Agreement shall not be amended or altered except by an instrument in writing signed by both Parties.

22.13 Successors and Assigns. Subject to the provisions hereof relative to assignment, this Agreement shall be binding upon and inure to the benefit of the heirs, executors, administrators, transferees, successors and assigns of the respective Parties hereto; provided, however, that the terms of this Agreement shall be binding, without exception or limitation, against any school district(s) or similar governmental agency that may be created as a subset of or successor to LAUSD as owner of the District Premises or as chartering agency with respect to the Charter Petition, as it may be extended or amended from time to time.

22.14 Time Is of the Essence. Time is of the essence with respect to the performance or observance of each of the obligations, covenants and agreements under this Agreement.

22.15 Gender. As used herein, the neuter gender includes the feminine and the masculine, the masculine includes the feminine and the neuter, and the feminine includes the masculine and the neuter; and each includes corporation, partnership or other legal entity when the context so requires.

22.16 Waiver. No waiver of any provision hereof shall be deemed a waiver of any other provision hereof. Consent to or approval of any act by one of the parties hereto shall not be deemed to render unnecessary the obtaining of such party's consent to or approval of any subsequent act, nor shall any custom or practice which may grow between the Parties in the administration of the terms hereof be deemed a waiver of, or in any way affect, the right of LAUSD to insist upon the performance by Charter School in strict accordance with said terms. Nothing in this Agreement shall be deemed a waiver of the Charter School's right to challenge the District's compliance or lack thereof with its obligations under Prop. 39.

22.17 Cumulative Remedies. No remedy herein shall be considered exclusive of any other remedy, but the same shall be cumulative and shall be in addition to every other remedy given hereunder now or hereafter existing at law or in equity or by statute, and every power and remedy given by this Agreement may be exercised from time to time and as often as occasion may arise or as may be deemed expedient.

22.18 Force Majeure. Whenever either party hereto shall be required by the terms of this Agreement or by law to perform any contract, act, work, construction, labor or services, or to perform and comply with any laws, rules, orders, ordinances, regulations or zoning regulations, said party shall not be deemed to be in default herein and the other party shall not enforce or exercise any of its right under this Agreement, if and so long as nonperformance or default herein shall be directly caused by strikes, nonavailability of materials, war or national defense preemptions or civil disobedience, governmental restrictions, alien invasion, or other similar causes beyond the reasonable control of the non-performing party.

22.19 Incorporation. The terms and conditions of all Exhibits hereto are incorporated herein by this reference.

22.20 Sale. LAUSD shall have the right at any time and from time to time during the Term hereof to sell, encumber or assign all or any portion of its fee interest, if any, in the District Real Property; subject, however, to the leasehold estate of Charter School created by this Agreement.

22.21 Reasonableness. Unless this Agreement provides for a contrary standard, whenever in this Agreement the consent or approval of LAUSD or Charter School is required, such consent or approval shall not be unreasonably withheld or delayed; and unless a contrary standard or right is set forth in this Agreement, whenever LAUSD or Charter School is granted a right to take action, exercise discretion, or make an allocation, judgment or other determination, LAUSD or Charter School shall act reasonably and in good faith and take no action which may result in the frustration of the reasonable expectations of a sophisticated Charter School and a sophisticated landlord concerning the benefits to be enjoyed under this Agreement.

22.22 Authorization to Sign Agreement. If Charter School is a corporation, each individual executing this Agreement on behalf of Charter School represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of Charter School in accordance with a duly adopted resolution of Charter School's Board of Directors, and that this Agreement is binding upon Charter School in accordance with its terms. If Charter School is a partnership or trust, each individual executing this Agreement on behalf of Charter School

represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of Charter School in accordance with the terms of such entity's partnership agreement or trust agreement, respectively, and that this Agreement is binding upon Charter School in accordance with its terms, and Charter School shall, concurrently with its execution of this Agreement, deliver to LAUSD upon its request such certificates or written assurances from the partnership or trust as LAUSD may request authorizing the execution of this Agreement. Each individual executing this Agreement on behalf of LAUSD represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of LAUSD and this Agreement is binding upon LAUSD in accordance with its terms.

22.23 Covenants and Conditions. All provisions, whether covenants or conditions, on the part of Charter School shall be deemed to be both covenants and conditions.

22.24 Addresses for Notices. All notices, demands, disclosures, acknowledgments, consents, approvals, statements, requests, responses, and invoices to be given under this Agreement will, unless otherwise indicated herein, be in writing, and will be effective upon receipt and addressed to the address for each respective party as set forth in the Fundamental Provisions.

IN WITNESS WHEREOF, the Parties hereto have duly executed this Agreement:

PROPERTY OWNER:

LOS ANGELES UNIFIED SCHOOL DISTRICT

Date: _____

By: _____

Name: Albert J. Grazioli, Jr.

Title: Director of Real Estate & Business
Development

CHARTER SCHOOL:

CRETE ACADEMY

Date: _____

By: _____

Name: _____

Title: _____

Date: _____

By: _____

Name: _____

Title: _____

Date: _____

By: _____

Name: _____

Title: _____

DRAFT

**EXHIBIT A
SHARED USE AGREEMENT**

CONTACT INFORMATION

Charter School: Crete Academy

On-site Principal or Lead Administrator

Name: _____ E-mail: _____
Office Phone: _____ Cell Phone: _____

1. On-site Assistant Principal or Administrator Next In Charge

Name: _____ E-mail: _____
Office Phone: _____ Cell Phone: _____

2. On-site Contact for Health Emergencies

Name: _____ E-mail: _____
Office Phone: _____ Cell Phone: _____

LAUSD School: Budlong Ave El

On-site Principal or Lead Administrator

Name: _____ E-mail: _____
Office Phone: _____ Cell Phone: _____

1. On-site Assistant Principal or Administrator Next In Charge

Name: _____ E-mail: _____
Office Phone: _____ Cell Phone: _____

2. On-site Contact for Health Emergencies

Name: _____ E-mail: _____
Office Phone: _____ Cell Phone: _____

CALENDAR - Please attach a copy of your school's calendar for the entire 2023-24 school year

CHARTER School

First Day of Instruction: _____

Last Day of Instruction: _____

LAUSD School

First Day of Instruction: _____

Last Day of Instruction: _____

**EXHIBIT A
SHARED USE AGREEMENT**

SCHOOL HOURS

Charter School

Before-school program hours: _____

Start of School: _____

End of School: _____

After-school program hours: *(Please see Disclosures, attached as Exhibit C to the Agreement. Further action is required and additional fees may apply.)*

LAUSD School

Before-school program hours: _____

Start of School: _____

End of School: _____

After-school program hours: _____

HOLIDAY/BREAK SCHEDULE – Please see attached 2023-24 calendars

Charter School: _____

LAUSD School: _____

ACCESS

Charter School will instruct its employees and students to utilize the following gate for entry to and exit from the campus:

Charter School will instruct its visitors to utilize:

() The gate identified above for entry to and exit from the campus and Charter School will be responsible for monitoring the gate to control access.

() The front gate to the campus used by LAUSD School and Charter School will comply with LAUSD's visitor policy. Charter School shall have a Charter School employee escort the visitor to and from the Charter School area.

Charter School may elect to utilize the parking lot, up to Charter School's Maximum Allocation percentage identified in Exhibit B to the Agreement. Charter School's usage is subject to Exhibit C (Disclosures) to the Agreement. Specific arrangements, such as locations of parking areas and spaces, should be mutually agreed upon following discussions between Charter School and LAUSD School administrators and/or Local District Representatives.

EXHIBIT A SHARED USE AGREEMENT

SHARED SPACE

Restrooms: All restrooms (inclusive of Boys/Girls and Faculty Restrooms) will be shared as needed.

Charter School's use of shared space is agreed-upon as follows:

Indoor Spaces:

Area	Max. Daily Allocation to Charter School	Daily/Weekly Charter School Schedule
Assembly (MPR/ Auditorium)	33%	
Band/ Music Room	33%	
Faculty Lounge/ Dining Room	33%	
Library	33%	
Other Shared Use Spaces (If Any)	TBD (See Note 4)	
Parent Center	33%	

Outdoor Spaces:

Area	Max. Daily Allocation to Charter School	Daily/Weekly Charter School Schedule
Handball Walls	33%	
Outdoor Basketball	33%	
Outdoor Dining	33%	
Outdoor Volleyball	33%	

Notes:

1) Proposition 39 regulations require shared space to be shared proportionately with Charter School. The percentage for Charter School use is calculated based on the ratio of total Charter School exclusive use teaching stations vs. total LAUSD School exclusive use teaching stations. The particular shared use spaces available and Charter School's maximum use rights are listed above. Charter School's resulting pro rata share obligation may be subject to modification following negotiations and confirmation of shared use space allocations and schedules between Charter School and LAUSD School administrators.

2) The exact number of science labs, if any, and Charter School's resulting pro rata share obligation, may be subject to modification based on the actual number of science labs confirmed to exist at the school site and/or following negotiations and confirmation of shared use space allocations and schedules between Charter School and LAUSD School administrators.

3) If applicable, this type of area is provided to District students in some, but not all, of the grade levels served by Charter School. As such, the "Max. Daily Allocation to Charter School" for this area accounts only for the portion of Charter School's in-district students who would be provided with this type of area if they attended District schools.

4) To the extent that shared use spaces not identified above exist at the offered school site and have not been eliminated to provide exclusive use teaching station space to Charter School, Charter School is entitled to shared use of these spaces up to Charter School's Maximum Allocation identified herein.

DRAFT

**EXHIBIT A
SHARED USE AGREEMENT**

Calendars for the Shared Use Areas shall be available to both schools and located at:

Charter School Principal and/or his/her designee shall meet with LAUSD Principal and/or his/her designee every _____ at _____ in order to discuss upcoming events and/or any other issues that may arise.

Authorized Charter School Representative _____
Date

LAUSD Principal _____
Date

DRAFT

**Los Angeles Unified School District
Single-Track Instructional School Calendar 2023-2024**

**TBD
(as of February 1, 2023)**



CHARACTER • EQUALITY • EXCELLENCE
RESPONSIBILITY • TEACHABILITY

Crete Academy 2023-2024 School Calendar

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30
30	31																			

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
														31						

JANUARY							FEBRUARY							MARCH							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
		1	2	3	4	5	6					1	2	3						1	2
7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23	
28	29	30	31				25	26	27	28	29			24	25	26	27	28	29	30	
														31							

APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

JULY							AUGUST							SEPTEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
						1						1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	
28	29	30	31				25	26	27	28	29	30	31	29	30						

LEGEND	
	No School
	First Day of School
	Last Day of School
	Federal Holidays
	Staff Meetings

- Labor Day 9/4/2023
- Veterans' Day 11/10/2023
- Thanksgiving Recess
- Winter Recess
- Dr. MLK Birthday 1/15//2024
- Presidents' Day 2/19/2024
- Cesar Chavez Day
- Spring Recess
- Memorial Day 5/27/2024

EXHIBIT B
LAUSD Facilities Cost Worksheet for 2023-2024 School Year

NOTES*	DESCRIPTION	TOTAL COSTS	COST PER SQUARE FOOT	TOTAL COST PER CATEGORY
(1) (2)	Debt Service - interest and principal on COPS	\$16,374,431.26	\$0.22	\$0.22
	Maintenance & Operations			\$7.94
(1) (2)	Air Filter Tech and Building Engineering	\$4,156,361.26	\$0.06	
(1) (2)	Pest Management	\$2,561,065.78	\$0.03	
(1) (2)	Custodial (Buildings)	\$163,591,438.06	\$2.20	
(1) (2)	Rubbish Removal	\$13,036,852.16	\$0.18	
(1) (2)	Routine Repairs General Maintenance (RRGM)	\$242,993,167.91	\$3.27	
(1) (2)	Utilities (Electricity, Water, Gas)	\$163,771,619.95	\$2.20	
	Safe and Comfortable			\$2.56
(1) (2)	School Police Services	\$54,090,617.00	\$0.73	
(1) (2)	Office of Environmental Health & Safety (OEHS)	\$6,674,153.89	\$0.09	
(1) (2)	Information Technology Division	\$129,732,032.00	\$1.74	
(3)	Deferred Maintenance	\$0.00	\$0.00	\$0.00
(1) (2) (4)	Insurance	\$21,185,599.00	\$0.28	\$0.28
	Grounds Costs			\$0.18
(1) (5)	Gardening Services	\$14,016,669.49	\$0.06	
(1) (5)	Landscaping/Tree Trimming	\$3,472,919.91	\$0.02	
(1) (5)	Custodial (Grounds)	\$23,370,205.44	\$0.10	
			GRAND TOTAL	\$11.18
LEGEND	Total K-12 building square footage and direct support space		74,372,006	
	Footprint for total District buildings		49,504,706	
	Total District grounds square footage		280,853,971	
	Net grounds square footage		231,349,265	

***NOTES:**

(1) Calculation of facilities costs based upon actual 2021-22 school year expenses. In accordance with California Code of Regulations, title 5, section 11969.9, subdivision (f), the costs identified herein and the total facilities cost per square foot are projections and are subject to change based on confirmation of the actual 2021-22 school year expenses and the total square footage of space.

(2) Total K-12 building square footage and direct support space

(3) Deferred Maintenance was paid for by bond funds during 2021-22 school year

(4) Includes District's premiums for excess liability, property coverage, boiler & machinery, and property floater

(5) Net grounds square footage = Total District grounds square footage less Footprint for total District buildings

EXHIBIT B
2023-24 SY Facilities Costs
Pro Rata Share Calculations

LAUSD Campus: Budlong Ave EI

Charter School: Crete Academy

M =	Total Number of Charter Teaching Stations	15
N =	Total Number of LAUSD Teaching Stations	31
O =	Total Number of Charter Special Education Space(s)	2
P =	Total Number of Charter Administrative Space(s)	1

% of Shared Use Space =
$$\frac{\text{Total \# of Charter Teaching Stations (M)}}{\text{Total \# of All Teaching Stations (M + N)}}$$

% = 33

EXCLUSIVE SPACE: Charter School will occupy the following areas exclusively:

Exclusive Charter Classroom(s): To Be Determined on or before April 1st

Exclusive Space Square Footage

Average Teaching Station Square Footage at LAUSD Campus = 896.80

896.80 * 18 = 16,142.40

Total Charter School Exclusive Use Square Footage of Teaching Stations (M), Special Education Space(s) (O) and Administrative Space(s) (P) = A

Pro Rata Share Calculations*

A =	16,142.40	A = Charter School Exclusive Use Square Footage of Teaching Stations, Special Education Space(s) and Administrative Space(s)
B =	4,172.50	B = Total Charter School Shared Use Space Square Footage Obligation (See Shared Use Space Calculation Worksheet)
C =	\$11.18	C = 2023-24 Facilities Costs per Square Foot
X = A * C	\$180,472.03	X = Charter School Exclusive Use Pro Rata Share Amount
Y = B * C	\$46,648.55	Y = Charter School Shared Use Pro Rata Share Amount
Z = X + Y	\$227,120.58	Z = TOTAL PRO RATA SHARE CHARGE DUE ANNUALLY FROM CHARTER SCHOOL

MONTHLY PRO RATA SHARE CHARGE DUE ON THE 1ST OF EACH MONTH FROM CHARTER SCHOOL = **\$18,926.72**

*In accordance with California Code of Regulations, title 5, section 11969.9, subdivision (f), the pro rata share calculations identified herein are projections and are subject to change based on determination of the final facilities costs calculated pursuant to California Code of Regulations, title 5, section 11969.7.

EXHIBIT B
2023-24 SY Facilities Costs
Pro Rata Share Calculations

SHARED USE SPACE CALCULATION

<u>Area, per Exhibit A (Shared Use Agreement)</u>	<u>Area Square Footage</u>	<u>Charter %*</u>	<u>Charter School Pro Rata Shared Space Square Footage</u>
Assembly (MPR/ Auditorium)	3,264.13	33%	1,077.16
Band/ Music Room	887.98	33%	293.03
Faculty Lounge/ Dining Room	561.02	33%	185.14
Library	3,738.05	33%	1,233.56
Parent Center	906.06	33%	299.00
Restrooms (Inclusive)	3,286.70	33%	1,084.61
Total Charter School Shared Use Space Square Footage Obligation			4,172.50

* "Charter %" is calculated by using the total weekly hours of Charter School use of each individual Area (per Exhibit A) divided by a total of 35 hours per week. Charter % is "% of Shared Use Space" which is the maximum shared use time allocation entitlement for the Charter School (on a weekly basis), as provided by law, unless otherwise agreed to by the Parties in Exhibit A.

**The exact number of science labs, if any, and Charter School's resulting pro rata share obligation, may be subject to modification based on the actual number of science labs confirmed to exist at the school site and/or following negotiations and confirmation of shared use space allocations and schedules between Charter School and LAUSD School administrators.

EXHIBIT B
2023-24 SY Facilities Costs
Payment

Pursuant to section 4.4 of the Agreement, the Pro Rata Share Charge is due from Charter School to the District on a monthly basis in amounts equal to one-twelfth of the total Pro Rata Share Charge by the 1st day of each month. Charter School's total Pro Rata Share Charge ("Z") and monthly Pro Rata Share Charge payment are identified herein. Charter School's first monthly Pro Rata Share Charge payment is due to the District on or before **July 1, 2023.**

Note: The District will accept full payment of the total Pro Rata Share Charge on or before July 1, 2023.

Checks should be mailed to the following address:

LOS ANGELES UNIFIED SCHOOL DISTRICT
REAL ESTATE OFFICE
Attn: PROP 39 PAYMENT PROCESSING
333 S. Beaudry Ave., 1st Floor
Los Angeles, CA 90017

DRAFT



LOS ANGELES UNIFIED SCHOOL DISTRICT
Facilities Services Division

Sent Via Email

Hattie Mitchell
Crete Academy
6103 Crenshaw Blvd.
Los Angeles, CA 90043

RE: Pro Rata Share Charges and Payment Options

Dear Charter School Operator,

This letter provides important information and offers payment options regarding Proposition 39 Pro Rata Share Charges should Crete Academy (“Charter School”) accept facilities pursuant to Proposition 39 for the 2023-24 school year.

Pursuant to Proposition 39 and the Single-Year Co-Location Charter School Facilities Use Agreement (“Use Agreement”), Charter School is obligated to pay a Pro Rata Share Charge to the Los Angeles Unified School District (“District”). Subject to adjustments (if any) made to Charter School’s usage of shared use spaces as memorialized in Exhibit A to the Use Agreement (i.e., the “Shared Use Agreement”), Charter School’s projected total Pro Rata Share Charge for the applicable school year is \$227,120.58.

As stated in section 4.4 and Exhibit B to the Use Agreement, the Pro Rata Share Charge is due to the District on a monthly basis in amounts equal to one-twelfth (1/12) of the total Pro Rata Share Charge by the 1st day of each month. Charter School’s first monthly Pro Rata Share Charge payment is due to the District on or before July 1, 2023. (Charter School is also permitted to make full payment of the total Pro Rata Share Charge on or before July 1, 2023.)

PAYMENT OPTIONS

The District is offering Charter School the following four payment options:

- (1) Deliver a check to the District in an amount equal to one-twelfth (1/12) of the total Pro Rata Share Charge by the 1st day of each month.

If Charter School elects any of the following options, its authorized representative must sign and return the attached election form to the District by May 1, 2023.

- (2) Deliver a single check to the District in an amount equal to the total Pro Rata Share Charge for the 2023-24 school year on or before July 1, 2023.

- (3) Authorize a one-time automatic deduction from Charter School's revenue source allocation in an amount equal to the total Pro Rata Share Charge for the 2023-24 school year.
- (4) Authorize monthly automatic deductions from Charter School's revenue source allocation in amounts equal to one-twelfth (1/12) of the total Pro Rata Share Charge for the 2023-24 school year.

For options (1) and (2), Charter School should make checks payable to "Los Angeles Unified School District" and write in the memo/note section:

"Crete Academy, Prop. 39 Pro Rata Share, [Month] 2023-24"

Please deliver all checks to:

Los Angeles Unified School District
Attn: Prop. 39 Payment Processing
333 S. Beaudry Avenue, 1st Floor
Los Angeles, CA 90017

REMINDER: Pursuant to section 4.4 of the Use Agreement, if Charter School fails to either make timely payment of the Pro Rata Share Charge or deposit disputed payments into escrow and provide timely notice to the District, the District shall provide Charter School with a notice of non-payment and Charter School shall have ten (10) business days from the date of receipt of the notice to respond. If Charter School does not either make payment or dispute payment, Charter School authorizes the District, and the District shall have the right, but not the obligation, to deduct the outstanding payment amount from Charter School's revenue account.

Should you have any questions regarding this letter, please contact Karen Tandoc or Ron Morris in the Prop. 39 Payment Office at realestate-charter@lausd.net or 213-241-6785.

Sincerely,



Albert J. Grazioli, Jr.
Director of Real Estate & Business Development

Encl.

c: Jose Cole-Gutierrez
Marla Willmott
Jeanette Borden
Karen Tandoc
Ron Morris

**ELECTION FOR PAYMENT OF PROP. 39 PRO RATA SHARE CHARGE
2023-24 School Year**

**Hattie Mitchell
Crete Academy
6103 Crenshaw Blvd.
Los Angeles, CA 90043**

In lieu of delivering a check to the Los Angeles Unified School District (“District”) in an amount equal to one-twelfth (1/12) of the total Pro Rata Share Charge by the 1st day of each month (per section 4.4 of Single-Year Co-Location Charter School Facilities Use Agreement (“Use Agreement”), Crete Academy (“Charter School”) elects the following option for payment of its Pro Rata Share Charge for the 2023-24 school year:

Check One:

- Charter School will deliver a single check to the District in an amount equal to the total Pro Rata Share Charge for the 2023-24 school year, as identified in the Use Agreement and as may be amended by the parties, on or before July 1, 2023.
- Charter School authorizes a one-time automatic deduction from Charter School’s revenue source allocation, including in lieu of property taxes, in an amount equal to the total Pro Rata Share Charge for the 2023-24 school year, as identified in the Use Agreement and as may be amended by the parties.
- Charter School authorizes monthly automatic deductions from Charter School’s revenue source allocation, including in lieu of property taxes, in amounts equal to one-twelfth (1/12) of the total Pro Rata Share Charge for the 2023-24 school year, as identified in the Use Agreement and as may be amended by the parties.

By signing below, I represent that I have the authority to make the foregoing election on behalf of Charter School.

Name

Title

Signature

Date

EXHIBIT C
LAUSD DISCLOSURES

1. Beyond the Bell. LAUSD discloses that the District Premises are used by Beyond the Bell to provide enrichment programs and these enrichment programs may occur in those portions of the District Premises that are not designated for the exclusive use of the LAUSD School and Charter School. These Beyond the Bell enrichment programs will have priority use of those portions of the District Premises that are not designated for the exclusive use of either party.

Current programs, if any, are attached hereto as Attachment C-1.

2. Civic Center Permits. LAUSD discloses that in accordance with the Civic Center Act, Ed. Code section 38130 et seq. and its Board Rule, the District Premises are used by the community and general public through civic center permits. If Charter School wants to use the District Premises (excluding those portions designated for the exclusive use of either party) after school hours, Charter School shall notify the Leasing Office of its proposed use and the Leasing Office will determine if Charter School's proposed use will conflict with any issued civic center permits. If there will be a conflict with any issued civic center permits, the Leasing Office will determine if the civic center permit can be cancelled to accommodate Charter School's use. The Leasing Office shall not be required to cancel a civic center permit if the civic center permit holder would receive less than ten (10) business days written notice of cancellation. Prior to issuing a new civic center permit, the Leasing Office shall notify Charter School of the requested use and Charter School shall have the opportunity to notify LAUSD of any scheduled use that may conflict with the request.

The civic center permits currently issued, if any, are attached hereto as Attachment C-2.

3. Lease; License. LAUSD discloses that the District Premises have been used in the past and continue to be used by third-parties through the issuance of leases or licenses. Any use of the District Premises shall be subject to the leases and licenses existing as of the Effective Date of this Agreement and/or those leases and/or licenses that LAUSD may issue in the future; provided, that prior to issuing a new lease or license, LAUSD shall notify Charter School of the requested use and Charter School shall have the opportunity to notify LAUSD of any scheduled use that may conflict with the request.

The leases, licenses or joint use agreements currently issued, if any, are attached hereto as Attachment C-3.

4. Lockdowns. LAUSD discloses that a number of events may occur on the District Premises or in the neighborhood surrounding the District Premises that may require the District Premises to go into "lockdown" status, which means all students are secured in buildings until emergency personnel have authorized the release of the students and movement on the District Premises. It is recommended that Charter School maintain those supplies it deems appropriate for a lockdown. LAUSD shall not be liable to Charter School or its students for any costs, expenses or damages arising from any lockdown of the District Premises.

5. Emergency Supplies. It is recommended that Charter School, at its sole cost and expense, maintain water, food, toilet paper, and other supplies that it deems appropriate for its students in the event an emergency occurs. LAUSD shall not provide Charter School with any emergency supplies and Charter School agrees that LAUSD shall not be liable for any costs, expenses, damages or claims arising from emergency supplies or the lack thereof.

6. Emergency Shelter or Location. LAUSD discloses that each of its schools may be used as an emergency shelter, meeting place, command center, etc. in the event of an emergency declared by any Federal, State, county or city agency with such powers (“emergency location”). This means that notwithstanding any provision of this Agreement, if an emergency has been declared and the District Premises deemed needed, Charter School may be denied access to and use of the District Premises in order for the District Premises to be used for such things as, but not limited to, a command center of operations, shelter to displaced people, storage of equipment, supplies, and goods, or temporary morgue. LAUSD shall not be liable to Charter School or its students for any costs, expenses or damages arising from Charter School’s inability to access and/or use the District Premises in the event of an emergency or damage, destruction or theft of Charter School’s property at the District Premises. Charter School may pursue against the agency occupying the District Premises as an emergency location any remedies for any damage, destruction or theft of Charter School’s property at the District Premises arising from the use of the District Premises as an emergency location.

7. Hazardous Materials. None

8. Joint Use/Occupancy/Power Agreements. LAUSD discloses that in accordance with applicable law and its Board Rules, the District Premises have been used in the past, are presently used, and/or may be used in the future, by non-LAUSD parties through joint use and other agreements. Any use of the District Premises shall be subject to these agreements that exist as of the Effective Date of this Agreement and/or may exist in the future. These agreements will have priority use of those portions of the District Premises that are not designated for the exclusive use of either party.

Agreements currently issued, if any, are described and/or attached hereto as Attachment C-4.

9. Average Daily Attendance Disclosures. The facilities allocated by the District to Charter School pursuant to this Agreement are based on the in-district classroom Average Daily Attendance assumptions identified by the District. If Charter School’s actual in-district classroom Average Daily Attendance at the School Site exceeds those in-district classroom Average Daily Attendance assumptions, the District discloses that it may assess a fee to Charter School for facilities-related services due to resulting increased impacts and costs incurred by the District for the School Site. The fee will be treated as “Fee-For-Services Charges” and be payable by Charter School to the District pursuant to the provisions in section 5.1 of this Agreement. The fee will be determined based on the District’s out-of-pocket costs for additional facilities related services, including, but not limited to, supplies, air filter tech and building engineering, pest management, building custodial (staff and/or services provided, including supervision and other administrative costs), rubbish removal, routine repairs and general maintenance, utilities, school police services, Office of Environmental Health & Safety, insurance, and ground costs (including gardening

services, landscaping/tree trimming, and custodial). For purposes of determining whether a fee is applicable under this disclosure, Charter School's actual in-district classroom Average Daily Attendance will be determined using the report submitted pursuant to section 11969.9(l) of the Implementing Regulations in conjunction with the first principal apportionment under Education Code section 41601. Nothing in this disclosure shall be interpreted to constitute a waiver by the District for any violations of Charter School's charter related to its actual enrollment.

10. Other Disclosures. The District discloses that it has received State of California facilities funding and may receive additional state funds to modernize the School, and/or other sources of grant funding, and the District is obligated to maintain the School in good repair and to meet the standards of California Code of Regulations, Title 5, et seq. and Education Code 17251 (c) and (d). Accordingly, the State of California and/or others have the right to access all of the facilities of the School Site, including the Charter School's Exclusive Use Space and Shared Space, to audit and inspect the School for grant compliance. SFP Mod

11. Shared Use of Storage, Nursing Station and Parking Lot. Charter School may share usage of storage, nursing station, and parking lot with the District School, each up to Charter School's Maximum Allocation percentage identified in Exhibit B (Facilities Costs). Charter School's shared usage of these facilities is subject to this Exhibit C (Disclosures). Based on the shared use square footage / percentage of storage and nursing station by Charter School, the Pro Rata Share Charge (Exhibit B) will be increased to reflect this adjustment.

12. Data Connectivity / Internet Service. The District Premises are wired for telephone and computer data connectivity. Based on a variety of factors, including, but not limited to, site-specific network and data connectivity configurations at each District school site, Charter School's current occupancy and usage of the District Premises, and Charter School's forthcoming March 1 written response to the District's preliminary proposal pursuant to section 11969.9(g) of the Implementing Regulations, the District discloses that conditions pertaining to Charter School's use of the District Premises include finalizing details prior to the commencement of the Term of this Agreement related to data connectivity and internet service made available to Charter School, Charter School's responsibility for payment of costs for data and services provided, terms and conditions of use, work related to physical/logical network separation between Charter School and District-operated programs, and potential separate agreements between Charter School, the District and/or third-party internet service providers.

13. Science Lab(s). The District places the following conditions on Charter School's shared use of science laboratory classroom spaces:

- Charter School may only use science laboratory classroom space based on time that accounts for a full educational period based on the District school's schedule at the proposed site.
- Should Charter School's shared use of the science laboratory classroom space require the District to dislocate District students who would otherwise attend class in that science laboratory classroom space for a particular educational period, and no other teaching stations are available at the proposed site to accommodate the displaced District students for that educational period, the District school will serve

its own students in Charter School's exclusive use teaching station space during that educational period. In such circumstances, Charter School's exclusive use teaching space allocation will not be reduced, but Charter School may not take any measures to prevent the District school from serving its own students in such space. Such measures include, but are not limited to, setting an alarm system and/or placing locks on the door of the exclusive use teaching station.

- Due to security concerns, Charter School may only use the shared science laboratory classroom space during such days and times that the District school on the proposed site is open, operational and providing instruction to District K-12 students.
- Please be advised that, while science laboratory classroom spaces provided for shared use by Charter School will be contiguous within the meaning of section 11969.2(b) of the Implementing Regulations, they might not be located in the same cluster of exclusive use teaching stations provided to Charter School at the proposed site.
- The District's Office of Environmental Health and Safety ("OEHS") has developed and implemented a Chemical Hygiene Plan ("CHP") to minimize employee and student exposure to hazardous chemicals in schools with science laboratories. A qualified Chemical Safety Coordinator ("CSC") is appointed at each location with a chemical laboratory to implement the CHP. In order to use the science laboratory classrooms, Charter School must comply with the CHP, including but not limited to, designating and maintaining a trained member of its professional staff as its CSC and who will be responsible for participating in chemical safety training, participating in hazard communication training, and reviewing the Science Safety Handbook for California Public Schools. Duties of Charter School's CSC will include training Charter School's employees on chemical safety, ensuring that safe laboratory procedures are adhered to, maintaining reference materials including Material Safety Data Sheets, inspecting and maintaining safe chemical storage rooms, completing chemical inventories, providing oversight for packaging and removal of hazardous waste, and collaborating with the District school's CSC on all related issues. Charter School will be bound by all District and OEHS health and safety requirements, including but not limited to "Reference Guide 1563.2 – Chemical Safety Coordinators" (copy available at <http://www.lausd-oehs.org/docs/ReferenceGuides/REF-1563.2.pdf>) when using science laboratory classrooms. Only chemicals approved by the State of California and OEHS may be used in District school laboratory classrooms. These chemicals are designated as "LAUSD-Approved Laboratory Chemicals."
- Charter School must confirm that its insurance policies cover Charter School's use of District science laboratory classroom space.

14. Conference Rooms. Should the District Premises have conference rooms and/or other private meeting spaces and should Charter School desire use of such spaces, Charter School will

be provided shared use of these spaces in proportion to Charter School's maximum shared use entitlement, as identified in the Shared Use Agreement attached as Exhibit A to the Agreement. Charter School's Pro Rata Share Charge will be adjusted to include Charter School's proportionate share of conference rooms and/or other private meeting spaces.

15. Shared Use Schedules. Shared use schedules are to be negotiated between the District principal and co-located Charter School principal in good faith. The District discloses that certain changes to the District school's schedule, including but not limited to changes to the lunch and recess schedule or changes to the length of time for recess and lunch, may require approval of the District school's Local School Leadership Council prior to the implementation of such change.

16. After School Program Use. Prior to utilizing the District Premises after Charter School's instructional day hours (as identified in the Shared Use Agreement) for purposes of conducting a program for Charter School's students, whether run by Charter School or any third-party ("After School Program Use"), Charter School shall first notify the District's Leasing and Asset Utilization Department of its intended After School Program Use. The District discloses that additional fees may apply for After School Program Use of the District Premises.

ATTACHMENT C-1

Budlong Elementary School

BEFORE AND AFTER SCHOOL PROGRAMS: Youth Services / Youth Development Program

Through the After School Education and Safety (ASES) and 21st Century Community Learning Center grants (21stCCLC), Beyond the Bell and over 30 partnering community-based organizations continue to implement comprehensive before and after school programs beginning 1.5-2 hours before the school day and/or from school dismissal until 6:00 p.m. daily. Comprehensive after school programs must operate at a 20:1 student/instructor ratio and include three components per day -- academic, enrichment, and recreation.

Academic assistance (literacy, math, and homework assistance) is offered the first hour of the program on days when Extended Learning Activities are offered. Other offered programs, support, and services include exam preparation, homework assistance, tutoring, mentoring programs, reading/math/science/social science activities, and credit reclamation. These grant-funded comprehensive school programs continue to serve approximately 69,000 K-8 students and 7,000 high school students daily.

ATTACHMENT C-2

None

DRAFT

ATTACHMENT C-3

None

DRAFT

ATTACHMENT C-4

None

DRAFT

ATTACHMENT

“B”

COMPARISON GROUP SCHOOLS – Conditions Reasonably Equivalent

Capacity

Facilities made available by LAUSD to Charter School will be provided in the same ratio of teaching stations (classrooms) to in-district classroom average daily attendance (ADA) as those provided to students in LAUSD attending the comparison group schools. The enclosed table shows how LAUSD calculated the ADA-to-classroom ratio for allocating classrooms to Charter School based upon its accepted ADA.

“Total Standard Size Classrooms” = All standard size teaching stations (classrooms) at Charter School’s comparison group schools, per California Code of Regulations, title 2, section 1859.31, excluding classrooms identified as interim housing. (California Code of Regulations, title 5, section 11969.3(b)(1).) Note, this may be subject to change during any fiscal year due to, without limitation, portable building removals, construction projects, and/or unforeseen events.

“Total Classrooms Provided” = Total Standard Size Classrooms, adjusted to reflect those classrooms provided to non-charter public school graded K-12 students in LAUSD. Unbuilt classrooms, classrooms already used by and/or identified for occupancy by charter schools, out-of-service or unassigned classrooms, and classrooms dedicated to preschool, adult education, special education, school police, or other uses besides graded K-12 education, and specialized classroom space and non-teaching station space accounted for under California Code of Regulations, title 5, section 11969.3(b)(2) and (b)(3), are not included. Proposed specialized classroom space and non-teaching station space are identified in the enclosed draft Single-Year Co-location Charter School Facilities Use Agreement.

“District ADA” = Classroom average daily attendance (ADA) of graded enrollment at Charter School’s comparison group schools.

Condition

Legend:

<u>School Type</u>	<u>Calendar</u>
E = Elementary	1 = Single Track
J = Junior/Middle	Other = Other Track (Charter)
S = Senior	

As described in the enclosed tables, the proposed site’s facilities are reasonably equivalent to those of the comparison group schools. This description does not imply that LAUSD is proposing to Charter School each kind of facility existing at any comparison group school. Based on new/modernization/upgrade school construction projects completed as part of LAUSD’s current bond program, the age (from latest modernization), quality of materials, and state of maintenance at the proposed site are reasonably equivalent to, or better than, those of the comparison group schools, as are the following factors: condition of the interior and exterior surfaces; the condition of mechanical, plumbing, electrical, and fire alarm systems, including conformity to applicable codes; the availability and condition of technology infrastructure; the condition of the facility as a safe learning environment, including, but not limited to, the suitability of lighting, noise mitigation, and size for intended use; the condition of the facility’s furnishings and equipment; and the condition of the athletic fields and/or play area space.

CHARTER SCHOOL'S COMPARISON GROUP
SCHOOLS (CALIFORNIA CODE OF
REGULATIONS, TITLE 5, SECTION 11969.3(a))

LIST AND DESCRIPTION OF COMPARISON GROUP SCHOOLS (CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION
11969.3(a))
for Crete Academy

School Name	Site Name	HS Complex	Configuration
42nd St El	42ND ST EL	CRENSHAW MAG STEMM	K- 5
54th St El	54TH ST EL	CRENSHAW MAG STEMM	K- 6
59th St El	59TH ST EL	CRENSHAW MAG STEMM	K- 5
74th St El	74TH ST EL	CRENSHAW MAG STEMM	K- 5
Angeles Mesa El	ANGELES MESA EL	CRENSHAW MAG STEMM	K- 5
Mann UCLA Comm Sch	MANN MS	CRENSHAW MAG STEMM	6-12
Western Av TECH Mag	WESTERN EL	CRENSHAW MAG STEMM	K- 8
YES Academy	HYDE PARK EL	CRENSHAW MAG STEMM	K- 5

GROSS CLASSROOM INVENTORY PER
CALIFORNIA CODE OF REGULATIONS, TITLE 2,
SECTION 1859.31 (CALIFORNIA CODE OF
REGULATIONS, TITLE 5, SECTION 11969.3(b)(1))

SCHOOL DISTRICT: OS ANGELES UNIFIED	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory): 64733
COUNTY: OS ANGELES	HIGH SCHOOL ATTENDANCE AREA (if applicable):

PART I - Classroom Inventory NEW ADJUSTED

	K-5	7-8	9-12	Non-Severe	Severe	Total
Line 1. Leased State Relocatable Classrooms	34	20	16			70
Line 2. Portable Classrooms leased less than 5 years	20	11	12			43
Line 3. Interim Housing Portables leased less than 5 years						
Line 4. Interim Housing Portables leased at least 5 years						
Line 5. Portable Classrooms leased at least 5 years			22			22
Line 6. Portable Classrooms owned by district	6,413	773	1,325			8,511
Line 7. Permanent Classrooms	9,829	1,496	4,294	2,000	1,005	18,624
Line 8. Total (Lines 1 through 7)	16,296	2,300	5,669	2,000	1,005	27,270

PART II - Available Classrooms

Option A:

	K-5	7-8	9-12	Non-Severe	Severe	Total
a. Part I, line 4						
b. Part I, line 5			22			22
c. Part I, line 6	6,413	773	1,325			8,511
d. Part I, line 7	9,829	1,496	4,294	2,000	1,005	18,624
e. Total (a, b, c, & d)	16,242	2,269	5,641	2,000	1,005	27,157

Option B:

	K-5	7-8	9-12	Non-Severe	Severe	Total
a. Part I, line 8	16,296	2,300	5,669	2,000	1,005	27,270
b. Part I, lines 1,2,5 and 6 (total only)						8,646
c. 25 percent of Part I, line 7 (total only)						4,656
d. Subtract c from b (enter 0 if negative)	2,984	371	635			3,990
e. Total (a minus d)	13,312	1,929	5,034	2,000	1,005	23,280

PART III - Determination of Existing School Building Capacity

	K-5	7-8	9-12	Non-Severe	Severe
Line 1. Classroom capacity	332,800	52,083	135,918	26,000	9,045
Line 2. SER adjustment					
Line 3. Operational Grants	22,316	1,989	10,230		
Line 4. Greater of line 2 or 3	22,316	1,989	10,230		
Line 5. Total of lines 1 and 4	355,116	54,072	146,148	26,000	9,045

I certify, as the District Representative, that the information reported on this form is true and correct and that:
 I am designated as an authorized district representative by the governing board of the district; and,
 This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction (OPSC).
 In the event a conflict should exist, then the language in the OPSC form will prevail.

SIGNATURE OF DISTRICT REPRESENTATIVE 	DATE 4-26-01
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COMPARISON GROUP SCHOOLS — CAPACITY
(CALIFORNIA CODE OF REGULATIONS,
TITLE 5, SECTION 11969.3(b))

COMPARISON GROUP SCHOOLS – CAPACITY (CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 11969.3(b))
for Crete Academy

School Name	Site Name	Total Standard Size Classrooms	Total Classrooms Provided	District ADA	ADA To Classrooms Provided
42nd St El	42ND ST EL	36	9	143.65	15.96
54th St El	54TH ST EL	24	11	172.66	15.7
59th St El	59TH ST EL	23	10	160.82	16.08
74th St El	74TH ST EL	37	16	301.02	18.81
Angeles Mesa El	ANGELES MESA EL	29	13	227.94	17.53
Mann UCLA Comm Sch	MANN MS	51	23	383.35	16.67
Western Av TECH Mag	WESTERN EL	46	26	437.74	16.84
YES Academy	HYDE PARK EL	41	18	345.24	19.18

ADA to classroom provided at comparison group schools:

17.1

COMPARISON GROUP SCHOOLS — CONDITIONS
(CALIFORNIA CODE OF REGULATIONS, TITLE 5,
SECTION 11969.3(c))

COMPARISON GROUP SCHOOLS – CONDITIONS (CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 11969.3(c))
for Crete Academy

School Name	Site Name	Proposed Site	Board District	Region	HS Complex	Configuration
42nd St EI	42ND ST EL		1	South	CRENSHAW MAG STEMM	K-5
54th St EI	54TH ST EL		1	South	CRENSHAW MAG STEMM	K-6
59th St EI	59TH ST EL		1	South	CRENSHAW MAG STEMM	K-5
74th St EI	74TH ST EL		1	South	CRENSHAW MAG STEMM	K-5
Angeles Mesa EI	ANGELES MESA EL		1	South	CRENSHAW MAG STEMM	K-5
Budlong Ave EI	BUDLONG EL	X	1	South	HAWKINS ZOC	K-5
Mann UCLA Comm Sch	MANN MS		1	South	CRENSHAW MAG STEMM	6-12
Western Av TECH Mag	WESTERN EL		1	South	CRENSHAW MAG STEMM	K-8
YES Academy	HYDE PARK EL		1	South	CRENSHAW MAG STEMM	K-5

COMPARISON GROUP SCHOOLS – CONDITIONS (CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 11969.3(c))
for Crete Academy

School Name	Tracks (Calendar)	School Type	Site Total Area (acres)	Site Play Area (acres)	Site Building Area (sf)	Total Standard Size Classrooms	Average Classroom Size (sf)
42nd St EI	1	E	4.21	2.292	59,508	36	854.20
54th St EI	1	E	3.71	2.096	53,450	24	939.30
59th St EI	1	E	3.31	1.712	51,456	23	902.10
74th St EI	1	E	4.31	1.885	73,157	37	882.00
Angeles Mesa EI	1	E	4.21	1.758	57,228	29	902.40
Budlong Ave EI	1	E	5.45	1.698	102,128	59	896.80
Mann UCLA Comm Sch	1	EJ	11.39	4.535	214,299	51	1,116.70
Western Av TECH Mag	1	SP	5.66	2.129	87,050	46	932.30
YES Academy	1	E	5.56	2.09	80,176	41	896.70

COMPARISON GROUP SCHOOLS – CONDITIONS (CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 11969.3(c))
for Crete Academy

School Name	Site Outdoor Space (acres)	Completed Projects \$	Conditions of Furnishings & Equipment	Boys/Girls Restrooms	Faculty Restrooms	Administration	Parent Center
42nd St EI	3.29	\$7,656,016.00	> 1 YEAR	YES	YES	YES	YES
54th St EI	3.05	\$7,723,055.00	> 1 YEAR	YES	YES	YES	YES
59th St EI	2.47	\$4,794,172.00	> 1 YEAR	YES	YES	YES	YES
74th St EI	3.24	\$10,785,769.00	> 1 YEAR	YES	YES	YES	YES
Angeles Mesa EI	3.06	\$10,265,854.00	> 1 YEAR	YES	YES	YES	
Budlong Ave EI	3.83	\$10,396,543.00	> 1 YEAR	YES	YES	YES	YES
Mann UCLA Comm Sch	8.49	\$13,351,976.00	> 1 YEAR	YES	YES	YES	
Western Av TECH Mag	4.04	\$11,559,669.00	> 1 YEAR	YES	YES	YES	YES
YES Academy	4.35	\$14,800,899.00	> 1 YEAR	YES	YES	YES	YES

COMPARISON GROUP SCHOOLS – CONDITIONS (CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 11969.3(c))
for Crete Academy

School Name	College/ Career Center	Indoor Serving/ Dining Area	Kitchen	Outdoor Lunch Shelter	Multi-Purpose Room	Gymnasium	Auditorium
42nd St EI		YES	YES	YES			YES
54th St EI		YES	YES	YES			YES
59th St EI		YES	YES				YES
74th St EI			YES	YES			YES
Angeles Mesa EI			YES	YES			YES
Budlong Ave EI			YES	YES			YES
Mann UCLA Comm Sch	YES		YES				YES
Western Av TECH Mag		YES	YES	YES			YES
YES Academy			YES	YES			YES

COMPARISON GROUP SCHOOLS – CONDITIONS (CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 11969.3(c))
for Crete Academy

School Name	Boys/ Girls Gym Lockers	Dance Studio	Band/ Music Room	Softball Field	Baseball Field	Soccer Field	Football Field	Football Stadium	Running Track
42nd St EI									
54th St EI									
59th St EI									
74th St EI									
Angeles Mesa EI									
Budlong Ave EI			YES						
Mann UCLA Comm Sch	YES					YES			
Western Av TECH Mag									
YES Academy									

COMPARISON GROUP SCHOOLS – CONDITIONS (CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 11969.3(c))
for Crete Academy

School Name	Tennis Courts	Swimming Pool	Outdoor Basketball	Outdoor Volleyball	Handball Walls	Quad	Outdoor Amphitheatre	Garden/ Agriculture	Faculty Lounge/ Dining
42nd St EI			YES	YES					YES
54th St EI			YES	YES	YES	YES			YES
59th St EI			YES	YES	YES				YES
74th St EI			YES	YES	YES				YES
Angeles Mesa EI			YES	YES	YES				
Budlong Ave EI			YES	YES	YES				YES
Mann UCLA Comm Sch			YES	YES					YES
Western Av TECH Mag			YES						YES
YES Academy			YES	YES	YES				YES

ATTACHMENT

“C”

FUNDAMENTAL PROVISIONS

SINGLE-YEAR FOOD SERVICES AGREEMENT

CONTRACT # _____

The following fundamental provisions are incorporated into the Single-Year Food Services Agreement (“Agreement”). The provisions shall have the following meanings throughout the Agreement.

(a) LAUSD or District:	Los Angeles Unified School District, a unified school district existing under the laws of the State of California.				
(b) Operator:	_____ operating that charter school known as _____ (“Charter School”), a California Charter School.				
(c) School Site:	Charter School shall be located on the following District School Site: _____.				
(d) Term:	The Term of this Agreement shall commence on Charter School’s first day of instruction for the 2023-2024 school year, and expire on Charter School’s last day of instruction for the 2023-2024 school year or June 30, 2024 , whichever is sooner, unless terminated otherwise as outlined in this Agreement.				
(e) Charter School’s Address for Notices:	_____ ATTN: Phone No.: Facsimile No.: Email Address:				
(f) LAUSD’s Address for Notices:	Los Angeles Unified School District 333 South Beaudry Avenue Los Angeles, California 90017 ATTN: Director of Food Services Phone No.: 213-241-2993 Facsimile No.: 213-241-4881				
(g) Charter School’s per meal charge (LAUSD as School Food Authority):	Grade Level	Breakfast (\$)	Lunch (\$)	Snack (\$)	Supper (\$)
	K - 5	XXX	XXX	XXX	XXX
	6 - 8	XXX	XXX	XXX	XXX
	9 - 12	XXX	XXX	XXX	XXX

SINGLE-YEAR FOOD SERVICES AGREEMENT

BY AND BETWEEN

LOS ANGELES UNIFIED SCHOOL DISTRICT,
a unified school district duly organized and existing under the laws
of the State of California,

AND

_____,
operating that charter school known as
_____,
a California Charter School

DRAFT

SINGLE-YEAR FOOD SERVICES AGREEMENT

This Single-Year Food Services Agreement (“Agreement”) is made and entered into as of the last date of the full execution of this Agreement (the “Effective Date”), by and between the Los Angeles Unified School District, a school district duly organized and existing under the laws of the State of California (“LAUSD” or “District”), and _____, operating that charter school known as _____ (“Charter School”) (collectively referred to herein as the “Parties”, and individually referred to herein as a “Party”), with reference to the following:

RECITALS

WHEREAS, LAUSD is the owner of and operates public schools to provide a public education to those students residing within its jurisdictional boundaries;

WHEREAS, Charter School has chosen to utilize the District’s Food Services Division (“FOOD SERVICES”), a food service program duly formed and existing under the laws of the State of California and United States Department of Agriculture (“USDA”), to provide meals to Charter School’s in-district students at the School Site; and

WHEREAS, FOOD SERVICES is listed as the School Food Authority (“SFA”) for Charter School, administering the official National School Lunch Program (“NSLP”), School Breakfast Program, Afterschool Program, Universal Meals Program, and all other associated programs. FOOD SERVICES will prepare and serve meals that meet the NSLP, School Breakfast Program, Afterschool Program, and Universal Meals Program meal requirements as established by the USDA to Charter School’s in-district students;

NOW, THEREFORE for good consideration had and received, and the mutual covenants and obligations contained herein, the Parties agree as follows:

ARTICLE 1. FOOD SERVICES RESPONSIBILITIES

FOOD SERVICES shall comply with the responsibilities set forth in EXHIBIT “A,” which is attached hereto and made a part hereof.

ARTICLE 2. CHARTER SCHOOL RESPONSIBILITIES:

Charter School shall comply with the responsibilities set forth in EXHIBIT “B,” which is attached hereto and made a part hereof.

ARTICLE 3. COSTS AND PAYMENTS

3.1 DISTRICT’S PER MEAL CHARGE FOR MEALS PROVIDED TO CHARTER SCHOOL STUDENTS. The per meal charge is the balance of actual costs the District incurs for each meal it provides to Charter School’s students at the School Site, less free, reduced, and full-price meal reimbursements for Charter School’s eligible students collected by the District. The

actual costs the District incurs for each meal provided is unique to the circumstances at Charter School and the School Site. Determination of actual meal costs takes various factors into account, including, but not limited to, whether meals are prepared on- or off-site, student enrollment, the total number of meals served, staffing needs, and the number of students who are eligible for free, reduced, and full-price meals. The per-meal amount owed by Charter School to LAUSD is identified in section (g) of the Fundamental Provisions of this Agreement. These amounts are subject to change. Charter School shall pay for the total number of breakfasts, lunches, snacks, and suppers delivered by FOOD SERVICES (based on the number of meals Charter School requested), including any meals that were not actually served to Charter School students.

3.2 INVOICE. FOOD SERVICES shall provide Charter School an itemized written invoice no later than the 15th day of each month, covering the period for the prior full month (“Invoice”). FOOD SERVICES reserves the right to adjust prices to reflect changing conditions and costs of service, upon sixty (60) days’ advance written notice to Charter School. FOOD SERVICES shall deliver the Invoice to Charter School’s address set forth in section (e) of the Fundamental Provisions of this Agreement.

3.3 PAYMENT. Charter School shall pay the District by check or cash within thirty (30) days following the receipt of the Invoice. If Charter School fails to pay any portion, the unpaid amounts shall bear interest at the lesser of: (i) the rate publicly announced from time to time by the largest (as measured by deposits) chartered bank operating in California, as its prime rate, reference rate or other similar benchmark rate, plus two percent (2%), or (ii) the maximum rate then allowed by law (“Interest Rate”) from the date such amount is due until the date paid, compounded daily. Charter School shall submit payment to the District’s address set forth in section (f) of the Fundamental Provisions of this Agreement. If Charter School does not remit payment to LAUSD within thirty (30) days of Charter School’s receipt of the Invoice, FOOD SERVICES may, in addition to pursuing any other legal and/or equitable remedies to which the District may be entitled, immediately stop providing all meal services as set forth in EXHIBIT “A,” until and unless payment, with applicable interest, is made in full.

3.4 PAYMENT DISPUTES. If Charter School disputes all or any part of the Invoice, Charter School shall pay the undisputed portion of the charges, and shall deposit the disputed amount into escrow with an escrow company authorized to do business in the state of California or otherwise mutually agreed between the Parties, at Charter School’s expense. The Parties agree to first attempt to resolve such disputes pursuant to the dispute resolution provisions in Charter School’s charter petition, if approved by the District. The disputed amount shall remain in escrow until the payment dispute is resolved either through the dispute resolution process or by a final judgment from a court of competent jurisdiction. Any interest accrued on the escrowed funds shall be allocated to the Parties proportional to the same percentage the disputed payment amount is allocated at the resolution of the dispute.

In such instance where Charter School disputes its obligations to pay all or part of the invoiced amount, Charter School shall provide LAUSD with a notice entitled “Payment Under Protest” stating that Charter School plans to dispute such payment, with proof of deposit of funds into escrow provided by the escrow company. The Payment Under Protest notice shall be provided to LAUSD by the date that payment would have been due. Within thirty (30) days following the

payment due date, Charter School shall provide another notice to LAUSD specifying in detail why Charter School is not required to pay all or part of such amount.

ARTICLE 4. TERMINATION

This Agreement may be terminated by either Party upon providing thirty (30) days’ written notice of intent to terminate to the other Party. Meal services will be provided by FOOD SERVICES, and payments by Charter School will remain due and owing, for the notice period. Termination of this Agreement will not absolve Charter School of any outstanding payment obligations.

ARTICLE 5. AUDITS

FOOD SERVICES shall have access to and the right to examine, audit, excerpt, copy, or transcribe any pertinent records pertaining to services, payments, and students served pursuant to this Agreement. All records shall be kept and maintained by FOOD SERVICES and made available to Charter School during the Term of this Agreement and for a period not less than three (3) years after the date by which final payment is due hereunder by Charter School, in accordance with applicable statutes and regulations.

Should FOOD SERVICES be audited by the the California Department of Education (“CDE”) or any other governmental entity, FOOD SERVICES and Charter School each shall be responsible for fully complying with such audit requests.

ARTICLE 6. INDEPENDENT CONTRACTOR RELATIONSHIP

LAUSD and Charter School intend and hereby agree and acknowledge that the relationship between LAUSD and Charter School is solely an independent contractor type relationship, and not a principal/agent, partnership, joint venture, employment or master/servant relationship. Charter School and LAUSD are acting on their own behalf and neither is operating as an agent of the other.

ARTICLE 7. COMPLIANCE WITH LAWS AND REGULATIONS

FOOD SERVICES is exclusively responsible for preparing and delivering all breakfasts, lunches, snacks, and/or supper meals (unless designated otherwise by Charter School), that meet the NSLP, School Breakfast Program, Afterschool Program, and Universal Meals Program meal requirements, and federal, state, and local statutes and regulations. As such, Charter School shall not discriminate against students who receive free and reduced-price meals in the delivery of any breakfasts, lunches, snacks, and/or supper meals provided by FOOD SERVICES, and will ensure Charter School’s students are offered the opportunity to participate in the school meal program.

Any penalties, fines, or damages resulting from lack of compliance with federal or state laws or the NSLP, School Breakfast Program, Afterschool Program, or Universal Meals Program meal requirements, in Charter School’s performance of the services hereunder are the sole and exclusive responsibility of Charter School. Any penalties, fines, or damages resulting from lack of compliance with federal or state laws or the NSLP, School Breakfast Program, Afterschool

Program, or Universal Meals Program meal requirements, in LAUSD's performance of the services hereunder are the sole and exclusive responsibility of LAUSD.

Charter School acknowledges that gifts or exchanges of meals are not permitted. Charter School further acknowledges that until a meal is served to a Charter School student, the food prepared by FOOD SERVICES remains the property of the state and federal governments and FOOD SERVICES. Charter School agrees not to sell, give away, or exchange for other goods any District-provided meals or meal components.

ARTICLE 8. GENERAL PROVISIONS

8.1 NOTICES. Except where otherwise indicated in this Agreement, any notice or communication required or permitted hereunder shall be given in writing, sent by (a) personal delivery by a representative of the Party giving such notice, or (b) overnight delivery by recognized overnight courier, or (c) United States mail, postage prepaid, registered or certified mail, or (d) facsimile or email (provided that the same shall be followed by delivery of a copy by one of the other permitted means of delivery). Any such notice or communication shall be deemed to have been delivered either at the time of personal delivery actually received by the addressee or a representative of the addressee at the address provided above; or, in the case of delivery service or certified or registered mail, as of the earlier of the date delivered or the date forty-eight (48) hours following the date deposited in the United States mail, at the address provided herein; or, if by facsimile or email, upon electronic confirmation of receipt. LAUSD and Charter School hereby agree that notices may be given hereunder by the Parties' respective legal counsel and that, if any communication is to be given hereunder by LAUSD's or Charter School's legal counsel, such counsel may communicate directly with all principals as required to comply with the provisions of this Article.

8.2 GOVERNING LAW. This Agreement shall be governed by the laws of the State of California without regard to principles of conflict of law.

8.3 ENTIRE AGREEMENT/AMENDMENT. All Exhibits and Attachments are hereby fully incorporated into this Agreement. This Agreement contains all of the agreements of the Parties with respect to the matters covered hereby, and no prior agreements, oral or written, or understandings or representations of any nature whatsoever pertaining to any such matters shall be effective for any purpose unless expressly incorporated into the provisions of this Agreement. The provisions of this Agreement shall not be amended or altered except by an instrument in writing signed by both Parties.

8.4 WAIVER. No waiver of any provision hereof shall be deemed a waiver of any other provision hereof. Consent to or approval of any act by one of the Parties hereto shall not be deemed to render unnecessary the obtaining of such Party's consent to or approval of any subsequent act, nor shall any custom or practice which may grow between the Parties in the administration of the terms hereof be deemed a waiver of, or in any way affect, the right of LAUSD to insist upon the performance by Charter School in strict accordance with said terms.

8.5 ASSIGNMENT. This Agreement shall not be assigned to any other person or entity. Subject to the provisions hereof relative to assignment, this Agreement shall be binding upon and inure to the benefit of the heirs, executors, administrators, transferees, successors, and assigns of the respective Parties hereto.

8.6 TIME IS OF THE ESSENCE. Time is of the essence with respect to the performance or observance of each of the obligations, covenants, and agreements under this Agreement.

8.7 INVALIDITY / SEVERABILITY. If any term or provision of this Agreement or the application thereof to any person or circumstance shall to any extent be invalid or unenforceable, the remainder of this Agreement, or the application of such term or provision to persons or circumstances other than those as to which it is invalid or unenforceable, shall not be affected thereby, and each term and provision of this Agreement shall be valid and be enforced to the fullest extent permitted by law.

8.8 CAPTIONS. The captions and headings of this Agreement are inserted only as a matter of convenience and for reference, and in no way define, limit, or describe the scope of this Agreement or the intent of any provision hereof.

8.9 COUNTERPARTS. This Agreement may be executed in one or more counterparts, each of which may be deemed an original, but all of which together shall constitute one and the same instrument. To facilitate execution, this Agreement may be executed by handwritten signature or by electronic signature and delivered by electronic mail, which shall create a validly executed instrument, in as many counterparts as may be required.

8.10. FORCE MAJEURE. Whenever either Party hereto shall be required by the terms of this Agreement or by law to perform any act, work, labor, or services, or to perform and comply with any laws, rules, orders, ordinances, regulations, or zoning regulations, said Party shall not be deemed to be in default herein and the other Party shall not enforce or exercise any of its rights under this Agreement, if and so long as nonperformance or default herein shall be directly caused by strikes, unavailability of materials, war or national defense preemptions or civil disobedience, governmental restrictions, alien invasion, or other similar causes beyond the reasonable control of the non-performing Party.

8.11 AUTHORIZATION TO SIGN AGREEMENT. If Charter School is a corporation, each individual executing this Agreement on behalf of Charter School represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of Charter School in accordance with a duly adopted resolution of Charter School's Board of Directors, and that this Agreement is binding upon Charter School in accordance with its terms. If Charter School is a partnership or trust, each individual executing this Agreement on behalf of Charter School represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of Charter School in accordance with the terms of such entity's partnership agreement or trust agreement, respectively, and that this Agreement is binding upon Charter School in accordance with its terms, and Charter School shall, concurrently with its execution of this Agreement, deliver to LAUSD upon its request such certificates or written assurances from the

partnership or trust as LAUSD may request authorizing the execution of this Agreement. Each individual executing this Agreement on behalf of LAUSD represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of LAUSD and this Agreement is binding upon LAUSD in accordance with its terms.

8.12 CONTACT. Questions, concerns, or issues regarding daily operations, menu, or compliance, should be addressed to the Area Food Services Supervisor (“AFSS”) or School Food Services (“Cafeteria”) Manager assigned to the Charter School. If needs are not met, the District Food Services Regional Manager assigned to Charter School shall be contacted at 213-241-2993.

ARTICLE 9. CONFIDENTIALITY.

The District shall maintain the confidentiality of all Charter School student personally identifiable information in accordance with the terms of that certain Data Use Agreement entered into between the District and Charter School, attached hereto as EXHIBIT “C” and made a part hereof.

ARTICLE 10. INDEMNITY.

Charter School shall indemnify, defend, and hold harmless the District and its Board Members, administrators, employees, agents, attorneys, and contractors (collectively, “Indemnitees”) against all liability, loss, damage, and expense (including reasonable attorneys’ fees) resulting from or arising out of this Agreement or its performance, whether such loss, expense, damage, or liability was proximately caused in whole or in part by the negligent or willful act or omission by Charter School, including, without limitation, its agents, employees, subcontractors, or anyone employed directly or indirectly by it.

IN WITNESS WHEREOF, the Parties hereto have duly executed this Agreement:

LAUSD:

LOS ANGELES UNIFIED SCHOOL DISTRICT

By _____
Name _____
Title _____

Date: _____

CHARTER SCHOOL:

XXXXXXXXX SCHOOL

By _____
Name _____
Title Principal, Charter School

Date: _____

EXHIBIT “A”
FOOD SERVICES RESPONSIBILITIES

1. FOOD SERVICES will serve as the School Food Authority (“SFA”) for Charter School, administering the official National School Lunch Program (“NSLP”), School Breakfast Program, Afterschool Program, Universal Meals Program, and all other associated meals programs. FOOD SERVICES will be responsible for establishing student meal eligibilities, serving meals to students in a manner that conforms to federal, state, and local health department codes, and meets the requirements established by the United States Department of Agriculture (“USDA”) and the California Department of Education (“CDE”). All accounting for meals in the proper eligibility categories and filing of meal reimbursement claims directly with the CDE will be the responsibility of FOOD SERVICES. FOOD SERVICES will determine CHARTER SCHOOL students’ Direct Certification (“DC”) eligibility using data from CALPADS and the Department of Public Social Services (“DPSS”). If Charter School desires to issue meal applications to its students’ families, FOOD SERVICES will process the meal applications to determine CHARTER SCHOOL students’ eligibility for meal reimbursement purposes.
2. FOOD SERVICES shall prepare and serve all breakfasts, lunches, snacks, and/or supper meals (unless directed otherwise by Charter School), which meet the requirements of the NLSP, School Breakfast Program, Afterschool Program, Universal Meals Program, and all other associated meals programs. Breakfasts, lunches, snacks, and suppers (as applicable) must comply with the nutritional standards for breakfasts and/or lunches and/or snacks, and/or suppers as established by the USDA.
3. FOOD SERVICES shall determine the appropriate meal programs for Charter School’s participation, including, but not limited to, Provision 2, Provision 3, Community Eligibility Provision (“CEP”), Afterschool Programs, summer feeding programs, Breakfast in the Classroom, Universal Meals Program, and all other associated meals programs. Participation is determined by numerous factors, such as school meal participation, student free/reduced-priced eligibility, student enrollment, and CDE regulations.
4. FOOD SERVICES shall maintain all necessary records as required by the regulatory guidelines for a SFA, and make said records available for inspection by state and federal authorities upon request. Data and records will be kept on the nutritional analysis and quantities of the breakfasts, lunches, snacks, and suppers (as applicable) delivered to Charter School’s students.
5. FOOD SERVICES will provide reports to Charter School as reasonably requested by Charter School, or otherwise as reasonably necessary for Charter School to prepare reports and information to meet its needs. No meal eligibility codes representing students’ eligibility for free or reduced meal programs will be released or shared unless required by law. Charter School shall have access to supporting documentation regarding Charter School’s students at all times, to the extent allowed by law. If Charter School needs access to supporting documentation, a request must be submitted to FOOD SERVICES in writing at least four (4) weeks in advance, for FOOD SERVICES to prepare for distribution.

6. FOOD SERVICES shall provide all the necessary paper goods, service ware, and service equipment needed for the operation for all Charter School students purchasing food provided by FOOD SERVICES.
7. FOOD SERVICES shall prepare and/or deliver the breakfasts, lunches, snacks, and/or supper meals (as applicable) to the Cafeteria of the School Site identified in section (c) of the Fundamental Provisions of this Agreement (“CAFETERIA”). The CAFETERIA shall maintain the appropriate State and local health certifications for the facility and staff. FOOD SERVICES reserves the right to change the location of the CAFETERIA, when necessary (e.g., in cases of emergency or during renovations), to another area. FOOD SERVICES will notify Charter School of the new location at or before the time meals are delivered to the School Site.
8. FOOD SERVICES shall prepare and/or deliver meals for Charter School, except on days when LAUSD is not in operation, such as federal holidays, or other days the School Site is not in session. Charter School may choose to receive services hereunder on LAUSD non-operating days, in which case the services will carry the cost of double time and a half for FOOD SERVICES staff. In order to receive services hereunder by FOOD SERVICES on non-LAUSD operating days, Charter School must provide written notification to the CAFETERIA Manager at least ten (10) working days in advance. Failure to provide written notification at least ten (10) working days in advance may result in staff not being available on the non-LAUSD operating day(s) to provide service.
9. FOOD SERVICES shall provide to Charter School, no later than one (1) week prior to the end of each month, a monthly menu of the breakfasts, lunches, snacks, and/or suppers (as applicable) being offered in the upcoming month. This information will also be available on the FOOD SERVICES website: <http://cafe-la.lausd.net>.
10. When requested by Charter School, FOOD SERVICES shall provide Charter School with sack lunches and/or breakfasts for field trips and other special outings which meet the NSLP, School Breakfast Program, and Universal Meal Program meal requirements. Charter School must provide a request in writing to the CAFETERIA Manager at least fifteen (15) working days in advance of the event for which the sack lunches and/or breakfasts are needed. Failure to provide the written request at least fifteen (15) days in advance may result in the unavailability of sack lunches and/or breakfasts at the event.
11. FOOD SERVICES shall be responsible for all equipment, supplies, food, and paper goods delivered to the CAFETERIA. FOOD SERVICES will be responsible for the replacement of all kitchen and service equipment, as needed, unless replacement of equipment is needed as a result of Charter School’s authorized or unauthorized use of the CAFETERIA.
12. Upon request by Charter School, FOOD SERVICES may provide additional staff to serve lunches and/or breakfasts, pursuant to the Staffing Section and the salary and benefits specifications. Charter School shall pay actual labor and benefits related to its request for additional FOOD SERVICES staff.

13. If Charter School would like to utilize the School Site's kitchen facilities after normal operations for a special event, the "Use of Cafeteria/Kitchen Facilities" form (available at <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/126/Request%20for%20Use%20of%20the%20Cafeteria%2012.1.15.pdf>) must be submitted at least ten (10) business days prior to the special event. An employee of FOOD SERVICES will be required to be present to supervise the use of the kitchen, and fees will apply.
14. In the event of emergencies, FOOD SERVICES will make every effort to provide services hereunder, including, but not limited to, continuing meal service during the normal school periods where it is safe for our staff and students. Charter School may request extra services, or service outside of the normal course of operations, to its students, staff, and site personnel in emergency circumstances, in which case a fee equal to FOOD SERVICES' reasonable, actual, out-of-pocket costs for these services will apply. Emergencies include, but are not limited to, the following: lockdowns, power outages, earthquakes, and any unplanned event that is a disruption to normal food services schedules.
15. Placement of FOOD SERVICES staff at the School Site will be in accordance with the District's Personnel Commission ("PC") rules, and District policies and procedures. FOOD SERVICES staff working at the School Site will have met all District and PC requirements for Tuberculosis, Background Checks, and Food Service requirements (e.g., Annual Food Handlers Certificates, and Sanitation and Safety Certifications for Managers and Senior Food Service Workers). It is FOOD SERVICES' responsibility to ensure that its entire staff meets these requirements.
16. FOOD SERVICES staff work for LAUSD and receive direction from FOOD SERVICES Administration. Performance Management and day-to-day personnel issues will be handled by the Area Food Services Supervisor ("AFSS") and/or FOOD SERVICES Manager. Input from Charter School's Administration/Principal may be discussed with the AFSS and/or FOOD SERVICES Manager. LAUSD employee disciplinary documentation, mentoring, and coaching will be administered by the AFSS and/or FOOD SERVICES.
17. FOOD SERVICES will utilize the District's Maintenance and Operations custodial crew to clean up after each meal at the School Site.
18. FOOD SERVICES offers catering services, and may offer these services to Charter School upon request separately from this Agreement.
19. If and when this Agreement terminates, FOOD SERVICES shall assume possession and ownership of all unused goods and supplies at the School Site, including, but not limited to, small wares, foods, produce, and paper supplies.

EXHIBIT “B”
CHARTER SCHOOL RESPONSIBILITIES

1. In accordance with the National School Lunch Program (“NSLP”), Charter School acknowledges that all eligible students must be provided with one nutritionally adequate meal per day. Additionally, in accordance with the Universal Meals Program, Charter School acknowledges that two nutritiously adequate school meals (breakfast and lunch) must be provided free of charge during each school day to any pupil who requests a meal without consideration of the pupil’s eligibility for a federally funded free or reduced-price meal. If Charter School elects to become a CEP site, FOOD SERVICES will provide DC information (distribution and processing of alternate income forms for LCFF purposes will be Charter School’s responsibility).
2. Charter School will provide FOOD SERVICES with updated Charter School student enrollment information as needed (but not less than daily).
3. Charter School shall notify FOOD SERVICES staff located at the Cafeteria of the School Site identified in section (c) of the Fundamental Provisions of this Agreement (“CAFETERIA”) of the number of breakfasts needed for Charter School students by no later than 1:30 p.m. on the previous school day, and the number of lunches and snacks needed for Charter School students no later than four (4) hours before lunch meal service on each school day.
4. Charter School shall provide a written request to FOOD SERVICES to provide Charter School with sack lunches and/or breakfasts for field trips and other special outings that meet the NSLP, School Breakfast Program, and Universal Meal Program meal requirements at least fifteen (15) working days in advance of the event to the FOOD SERVICES Manager. The cost per sack lunch and/or breakfast shall remain the same as the cost per meal for the regular lunches and/or breakfasts. Charter School shall be responsible for maintaining the appropriate temperature of lunches and breakfasts served on those field trips and outings.
5. If, upon Charter School’s request, FOOD SERVICES provides meals to any person outside of Charter School’s student population (e.g., parents, faculty, site administrators, and personnel, etc.), Charter School shall pay the a la carte prices for items served. The a la carte price listing is available on the FOOD SERVICES website at <http://cafe-la.lausd.net>. A la carte meal prices are subject to change.
6. At least thirty (30) working days prior to the start of the Term, Charter School must provide to FOOD SERVICES a student enrollment roster and thereafter update and maintain all of its students’ information, so that FOOD SERVICES can provide meals through the point of service system or checklist with Charter School student data required for the District to receive, verify, and record Charter School students’ eligibility information. Charter School student information provided must include, at a minimum, the student’s first and last name, birthdate, gender, homeroom, site assigned, home

address, and eligibility for free or reduced-price meals in the prior year.

DRAFT

EXHIBIT “C”

**DATA USE AGREEMENT
BETWEEN
(_____) AND
LOS ANGELES UNIFIED SCHOOL DISTRICT
FOR
THE DISCLOSURE OF EDUCATION RECORDS FOR FOOD SERVICES**

This Data Use Agreement (“Agreement”) is entered into on _____ (“Effective Date”) between the Los Angeles Unified School District (“LAUSD” or “District”), a California public school district, and (_____), a California non-profit corporation, operating a California public charter school known as (_____) (“Charter School”), located at (_____), collectively referred to herein as the “Parties.”

RECITALS

WHEREAS, Charter School is a California public entity subject to all state and federal laws governing personally identifiable information in education records, including but not limited to relevant provisions of the California Education Code, and the Family Educational Rights and Privacy Act (“FERPA”);

WHEREAS, Charter School has chosen to utilize the District’s Food Services Division (“FOOD SERVICES”), a food service program duly formed and existing under the laws of the State of California and United States Department of Agriculture (“USDA”), to provide meals to Charter School’s in-district students at the School Site;

WHEREAS, FOOD SERVICES is listed as the School Food Authority (“SFA”) for Charter School, administering the official National School Lunch Program (“NSLP”), School Breakfast Program, Afterschool Program, Universal Meals Program, and all other associated programs; and

WHEREAS, the District and Charter School desire to set forth the terms and conditions for sharing student data in compliance with state and federal laws and regulations in a Data Use Agreement.

THEREFORE, the Parties hereto agree as follows:

1. PURPOSE

1.1 The purpose of this Agreement is to allow for Charter School to provide the District with personally identifiable information (“PII”) from student education records

(“student data”) without written parental consent so that the District may perform, inter alia, the following oversight services or functions authorized by law: (1) annually submit enrollment and demographic data for all students enrolled for oversight purposes, and (2) support FOOD SERVICES serving meals at the Charter School.

1.2 This Agreement is meant to ensure that the District adheres to the requirements concerning the use of PII and student data protected under FERPA; United States Code, title 20, section 1232g; Code of Federal Regulations, title 34, Part 99; and California Education Code sections 49060-49085.

1.3 Code of Federal Regulations, title 34, section 99.30 and Education Code section 49076(a) require the consent of the education rights holder prior to the release of PII from the education record of a student. An exception to the consent requirement is provided for in Code of Federal Regulations, title 34, section 99.31(a)(3)(iv) and Education Code section 49076(a)(1)(C) for State and local educational authorities in connection with an audit or evaluation of Federal or State supported education programs or for the enforcement of or compliance with Federal legal requirements that relate to those programs.

1.4 Under this Agreement, Charter School considers the District to be such a local educational authority engaged in performing audits and evaluations of Federal or State supported education programs or for the enforcement of or compliance with Federal legal requirements that relate to those programs within the meaning of Code of Federal Regulations, title 34, section 99.31(a)(3)(iv) and Education Code section 49076(a)(1)(C), and this allows Charter School to disclose PII from education records of students without the consent required by Code of Federal Regulations, title 34, section 99.30 and Education Code section 49076(a).

1.5 This Agreement does not necessarily describe the complete nature of all interactions between the District and Charter School. Rather, this Agreement pertains to the disclosure of PII from education records only. It is likely that the District has some other form of written agreement with Charter School (possibly including, but not limited to a separate contract or MOU, a license agreement, a subscription agreement, etc.). However, insofar as it pertains to the subject matter of this Agreement, this Agreement takes precedence over any inconsistencies with any other agreements.

2. CHARTER SCHOOL DUTIES

Charter School will provide the following student data in compliance with the FERPA, 20 U.S.C. section 1232g and 34 C.F.R. section 99, and California Education Code sections 49060-49085: student’s full name, birthdate, student identifier, gender, homeroom, site assigned, home address, and eligibility for free or reduced-price meals in the prior year, and CALPADS data. If Charter School elects to become a Community Eligibility Provision (“CEP”) site, FOOD SERVICES will provide Direct Certification (“DC”) information (distribution and processing of alternate income forms for LCFF purposes will be Charter School’s responsibility).

3. DISTRICT DUTIES

3.1 The District shall perform the following duties in regard to any student data it obtains:

3.1.1 Not disclose the information to any other party without the consent of the parent or eligible student;

3.1.2 Use the data for no purpose other than the work stated in this Agreement;

3.1.3 Allow Charter School access to any relevant records for purposes of completing authorized audits;

3.1.4 Require all employees, contractors, and agents of any kind to comply with all applicable provisions of FERPA and other federal and California laws with respect to the data shared under this Agreement;

3.1.5 Designate in writing a single authorized representative able to request data under this Agreement. The authorized representative shall be responsible for transmitting all data requests and maintaining a log or other record of all data requested and received pursuant to this Agreement, including confirmation of the completion of any projects and the return or destruction of data as required by this Agreement. Charter School or its agents may, upon request, review the records required to be kept under this section;

3.1.6 Maintain all data obtained pursuant to this Agreement in a secure computer environment and not copy, reproduce, or transmit data obtained pursuant to this Agreement except as necessary to fulfill the purpose of this Agreement. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding students, are subject to the provisions of this Agreement in the same manner as the original data. The ability to access or maintain data under this Agreement shall not under any circumstances transfer from District to any other institution or entity; and

3.1.7 Retain all PII until it is no longer needed for the purpose for which it was obtained. The District shall promptly return or destroy all PII upon termination of this Agreement pursuant to Section 5.2 or once it is no longer needed for the purposes for which it was provided under this Agreement.

3.2 The District shall implement the following additional safeguards for Charter School information:

3.2.1 The District will not (i) sell information, including PII; or (ii) disclose PII without Charter School's written permission;

3.2.2 The District will store and process PII in accordance with industry best

practices, including appropriate administrative, physical, and technical safeguards, to secure such data from unauthorized access, disclosure, alteration, and use. Such measures will be no less protective than those used to secure District's own data of a similar type, and in no event less than reasonable in view of the type and nature of the data involved; and

3.2.3 PII will not be stored outside the United States without prior written consent from Charter School.

3.3 If the District will (1) provide cloud-based services which will involve digital storage of pupil records or (2) provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use pupil records, then, the following requirements in compliance with Education Code section 49073.1 pertain:

3.3.1 The pupil records continue to be the property of and under the control of Charter School;

3.3.2 In order for a parent, legal guardian, or eligible pupil to review PII in the pupil's records and correct erroneous information, the District shall refer requestor to pupil's school site.

3.3.3 The District shall take the following actions, including the designation and training of responsible individuals, to ensure the security and confidentiality of pupil records:

The District shall comply with its internal policies and practices for complying with laws and regulations protecting pupil records.

3.3.4 The District shall use the following procedure for notifying the affected parent, legal guardian, or eligible pupil in the event of an unauthorized disclosure of the pupil's records:

The District shall contact Charter School Administrator within forty-eight (48) hours of discovery of the unauthorized disclosure. Charter School shall then be responsible for reporting the unauthorized disclosure to affected parent, legal guardian, or eligible pupil.

3.3.5 The District shall not use pupil records for any purpose other than those specified herein.

3.4 Additional District Duties Pertaining to Personally Identifiable Information

3.4.1 In addition to any District obligations stated elsewhere in this Agreement, the District shall notify Charter School in writing as soon as possible, but in no event more than two (2) business days, after the District becomes aware of any

breach of or security incident involving Charter School's PII. The District shall be deemed to be aware of any breach or security incident as of the first day on which such breach or security incident is known or reasonably should have been known to its officers, employees, agents or subcontractors. The District shall identify as soon as practicable each individual whose unsecured PII has been, or is reasonably believed by the District to have been, accessed, acquired, or disclosed during such breach or security incident. The District shall cooperate in good faith with Charter School in the investigation of any breach or security incident.

3.4.2 The District shall take prompt corrective action to remedy any breach or security incident, mitigate, to the extent practicable, any harmful effect of a use or disclosure of PII, and take any other action required by applicable federal and state laws and regulations pertaining to such breach or security incident.

3.4.3 The District will provide written notice to Charter School as soon as possible but no later than twenty (20) calendar days after discovery of the breach or security incident of the actions taken by the District to mitigate any harmful effect of such breach or security incident and the corrective action District has taken or shall take to prevent future similar breaches or security incidents. Upon Charter School's request, the District will also provide to Charter School a copy of the District's policies and procedures that pertain to the breach or security incident involving Charter School's PII, including procedures for curing any material breach of this Agreement.

3.4.4 The District shall make reasonable efforts to trace lost or translate indecipherable transmissions. Charter School shall bear all costs associated with the recreation of incomplete, lost or indecipherable transmissions if such loss is the result of an act or omission of Charter School. The District shall bear all costs associated with the recreation of incomplete, lost, or indecipherable transmissions if such loss is the result of an act or omission of the District.

3.4.5 The District shall take appropriate security measures to protect the confidentiality, integrity, and availability of Charter School's PII that it creates, receives, maintains, or transmits on behalf of Charter School and to prevent any use or disclosure of Charter School's PII other than as provided by this Agreement.

4. AUTHORIZATION FOR TRANSFER OF DATA.

4.1 Charter School hereby authorizes the District to receive the student data listed in Section 2.

4.2 Charter School maintains sole responsibility for ensuring the accuracy and integrity of student data provided to the District.

5. TERM

5.1 This Agreement shall be effective on the date the last party signs and shall be coterminous with the Food Services Agreement.

5.2 Charter School may terminate this Agreement for cause upon sixty (60) days' advance written notice to the District.

6. NOTICES

6.1 All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier, electronic mail, facsimile, or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally-recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

6.2 Notices shall be delivered to the following:

DISTRICT:

Attention: Director of Food Services
Food Services Division
333 South Beaudry Avenue
Los Angeles, CA 90017
Phone no.: 213-241-2993

CHARTER SCHOOL:

Attention:

Email:

7. INDEMNIFICATION

Charter School shall indemnify, defend and hold harmless the District and its Board Members, administrators, employees, agents, attorneys, and contractors (collectively, "Indemnitees") against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Agreement or its performance, whether such loss, expense, damage, or liability was proximately caused in whole or in part by the negligent or willful act or omission by Charter School, including, without limitation, its agents, employees, subcontractors, or anyone employed directly or indirectly by it.

8. ENTIRE AGREEMENT

This Agreement and any exhibits attached hereto constitute the entire agreement between the parties to the Agreement and supersede any prior or contemporaneous written or oral understanding or agreement regarding the subject matter of this Agreement, and may be amended only by written amendment executed by both parties to this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the last day noted below.

LOS ANGELES UNIFIED SCHOOL DISTRICT

By: _____

Date: _____

Title/Position: _____

(_____)

By: _____

Date: _____

Title/Position: _____

[Accessible Version](#)**Survey**

Universal PreKindergarten — Planning & Implementation Grant Local Educational Agency Program Plan

Early Education Division

Overview

As a condition of receiving Universal PreKindergarten (UPK) Planning and Implementation Grant funds, California *Education Code (EC)* requires each local educational agency (LEA) to create a plan articulating how all children in the LEA attendance area will have access to full-day learning programs the year before kindergarten. The plan must address how programs will meet the needs of parents, and include a plan for leveraging partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program (ASES), local California State Preschool Programs (CSPP), Head Start programs, and other community-based early learning and care programs (*EC* Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data to the California Department of Education (CDE).

In December 2021, the CDE released the UPK Planning Template to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5. The template includes recommended and required planning questions. Please use the UPK Planning Template to assist with answering questions in this survey.

The CDE is collecting answers to the required questions presented in the template through this survey. Please complete the UPK Plan template before filling out this survey. At the end of the required questions section, the CDE is requesting optional input on technical assistance needs as LEAs implement UPK. The purpose of this survey is to inform the CDE on UPK implementation planning, and to identify what additional support may be needed for LEAs and county offices of education (COEs) to support UPK implementation.

Aggregate data from this survey will be reported to the Legislature.

Instructions and Deadlines

All application fields are required for submission of the application unless otherwise noted as optional. The application is structured into the following sections: **Section I:** Local Educational Agency Information and Self Certification, **Section II:** Focus Area A: Vision and Coherence, **Section III:** Focus Area B: Community Engagement and Partnerships, **Section IV:** Focus Area C: Workforce Recruitment and Professional Learning, **Section V:** Focus Area D: Curriculum, Instruction, and Assessment, **Section VI:** Focus Area E: Local Educational Agency Facilities, Services, and Operations, and **Section VII:** Technical Assistance Questions (optional).

If you do not intend to complete the survey in one session, you must select the Save Responses button located on the bottom of the screen. Once selected, you will be redirected to a new browser window to enter your email address. You will receive an email with a unique web address for entrance back into the survey. It is recommended that you save the application web address.

For questions regarding this survey or for technical assistance, please send an email to UPKPlanningGrant@cde.ca.gov.

Section I: Local Educational Agency Information and Self Certification

Local Educational Agency Name:

Los Angeles Unified, CDS: 19647330000000 ▼

Type of Entity:

- School District
- Charter School
- County Office of Education

Point of Contact

Title:	Chief of Staff
First Name:	Sergio
Last Name:	Martus
Phone Number: (999-999-9999)	909-636-9508
Extension: (optional)	
Contact Email:	smartus@creteacademy.org

County:

Los Angeles ▼

Self Certification

LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)?

- Yes
- No

What other LEAs are part of this joint plan?

CSPP. Head-start is also being considered, but YTD.

Section II
Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to Transitional Kindergarten (TK) and other options for all four-year-old children. LEAs must provide access to full-day learning programs the year before kindergarten that meet the needs of parents (if receiving Expanded Learning Opportunities Program (ELO-P) funds then LEAs need to fulfill the full day requirement per ELO-P guidelines) through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? (Select all that apply)

- TK offered at all sites
- TK offered at some sites
- TK stand-alone classes
- TK and kindergarten combination classes
- CSPP and TK combination classes (CSPP funding and average daily attendance (ADA) funding)
- Locally-funded preschool and TK combination classes
- CSPP stand-alone classes
- Head Start stand-alone classes
- Other

Does the LEA plan to implement full-day TK, part-day TK, or both?

- Full Day TK
- Part Day TK
- Both

Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why:

Currently, Crete Academy offers (2) TK classes. These are not combination classes. However, we plan to apply for CSPP this coming year and are considering combination classes if we do not have enough stand-alone Pre-K students who don't meet traditional ADA age requirements (i.e. 4 year old students who do not meet the ADA deadline). These will be full-day classes. We do not plan to have a part-day class.

Does the LEA plan to begin operating a CSPP or expand its current CSPP contract?

- Yes - the LEA applied to expand its existing CSPP contract in 2022–23
- Yes - the LEA applied for a new CSPP contract in 2022–23
- Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
- Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)
- No - the LEA has no plans to begin or expand a CSPP contract in future years
- No - the LEA plans to relinquish or reduce CSPP services in future years

What age of children does the LEA plan to serve through a CSPP contract? (Select all that apply)

- Three-year-old children
- Four-year-old children who will not be enrolled in TK in the current school year
- Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)
- Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).

Indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation?

	Yes	No	Maybe
2022–23 (Birthdays February 3 or after)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2023–24 (Birthdays April 3 or after)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2024–25 (Birthdays June 3 or after)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section III

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a preschool through third grade (P–3) continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan:
(Select all that apply)

- Parent Teacher Association Meetings
- Family or parent surveys
- English Learner Advisory Committee
- District English Learner Advisory Committee
- Special Education Local Plan Area
- School Site Council
- District Advisory Committee
- Local Control and Accountability Plan (LCAP) educational partners input sessions
- Tribal Community input session
- Co-hosting events with community-based organizations
- Hosting meet and greets with the early learning and care community
- Local Planning Councils (LPC) Meetings
- Local Quality Counts California (QCC) consortia meetings
- First 5 County Commission meetings
- Community Advisory Committee
- Head Start Policy Council meetings
- Collaboration with parent engagement centers (for example, Parent Training and Information Center, Community Parent Resource Center, Family Empowerment Centers)
- Other

Describe the other opportunities the LEA implemented:

Through our Crete meetings with leadership and also continued board meeting discussions where the public can have an opportunity to weigh in on the program.

Which programs does the LEA plan to combine with the TK instructional day to provide access to full-day learning programs (instructional day plus programming) for children whose families opt in for extended learning and care: (Select all that apply)

- Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)
- Expanded learning programs at a community-based organization (CBO) site (ASES, 21st CCLC, ELO-P)
- CSPP (on an LEA site)
- CSPP (at a CBO site)
- LEA- or locally-funded preschool
- Head Start
- LEA preschool funded with Title I of the Every Student Succeeds Act funds
- Other CBO preschool
- State subsidized child care (not including CSPP)
- Other

Section IV:

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the California Commission on Teacher Credentialing (CTC).

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? (Select all that apply)

- Partner with one or more local institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
- Apply for a [California Classified School Employee Teacher Credentialing Program](#) grant on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
- Apply for a [California Teacher Residency Grant Program](#) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA
- Join an existing intern preparation program to recruit and prepare teachers for your LEA
- Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
- Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
- Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
- Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
- Apply for workforce development funding and competitive grant opportunities from the CDE
- Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
- Provide advising on credential requirements and options for how to meet these requirements
- Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
- Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
- Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
- Other
- None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? (Select all that apply)

- Partner with a local IHE offering eligible early childhood education or childhood development coursework
- Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
- Provide information on scholarship and grant opportunities
- Apply for workforce development funding and grant opportunities
- Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
- Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
- Provide advising on requirements and how to meet the requirements
- Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
- Develop or work with an established mentorship program to support new TK teachers
- Other
- None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC

Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit (Select all that apply)

- Partner with a local IHE offering eligible early childhood education or childhood development coursework
- Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
- Provide information on scholarship and grant opportunities
- Apply for workforce development funding and grant opportunities
- Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
- Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
- Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
- Offer unit-bearing coursework at a local district site during times that work for teachers
- Other
- None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? (Select all that apply)

- Ages & Stages Questionnaire (ASQ)
- BRIGANCE Early Childhood Screen
- Desired Results Developmental Profile (DRDP)
- Developmental Reading Assessment (DRA)
- LEA-based, grade level benchmarks and a report card
- Teaching Strategies GOLD (TS GOLD)
- Work Sampling System (WSS)
- Other
- The LEA does not plan to offer professional learning on child observational assessments

On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? (Select all that apply)

- Effective adult-child interactions*
- Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)*
- Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)*
- Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)*
- Implicit bias and culturally- and linguistically-responsive practice*
- Adverse Childhood Experiences and trauma- and healing-informed practice*
- Curriculum selection and implementation*
- Creating developmentally-informed environments*
- Administration and use of child assessments to inform instruction*
- Support for multilingual learners, including home language development and strategies for a bilingual classroom*
- Serving children with disabilities in inclusive settings, including Universal Design for Learning*
- Engaging culturally- and linguistically-diverse families*
- Other*
- Site leaders and principals will not be offered professional learning on early childhood education*

Section V: Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the [California Preschool Learning Foundations](#) and the [California Preschool Curriculum Frameworks](#) to support the development of skills across the domains outlined in those documents.

Does the LEA plan to provide any of the following language model(s) for TK students? (Select all that apply)

- Dual language program with a language allotment of 50/50*
- Dual language program with a language allotment of 90/10*
- Dual language program with a language allotment of 80/20*
- Dual language program with a language allotment of 70/30*
- English-only instruction with home-language support*
- None*
- Other*

Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas: (Select all that apply)

- Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
- Implement the CSEFEL Pyramid Model in the classroom
- Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)
- Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
- Use developmental observations to identify children's emerging skills and support their development through daily interactions
- Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
- Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
- Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? (Select all that apply)

- Implement Universal Design for Learning
- Provide adaptations to instructional materials
- Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
- Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
- Provide additional staff to support participation in instruction
- Other

What assessments does the LEA plan to use in TK or kindergarten? (Select all that apply)

- ASQ
- BRIGANCE Early Childhood Screen
- DRDP
- DRA
- LEA-based grade level benchmarks and a report card
- TS GOLD
- WSS
- Other
- The LEA does not plan to use a common TK assessment
- Unsure

Section VI:

Focus Area E: Local Educational Agency Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of the LEA Planning Template and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

We will initially be accepting 4 year old (priority) and then 3 year old students, as space permits. We currently have one site under Prop 39 and another that is not under Prop 39. Depending on space determination under Prop 39, we may require an exception for additional space and/or look into establishing a new, unique site under a new and separate school entity.

Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year?

- Yes
 No

Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)?

- Yes
 No

Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment?

- Yes
 No

Does the LEA’s Facilities Master Plan adequately address the need for UPK programming?

- Yes
 No

In which of the following areas does the LEA intend to make updates to facilities? (Select all that apply)

- Turfed area
 Paved area
 Apparatus area
 Land required for buildings and grounds
 Total square feet required
 None of the above

What transportation will the LEA offer to children enrolled in TK? (Select all that apply)

- Transportation to and from the TK program
- Transportation from the TK program to an extended learning and care opportunity on another LEA site
- Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
- No transportation will be provided

Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

- Yes
- No

Section VII: Technical Assistance Questions (optional)

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions in this section are optional.

What technical assistance would be most helpful related to projecting enrollment and assessing needs? (Select all that apply)

- Support for parent surveys to gauge interest in service delivery models
- Data analysis capacity building to support staff to refine enrollment projections based on community context
- Information on program eligibility requirements to project enrollment across programs

What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? (Select all that apply)

- Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)
- Creating inclusive classrooms, including implementing Universal Design for Learning
- Templates or framework for drafting a P–3 vision that partners and parents support
- Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs
- Support for developing and applying to administer a CSPP contract
- Technical assistance on how to integrate UPK and P–3 in the district LCAP
- Guidance on best practices for smooth transitions through the P–3 continuum
- Considerations for TK early admittance

What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? (Select all that apply)

- Support for parent surveys and engagement activities to understand parent needs and support authentic choice
- Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables
- Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
- Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children
- Increasing UPK enrollment and parent awareness of programs

What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? (Select all that apply)

- Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)
- Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs
- Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs
- Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P-3 vision
- Creating professional learning opportunities to provide site leaders with more early childhood knowledge
- Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment
- Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment

What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? (Select all that apply)

- Effective adult-child interactions
- Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Children's math and science development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Implicit bias and culturally- and linguistically-responsive practice
- Trauma- and healing-informed practice
- Curriculum selection and implementation
- Creating developmentally-informed environments
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families

What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? (Select all that apply)

- Coaching and mentoring*
- Classroom observations and demonstration lessons with colleagues*
- Workshops with external professional development providers*
- Internally-delivered professional learning workshops and trainings*
- Operating an induction program*

What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment? (Select all that apply)

- Guidance on how to adopt the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks into a specific UPK setting (for example, mixed-age classrooms)*
- Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades*
- Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings*
- Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students*
- Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities*
- Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development*
- Guidance on appropriate assessment selection and utilization*
- Guidance on creating dual language immersion or bilingual programs*

What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? (Select all that apply)

- Using manipulatives to develop fine motor skills*
- Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities*
- Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences*
- Using differentiated groups that include individual, small, and large group experiences*
- Considering the structure of the daily routine to enhance individual and group learning experiences*
- Encouraging purposeful play, choice, social interactions, and collaboration*
- Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment*
- Using child development knowledge to guide instructional approaches*
- Providing language- and literacy-rich environments*
- Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms*
- Facilitating development and exploration through art*
- Incorporating inclusive practices*
- Supporting students' home language and English language development*
- Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity*
- Universal Design for Learning*
- Integrated English language development*

What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? (select all that apply)

- Guidance on how to modify an elementary school classroom to serve young children
- Strategies to address transportation issues related to UPK access and enrollment
- Guidance to support strategies that ensure TK students have access to meals and adequate time to eat
- Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings
- Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

Is there anything else you would like to share about technical assistance?

Application Agreement and Certification

AGREEMENT: By signing this survey electronically, I, the District Superintendent, Charter School Administrator, or authorized designee, agree that my electronic signature is the legally binding equivalent to my handwritten signature.

- Yes
- No

CERTIFICATION: By signing this survey electronically, I, the District Superintendent, Charter School Administrator, or authorized designee, hereby certify, to the best of my knowledge, that all applicable state and federal rules and regulations will be observed, that the information contained in this survey is correct and complete, and certify to retain all records, as required by applicable law.

- Yes
- No

Electronic signature of District Superintendent, Charter School Administrator, or authorized designee:
(type full name)

Sergio Martus

Please print a copy of your completed survey for your records before submitting it. Questions about this survey can be directed to UPKPlanningGrant@cde.ca.gov.

Note: By selecting the **Print** button below, you will be redirected to a new browser window to print the form. You must return to the previous browser window to submit your survey to the CDE.

Once you select the **Submit** button below, your survey will be sent to the CDE and you will be redirected to the CDE Elementary web page. An automatically generated email will be sent to the email address provided on your survey to confirm your submission. Please check your email account's spam folder if you do not receive a confirmation email to your inbox.



**Crete Academy Suicide
Prevention Policy Board
Approved 11/17/2022**

Crete Academy

Suicide Prevention Policy

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, the Crete Academy Principal or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the Staff and Teachers at Crete Academy, the Principal or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, suicide prevention experts, local health agencies, mental health specialists, and community organizations.

Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students.

- **Refer to attachment A**
 - Suicide Prevention Awareness for Staff
 - Understanding Suicide Myths & Facts
 - Self-Injury Awareness



Suicide Prevention Awareness for Staff

Suicide is a serious public health problem that takes an enormous toll on families, friends, classmates, co-workers, and communities, as well as on our military personnel and veterans. Suicide prevention is the collective effort of all adults that support and work with students, including parents/caregivers, families, local community organizations, mental health practitioners, and related professionals. The aim is to reduce the incidence of suicide through education, awareness, and services.

SUICIDE IS PREVENTABLE.

Suicide Warning Signs

Warning signs are observable behaviors that may signal the presence of suicidal thinking. They might be considered “cries for help” or “invitations to intervene.” These warning signs signal the need to inquire directly about whether the individual has thoughts of suicide. If so, then suicide prevention strategies will be required.



- Feelings of sadness, hopelessness, helplessness
- Significant changes in behavior, appearance, thoughts, and/or feelings
- Social withdrawal and isolation
- Suicide threats (direct and indirect)
- Suicide notes and plans
- History of suicidal ideation/behavior
- Self-injurious behavior
- Preoccupation with death
- Making final arrangements (e.g., giving away prized possessions, posting plans on social media, sending text messages to friends)

Suicide Risk Factors

While the path that leads to suicidal behavior is long and complex and there is no “profile” that predicts suicidal behavior with certainty, there are certain risk factors associated with increased suicide risk. In isolation, these factors are not signs of suicidal thinking. However, when present they signal the need to be vigilant for the warning signs of suicide.

- Access to means (e.g., firearms, knives, medication)
- Stressors (e.g., loss, peer relations, school, gender identity issues)
- History of depression, mental illness, or substance/alcohol abuse
- History of suicide in the family or of a close friend
- History of mental illness in the family

Here’s What You Can Do:

LISTEN

- Assess for suicide risk.
- Listen without judgment.
- Ask open-ended questions, such as:
 - *Tell me what happened?*
 - *How long have you been feeling this way?*
 - *Have you thought about suicide?*



PROTECT

- Take action immediately.
- Do not leave the student alone. Student should be supervised/monitored by a staff member, not a peer.
- Consider developing a safety/re-entry plan.

CONNECT

- Collaborate with an administrator, crisis team member, or the Suicide Prevention Liaison(s) at your school site.
- Contact the Local District School Mental Health Coordinator or Mental Health Consultant for consultation and support.
- Contact Department of Mental Health or law enforcement, as needed.
- Contact the appropriate child protective services agency when there is reasonable suspicion of abuse (see BUL-1347).
- Inform the parent/caregiver.
- Identify a staff member to monitor the student.

MODEL

- Remain calm. Establish a safe environment to talk about suicide.
- Be aware of your thoughts, feelings, and reactions as you listen without judgment.

TEACH

- Provide information and education to parents/caregivers about suicide and self-injury.
- Teach students how to ask for help and identify adults they can trust at home and at school.
- Teach healthy ways to cope with stress, including deep breathing, writing/drawing, exercise, or talking.
- Provide options for school and community resources including referrals to professional mental health services.

SMH Clinics and Wellness Centers

North

Valley Clinic

6651 Balboa Blvd., Van Nuys 91406
Tel: 818-758-2300 | Fax: 818-996-9850

West

Crenshaw Wellness Center

3206 W. 50th St., Los Angeles 90043
Tel: 323-290-7737 | Fax: 323-290-7713

Washington Wellness Center

1555 West 110th St., Los Angeles 90043
Tel: 323-241-1909 | Fax: 323-241-1918

South

97th Street School Mental Health Clinic

Barrett Elementary School
439 W. 97th St., Los Angeles 90003
Tel: 323-754-2856 | Fax: 323-754-1843

San Pedro Clinic

704 West 8th St., San Pedro 90731
Tel: 310-832-7545 | Fax: 310-833-8580

Locke Wellness Center

316 111th St., Los Angeles 90061
Tel: 323-418-1055 | Fax: 323-418-3964

Carson Wellness Center

270 East 223rd St., Carson 90745
Tel: 310-847-7216 | Fax: 310-847-7214

East

Bell/Cudahy School Mental Health Clinic

Ellen Ochoa Learning Center
7326 S. Wilcox, Cudahy 90201
Tel: 323-869-1352 | Fax: 323-271-3657

Ramona Clinic

231 S. Alma Ave., Los Angeles 90063
Tel: 323-266-7615 | Fax: 323-266-7695

Gage Wellness Center

2880 Gage Ave., Huntington Park 90255
Tel: 323-826-1520 | Fax: 323-826-1524

Elizabeth LC Wellness Center

4811 Elizabeth St., Cudahy 90201
Tel: 323-271-3650 | Fax: 323-271-3657

Central

Belmont Wellness Center

180 Union Place, Los Angeles 90026
Tel: 213-241-4451 | Fax: 213-241-4465

Roybal Clinic

1200 West Colton St., Los Angeles 90026
Tel: 213-580-6415 | Fax: 213-241-4465

For clinic referrals visit:
smh.lausd.net

School Mental Health
(213) 241-3841

Understanding Suicide: Myths & Facts

To understand why people die by suicide and why so many others attempt to take their own lives, it is important to know the facts. Read the facts about suicide below and share them with others.

Myth: *Suicide can't be prevented. If someone is set on taking their own life, there is nothing that can be done to stop them.*

Fact: Suicide is preventable. The vast majority of people contemplating suicide don't really want to die. They are seeking an end to intense mental and/or physical pain. Most have a mental illness. Interventions can save lives.

Myth: Asking someone if they are thinking about suicide will put the idea in their head and cause them to act on it.

Fact: When someone you know is in crisis or depressed, asking them if they are thinking about suicide can actually help. By giving a person an opportunity to open up and share their troubles you can help alleviate their pain and find solutions.

Myth: Someone making suicidal threats won't really do it, they are just looking for attention.

Fact: Those who talk about suicide or express thoughts about wanting to die, are at risk for suicide and need your attention. Most people who die by suicide give some indication or warning. Take all threats of suicide seriously. Even if you think they are just, "crying out for help"— it is in fact a cry for help — so help.

Myth: Talk therapy and/or medications don't work.

Fact: Treatment can work. One of the best ways to prevent suicide is by getting treatment for mental illnesses such as depression, bipolar disorder or substance abuse and learning ways to solve problems. Finding the best treatment can take some time; the right treatment can greatly reduce the risk of suicide.

If you or someone you care about is at risk for suicide help is available.

Resources for Suicide Prevention

Resources For Supporting and Responding to Students

For assistance/support, contact your Local District School Mental Health Coordinator or Mental Health Consultant.

For consultation, Monday-Friday from 8am-4:30pm, contact LAUSD School Mental Health at (213) 241-3841.

EMERGENCY INFORMATION / After Hours Services

If you need IMMEDIATE help, call 911. Los Angeles School Police Department (213) 625-6631

For a psychiatric emergency, contact the Department of Mental Health 24-hour ACCESS Center at (800) 854-7771.

Resources to Distribute to Students & Parents/Guardians

Community Hotlines

Didi Hirsch Suicide Prevention Hotline
(877) 727-4747 (24 hours)
National Suicide Prevention Lifeline
(800) 273-TALK (8255) (24 hours)
Trevor Lifeline (866) 488-7386 (24 hours)
Teen Line (800) 852-8336 (6pm-10pm daily)

Text and Chat Resources

Crisis Text Line – Free, 24/7, confidential
Text LA to 741741
Crisis Chat (11am-11pm, daily)
<http://www.crisischat.org/chat>
Teen Line - text "TEEN" to 839863
(6pm-10pm)

Online Resources

<http://www.didihirsch.org/>
<http://www.thetrevorproject.org/>
<http://teenline.org/>
<http://www.afsp.org/understanding-suicide>

Smartphone Apps

MY3
Teen Line Youth Yellow Pages



Los Angeles Unified School District
Student Health and Human Services
 School Mental Health

333 S. Beaudry Avenue, 29th Floor
 (213) 241-3841
 smh.lausd.net | ccis.lausd.net



Self-Injury Awareness for Staff

Self-injury is a complex behavior, separate and distinct from suicide that some individuals engage in for various reasons such as: to take risks, rebel, reject their parents' values, state their individuality, or merely to be accepted. However, others may injure themselves out of desperation or anger to seek attention; to show their feelings of hopelessness and worthlessness; or because they have suicidal thoughts. Such individuals may suffer from serious mental health disorders such as depression or Posttraumatic Stress Disorder (PTSD). Some young children may resort to self-injurious acts from time to time but often grow out of it. Children with an intellectual disability or autism, as well as children who have been abused or abandoned may also show these behaviors. If you become aware that a student or someone you know is engaging in self-injurious behavior, take action and get help.

General Information

- Self-injury provides a way to manage overwhelming feelings and can be a way to bond with peers (rite of togetherness).
- Self-injury is defined as intentional tissue damage that can include cutting, severe scratching, pinching, stabbing, puncturing, burning, and ripping or pulling skin or hair.
- Tattoos and body piercings are not usually considered self-injurious behaviors unless they are done with the intention to hurt the body.
- Individual mental health services (therapy) can be effective when focused on reducing the negative thoughts and environmental factors that trigger self-injury.

Here's What You Can Do:

LISTEN

- Assess for suicide risk.
- Listen without judgment.
- Ask open-ended questions, such as:
 - *Tell me what happened?*
 - *How long have you been feeling this way?*
 - *Have you thought about suicide?*

PROTECT

- Take action immediately and get help.
- Do not leave the student alone. Student should be supervised/monitored by a staff member, not a peer.
- Consider developing a safety/re-entry plan.
- Be cautious about giving punishments or negative consequences for the self-injurious behavior, as these may unintentionally encourage the behavior to continue.

CONNECT

- Connect the student with an administrator, crisis team member, or the Suicide Prevention Liason(s) at your school to access and determine level of risk.
- Contact the Local District School Mental Health Coordinator or Mental Health Consultant for consultation and support.
- Contact the Department of Mental Health, law enforcement, or child protective services, as needed.

- Inform the parent/caregiver.
- Identify staff to monitor the student, as needed.

MODEL

- Remain calm and establish a safe environment to talk about self-injury.
- Be aware of your thoughts, feelings, and reactions about this behavior.
- Be aware of your tone. Displaying judgment, expressing anger or shock can cause the student to feel guilt or shame.

TEACH

- Provide information and education to parents/caregivers about suicide and self-injury.
- Teach students how to ask for help and identify adults they can trust at home and at school.
- Teach healthy ways to cope with stress, including deep breathing, writing/drawing, exercise, or talking.
- Provide options for school and community resources, including referrals to professional mental health services.

**Follow the protocols and guidelines
 in BUL 2637.3 Suicide Prevention,
 Intervention and Postvention**

SMH Clinics and Wellness Centers

North

Valley Clinic

6651 Balboa Blvd., Van Nuys 91406
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For clinic referrals visit:
smh.lausd.net

School Mental Health
(213) 241-3841

Signs and Symptoms of Self-Injury

- Frequent or unexplained bruises, scars, cuts, or burns
- Frequent inappropriate use of clothing designed to conceal wounds (often found on the arms, thighs, or abdomen)
- Unwillingness to participate in activities that require less body coverage (swimming, physical education class)
- Secretive behaviors, spending unusual amounts of time in the bedroom, bathroom, or isolated areas
- Bruises on the neck, headaches, red eyes, ropes/clothing/belts tied in knots (signs of the “choking game”)
- General signs of depression, social-emotional isolation, and disconnectedness
- Possession of sharp objects (razor blades, shards of glass, thumb tacks)
- Evidence of self-injury in drawings, journals, pictures, texts, and social networking sites
- Statements of helplessness, hopelessness, or worthlessness

Non-Suicidal Self-Injury

There is a difference between self-injury and suicidal acts, thoughts, and intentions. With suicide, there is an intent to die; whereas, with non-suicidal self-injury the reasons may include to:

- Feel emotionally better
- Express desperation or anger
- Manage painful feelings of current or past trauma
- Punish oneself
- Feel pain or relief
- Have control of one's body

A professional clinical assessment may be necessary to determine risk.



What should I do if a student is engaging in self-injurious behavior?

- Respond immediately
- Supervise the student
- Escort the student to a Crisis Team Member
- Contact the appropriate child protective agency when there is reasonable suspicion of abuse (see BUL-1347)

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2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

<https://www.suicideispreventable.org/>

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

- Crete School Conduct & Core Values – Refer to Attachment B
- Crete Anti-Bullying Policy – Refer to Attachment C
- Positive School Climate – Refer to Attachment D
- Nondiscrimination – Refer to Attachment E
- Zero Tolerance Policy for Harassment/Sexual Harassment/Hate-Motivated Behavior – Refer to Attachment E

Crete Academy – Core Values

Crete Core Values:

Character: Crete is dedicated to ensuring students have strong character, which means they are honest, trustworthy, have integrity, and a strong sense of perseverance.

Responsibility: Crete students will be taught to take responsibility for their actions. Students will learn humility in times of celebration and acceptance in times of failure.

Excellence: Crete students will do all things with excellence, understanding that they are not perfect, but they are always asked to do their best.

Teachability: Crete students will be taught the growth mindset in order to remain life-long learners. This means students will have an understanding that intelligence is not fixed.

Equality: Crete students will learn to appreciate and embrace the differences of others, including but not limited to individuals of different ethnic backgrounds, religious faiths, sexual preferences and learning abilities.

CRETE ACADEMY MODEL ANTI-BULLYING POLICY

Crete Academy believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance. Crete Academy Board of Directors' recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the Board of Directors prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. "Bullying" or "harassment" is any gesture or written, verbal, graphic, or physical act (Including electronically transmitted acts – i.e., cyber bullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress; n is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

Crete Academy will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation. Any electronic forms of the above behavior through means of phone, computer or social media is considered cyber-bullying and will be treated the same as in-person bullying.

Crete Academy expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the

lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, Crete Academy will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Crete Academy has a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the Governing Board's approved discipline policy. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences.

The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- In-school suspension during the school week
- Out-of-school suspension
- Legal action
- Expulsion

The Crete Academy Board of Directors prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion.

Student Conflict Resolution Policy

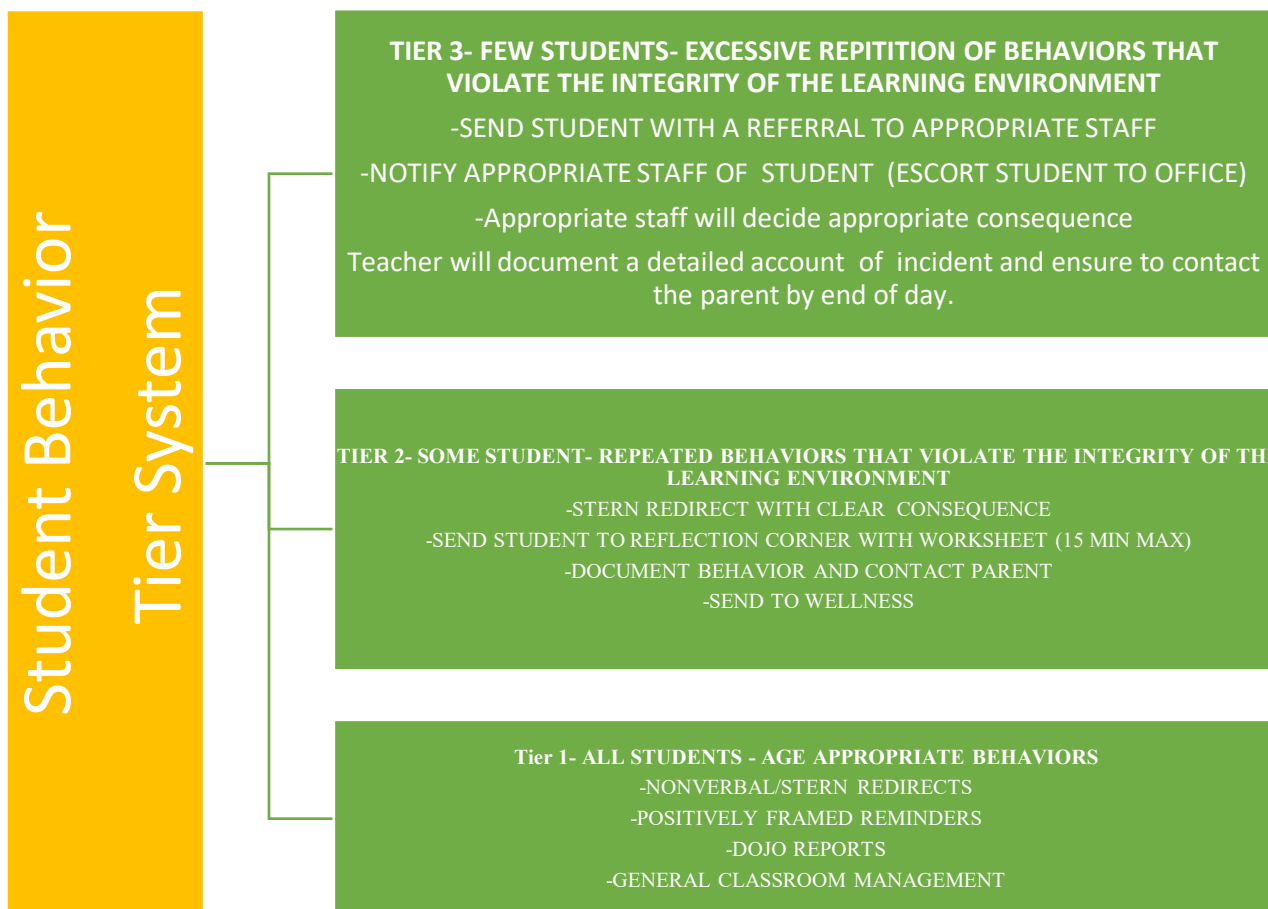
Crete Academy believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, Crete Academy will incorporate conflict resolution education and problem-solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment

Crete Academy will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to, the following:

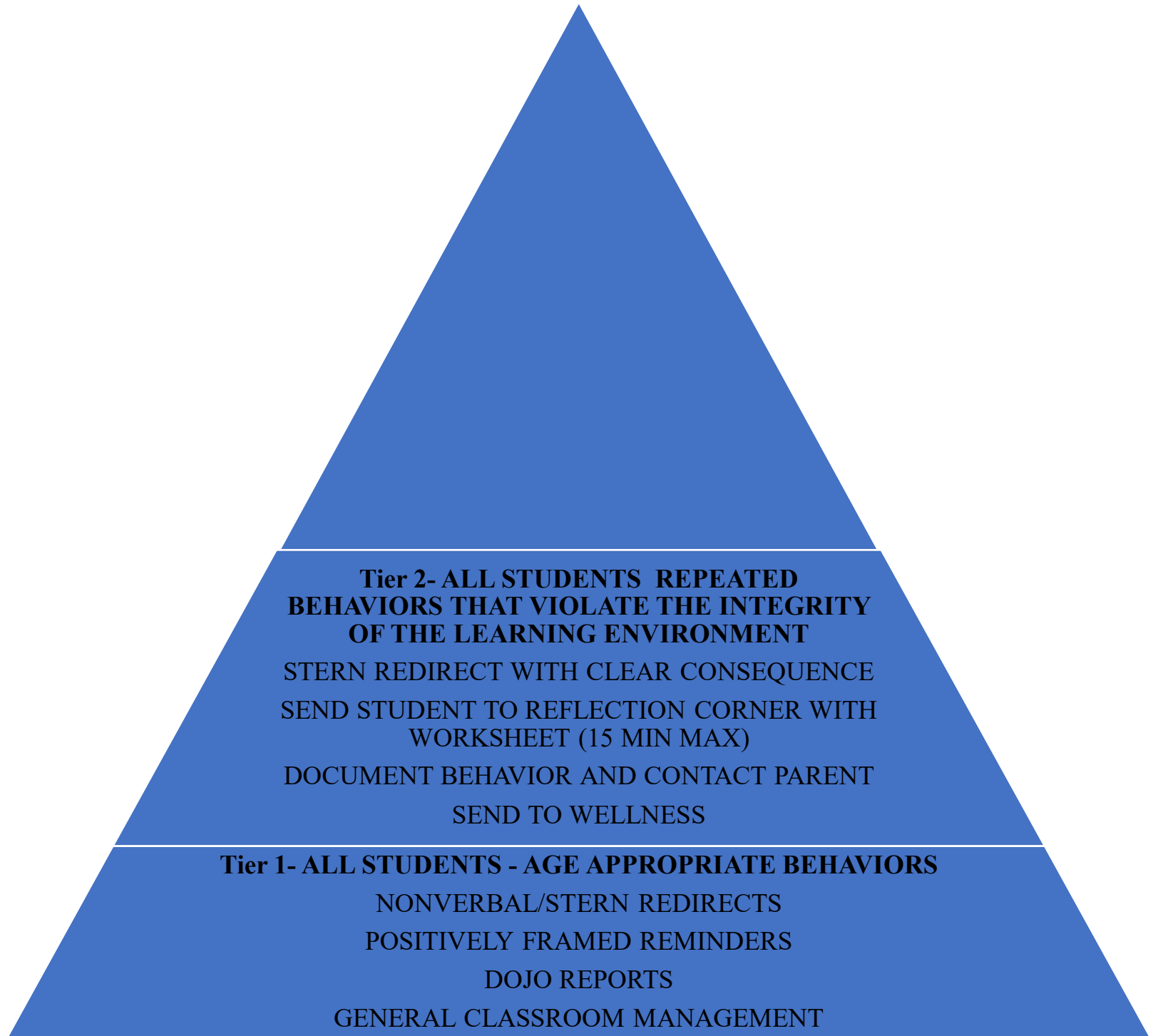
- Students are to resolve their disputes without resorting to violence.
- Students, especially those trained in conflict resolution and peer mediation, are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact an adult or peer mediators (*classroom, wellness center, support staff, main office*).
- Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussions confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.



Student Behavior Process

1. Warning
2. Classroom Management Tool (Color Chart, Table points, removal of break minutes)
3. Break outside of classroom with reflection sheet
4. Call to wellness for support
5. Fully completed incident report

Wellness Center	Classroom	Dean
<ul style="list-style-type: none"> • Mental Health Concern • Possible Domestic abuse • Housing concern • Sexual Harassment/Inappropriate touching (victim or perpetrator) • Social/Emotional abuse (victim or perpetrator) • Anger/Aggression • Death in family • Excessive sleeping in class (inability to stay awake) • Food/Nutrition Needs supercede what is currently offered by school 	<ul style="list-style-type: none"> • Not participating in class • Conflict with another student • Yelling across the classroom • Incorrect use of classroom equipment • Name-calling • Throwing objects in class • Non-aggressive non-academic language • Bullying 	<ul style="list-style-type: none"> • Threats to others • Weapons • Drug or alcohol use • Blatant defiance • Stealing • Vandalism • Disrespecting teacher/staff • Uniform Violations • Wrestling/horse playing • Verbally/physically abusive • Fighting • Violation of Crete school rules



SEXUAL HARASSMENT POLICY

Crete Academy desires to maintain an academic and work environment in which all employees, students, and volunteers are treated with respect and dignity. A vital element of this atmosphere is the School's commitment to equal opportunities and the prohibition of discriminatory practices. The School's prohibition against discriminatory practices includes prohibitions against sexual harassment, or any other form of harassment based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code. The School forbids sexual harassment, or any other form of illegal harassment, of any employee, student, volunteer or visitor. The School will not tolerate sexual harassment, or any other form of illegal harassment by any of its employees, students, volunteers or agents.

Educational Environment

Within the educational environment, sexual harassment is prohibited between students, and between employees or agents/non-employees (such as contract employees, service providers, or volunteers) and students.

Work Environment

Within the work environment, sexual harassment is prohibited between supervisors and employees, between employees, and between agents/non-employees (such as contract employees, service providers, or volunteers) and employees.

DEFINITION OF SEXUAL HARASSMENT

Sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature are:

1. made either explicitly or implicitly a term or condition of an individual's educational status or employment;
2. used as a basis for educational or employment decisions affecting such individual;
- or
3. has the purpose or effect of unreasonably interfering with an individual's educational or work performance or creating an intimidating, hostile or offensive educational or working environment.

The following acts are considered sexual harassment, may be unlawful and will not be tolerated at Crete Academy:

1. Making unsolicited written, verbal, physical and/or visual contact with sexual overtones.
 - Written examples include but are not limited to: suggestive or obscene letters, notes, and invitations.
 - Verbal examples include, but are not limited to: derogatory comments, innuendos, slurs, jokes, and epithets.

- Physical examples include, but are not limited to: assault, touching, impeding, or blocking movement.
 - Visual examples include, but are not limited to: leering, gestures, display of sexually suggestive objects or pictures, cartoons, or posters.
2. Continuing to express sexual interest after being informed that the interest is unwelcome.
- Reciprocal attraction between appropriate parties is not considered sexual harassment
3. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.
- For example, within the work environment, either implying or actually withholding support for an appointment, promotion, or change of assignment; suggesting a poor performance report will be prepared, or suggesting probation will be failed.
 - For example, within the educational environment either implying or actually, withholding grades earned or deserved; suggesting a “bad” report card; or suggesting a call will be made or letter sent home to the parent alleging “bad” behavior
4. Within the work environment, engaging in implicit or explicit coercive sexual behavior, which is used to control, influence, or affect the career, salary, and/or work environment of another employee.
5. Within the educational environment, engaging in implicit or explicit coercive sexual behavior that is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
- Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassification, etc. in exchange for sexual favors.
 - Any expression of sexual interest between adults and students, regardless of reciprocity is considered inappropriate and shall be subject to discipline under applicable state law.

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

- Refer to Attachment F



Los Angeles Unified School District
Student Health and Human Services
 School Mental Health

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Attachment F



Suicide Prevention Awareness for Parents/Caregivers

Suicide is a serious public health problem that takes an enormous toll on families, friends, classmates, co-workers, and communities, as well as on our military personnel and veterans. Suicide prevention is the collective effort of all adults that support and work with students, including parents/caregivers, families, local community organizations, mental health practitioners, and related professionals. The aim is to reduce the incidence of suicide through education, awareness, and services.

SUICIDE IS PREVENTABLE.

Warning Signs

Warning signs are observable behaviors that may signal the presence of suicidal thinking. They might be considered “cries for help” or “invitations to intervene.” These warning signs signal the need to inquire directly about whether the individual has thoughts of suicide. If so, then suicide prevention strategies will be required.



- Feelings of sadness, hopelessness, helplessness
- Significant changes in behavior, appearance, thoughts, and/or feelings
- Social withdrawal and isolation
- Suicide threats (direct and indirect)
- Suicide notes and plans
- History of suicidal ideation/behavior
- Self-injurious behavior
- Preoccupation with death
- Making final arrangements (e.g., giving away prized possessions, posting plans on social media, sending text messages to friends)

Risk Factors

While the path that leads to suicidal behavior is long and complex and there is no “profile” that predicts suicidal behavior with certainty, there are certain risk factors associated with increased suicide risk. In isolation, these factors are not signs of suicidal thinking. However, when present they signal the need to be vigilant for the warning signs of suicide.

- Access to means (e.g., firearms, knives, medication)
- Stressors (e.g., loss, peer relations, school, gender identity issues)
- History of depression, mental illness, or substance/alcohol abuse
- History of suicide in the family or of a close friend
- History of mental illness in the family

Here’s What You Can Do:

LISTEN

- Assess for suicide risk.
- Listen without judgment.
- Ask open-ended questions, such as:
 - *Tell me what happened?*
 - *How long have you been feeling this way?*
 - *Have you thought about suicide?*

PROTECT

- Take action immediately.
- Do not leave your child alone. You or a trusted adult should supervise/monitor your child.

- Consider developing a safety plan at home and at school.

CONNECT

- Go to your child’s school for support from school administration, mental health personnel, or a counselor.
- Contact Department of Mental Health, law enforcement, or child protective services, as needed.
- Help your child identify adults they trust at home and at school.

MODEL

- Remain calm. Establish a safe environment to talk about suicide.
- Be aware of your thoughts, feelings, and reactions as you listen without judgment.

TEACH

- Learn the warning signs and risk factors and provide information and education about suicide and self-injury.
- Teach your child how to ask for help and identify adults they can trust at home and at school.
- Teach healthy ways to cope with stress, including deep breathing, writing/drawing, exercise, or talking.
- Seek options for school and community resources, including referrals to professional mental health services.

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Understanding Suicide: Myths & Facts

To understand why people die by suicide and why so many others attempt to take their own lives, it is important to know the facts. Read the facts about suicide below and share them with others.

Myth: *Suicide can't be prevented. If someone is set on taking their own life, there is nothing that can be done to stop them.*

Fact: Suicide is preventable. The vast majority of people contemplating suicide don't really want to die. They are seeking an end to intense mental or physical pain. Most have a mental illness. Interventions can save lives.

Myth: Asking someone if they are thinking about suicide will put the idea in their head and cause them to act on it.

Fact: When someone you know is in crisis or depressed, asking them if they are thinking about suicide can actually help. By giving a person an opportunity to open up and share their troubles you can help alleviate their pain and find solutions.

Myth: Someone making suicidal threats won't really do it, they are just looking for attention.

Fact: Those who talk about suicide or express thoughts about wanting to die, are at risk for suicide and need your attention. Most people who die by suicide give some indication or warning. Take all threats of suicide seriously. Even if you think they are just "crying out for help"—it is in fact a cry for help — so help.

Myth: It is easy for parents/caregivers to tell when their child is showing signs of suicidal behavior.

Fact: Unfortunately, research shows that this is not the case in a surprisingly large percentage of families. This illustrates the importance for parents/caregivers to be attentive to warning signs and risk factors; to ask direct questions; and be open to conversation.

What Should I Do If I Am Worried About My Child?

If you believe that your child is thinking about suicide, approach the situation by asking. Asking is the first step in saving a life and can let them know that you are here for them and will listen. Here are some examples of how you may ask: *Have you thought about suicide? or Sometimes when people feel sad the way you do, they think about suicide. Have you ever thought about it?*

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Crisis Text Line – Free, 24/7, confidential
Text LA to 741741

Crisis Chat (11am-11pm, daily)
<http://www.crisischat.org/chat>

Teen Line - text "TEEN" to 839863 (6pm-10pm)

Online Resources

<http://www.didihirsch.org/>

<http://www.thetrevorproject.org/>

<http://teenline.org/>

<http://www.afsp.org/understanding-suicide>

Smartphone Apps

MY3

Teen Line Youth Yellow Pages



5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

<https://www.suicideispreventable.org/>

6. Crisis intervention procedures for addressing suicide threats or attempts

- Create Risk Assessment – **Refer to Attachment G**

7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

Refer to Attachment H

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth.

The Board shall review, and update as necessary, this policy at least every five years.



2022-2023 School Year

SUICIDE RISK ASSESSMENT PROTOCOL

1. If student presents with Suicidal Ideation, please **escort** to Wellness Center
2. Suicide Assessment will be conducted by Wellness Staff
 - o Utilize "Suicide Risk Assessment Tool" Worksheet
 - o Establish level of risk (Unknown Risk, Low Risk, Moderate Risk, High risk)

*** If high risk please contact Director of Wellness, and or Mr. Mitchell or Mrs. Mitchell, Parent/Guardian and PET/PMRT
1-800-854-7771***

If low risk, please continue with steps below:

3. Develop Safety Plan
 - o Utilize "How to Keep yourself Safe" worksheet
4. Inform Staff
 - o Send email of incident to Wellness Director, School Dean, School Principal, and Field Supervisor
5. Contact Parent/Guardian
 - o Review safety plan with Parent/Guardian
 - o Inquire if student receives Mental Health Services with outside agency
 - o Consult if possible, with outside Therapist to inform of incident
6. Document incident in progress notes
7. Follow up with student as needed

SUICIDE RISK ASSESSMENT TOOL

Student Name/DOB.: _____ Location: _____ Date: _____

The purpose of this checklist is to determine a student's level of suicide risk. The assessing party should be the administrator/designee or school site crisis team member(s).

DIRECTIONS: For the items with the **ASK** specification, please directly pose these questions to the student. Take note of the student's responses in the space provided and mark the check boxes, as appropriate. The • indicates *Unable to Assess*. The items with the **ASSESS** specification should not be asked directly, but rather explored by the assessing party to gather additional background information. Gathering of additional information may also include interviewing other involved individuals, reviewing student history, and referring to other data gathering sources (i.e. MiSIS, iSTAR, teacher reports/observations).

ASSESSMENT QUESTION	
1. Current Problem/Situation	ASK: Tell me what happened.
2. Current Ideation	ASK: Are you thinking about suicide/killing yourself now? Yes <input type="checkbox"/> No <input type="checkbox"/>
	ASK: How long have you been feeling this way?
3. Communication of Intent	ASSESS: Has the student communicated directly or indirectly ideas or intent to harm/kill themselves? (Communications may be verbal, non-verbal, electronic, written. Please note that electronic communications may include texting and social media.) Indicate what was said and how this was communicated. Yes <input type="checkbox"/> No <input type="checkbox"/>
	ASK: Have you ever shared your thoughts about suicide with anyone else? Yes <input type="checkbox"/> No <input type="checkbox"/>
	ASK: To whom? What did they say when you told them?
4. Plan	ASK: Do you have a plan to harm/kill yourself now? Yes <input type="checkbox"/> No <input type="checkbox"/>
	ASK: What is your plan?
5. Means and Access	ASK: Do you have access to weapons, guns, medication? Yes <input type="checkbox"/> No <input type="checkbox"/>
	ASSESS: Does the student have the means/access to kill themselves? Yes <input type="checkbox"/> No <input type="checkbox"/>
	ASSESS: Indicate means and access.
6. Past Ideation	ASK: Have you ever had thoughts of suicide in the past? Yes <input type="checkbox"/> No <input type="checkbox"/>
	ASK: How long ago? Tell me what happened then.

7. Previous Attempts	ASK: <i>Have you ever tried to kill yourself?</i>	Yes	No	
	ASK: <i>How long ago?</i>			
	ASK: <i>What did you do? What happened?</i>			
8. Changes in Mood / Behavior	ASK: <i>In the past year, have you ever felt so sad that you stopped doing things you usually do or things that you enjoy?</i>	Yes	No	
	ASK: <i>What are the activities you no longer do?</i>			
	ASSESS: Has the student demonstrated abrupt changes in behaviors? Describe.	Yes	No	
	ASSESS: Has the student demonstrated recent, dramatic changes in mood and/or appearance? Describe.	Yes	No	
9. Stressors	ASK: <i>Has anyone close to you ever died by suicide? Who? How long ago? How?</i>	Yes	No	
	ASK: <i>Has someone close to you died recently or have you been separated from someone who is important to you? (e.g., death, parent separation/divorce, relationship breakup)</i>	Yes	No	
	ASK: <i>Has anything stressful/traumatic happened to you? (e.g. domestic violence, community violence, natural disaster)</i>	Yes	No	
	ASK: <i>Have you experienced victimization or been the target of bullying/harassment/discrimination? Describe.</i>	Yes	No	
10. Mental Illness	ASSESS: Does the student have a history of mental illness (e.g. depression, conduct or anxiety disorder)?	Yes	No	
11. Substance Use	ASK: <i>Do you use alcohol or drugs? Which ones? How often? How much?</i>	Yes	No	
12. Protective Factors	ASK: <i>Do you have an adult at school that you can go to for help?</i>	Yes	<input checked="" type="checkbox"/>	
	ASK: <i>Do you have an adult outside of school, such as at home or in the community, that you can go to for help?</i>	Yes	No	
	ASK: <i>What are your plans for the future?</i>	Yes	No	
	ASSESS: Can the student readily name plans for the future, indicating a reason to live?	Yes	No	

ASSESSMENT RESULTS:

RISK LEVEL/DEFINITION	WARNING SIGNS MAY INCLUDE:
<p>No Known Current Risk</p> <p>No known current evidence of suicidal ideation</p>	<ul style="list-style-type: none"> • No known history of suicidal ideation/behavior or self-injurious behavior • No current evidence of depressed mood/affect. For example, statement made was a figure of speech, intended as a joke, or was a repetition of song lyrics or movie script.
<p>Low Risk</p> <p>Does not pose imminent danger to self; insufficient evidence for suicide risk.</p>	<ul style="list-style-type: none"> • Passing thoughts of suicide; evidence of thoughts may be found in notebooks, internet postings, drawings • No plan • No history of previous attempts • No means or access to weapons • No recent losses • No alcohol/substance abuse • Support system is in place • May have some depressed mood/affect • Sudden changes in personality/behavior (e.g., distracted, hopeless, academically disengaged)
<p>Moderate Risk</p> <p>May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.</p>	<ul style="list-style-type: none"> • Thoughts of suicide • Some details indicating a plan for suicide • Unsure of intent • History of self-injurious behavior • History of previous attempts and/or hospitalization • Difficulty naming future plans or feeling hopeful • History of substance use or current intoxication • Recent trauma (e.g., loss, victimization)
<p>High Risk</p> <p>Poses imminent danger to self with a viable plan to do harm; exhibits extreme or persistent inappropriate behaviors; may qualify for hospitalization.</p>	<ul style="list-style-type: none"> • Current thoughts of suicide • Plan with specifics - indicating when, where and how • Access to weapons or means in hand • Making final arrangements (e.g., giving away prized possessions, good-bye messages in writing, text, or on social networking sites) • History of previous attempts or hospitalization • Isolated and withdrawn • Current sense of hopelessness • No support system • Currently abusing alcohol/substances • Mental health history • Recent trauma (e.g., loss, victimization)

Please refer to BUL-2637.2, Section IV for guidelines on determining an appropriate follow-up/re-entry plan and for protocol on documenting actions in RARD on iSTAR.

How to Keep Yourself Safe

Step 1 Know the Warning Signs: What triggers your suicidal thoughts?

- 1.
- 2.
- 3.

Step 2 Internal Coping Strategies: What can you do on your own, to take your mind *off* of your problems?

- 1.
- 2.
- 3.

Step 3 What people and social setting take your mind *off* of your suicidal thoughts?

- | | |
|-----------|-------|
| 1. Name | Phone |
| 2. Name | Phone |
| 3. Name | Phone |
| 4. Places | |

Step 4 What people can you ask for help, who you can tell about your thoughts?

- | | |
|---------|-------|
| 1. Name | Phone |
| 2. Name | Phone |
| 3. Name | Phone |

Step 5 What professionals or agencies can you contact during a crisis?

Clinician Name	Phone	Pager/Emergency#
-----------------------	-------	------------------

Clinician Name	Phone	Pager/Emergency#
-----------------------	-------	------------------

Local UrgentCare Services	Phone
----------------------------------	-------

Address

Local Emergency Department	Phone
-----------------------------------	-------

Address

Suicide Hotline: Los Angeles and Orange Counties 1-877-727-4747 Nationwide 1-800-273-8255

Step 6 How can you make your environment safer by removing items you might use to hurt yourself?

- 1.
- 2.

What gives you hope:

Adapted From Safety Plan Treatment Manual to Reduce Suicide Risk: Veteran Version (Stanley & Brown, 2008)

Toll Free in Los Angeles and Orange Counties

Suicide Prevention Center

24 Hour Crisis Line www.suicidepreventioncenter.org

1.877.7CRISIS

1.877.727.4747

[Know the Signs](#) > [Get Help Now](#)

GET HELP NOW

If you are feeling suicidal (or if you are concerned about someone), there is help available right now. A trained counselor is ready to talk to you and provide help.

Call or text [988](tel:988) or chat [988lifeline.org](https://www.988lifeline.org) to reach the Suicide & Crisis Lifeline

This is a free 24-hour hotline.

(Press 1 for a dedicated line for Veterans and their families.
Para español, oprima 2.)

If emergency medical care is needed, call 9-1-1 or go to the emergency room of the nearest hospital.

What to expect when you call the Suicide & Crisis Lifeline:

You'll hear a brief message that you've reached the Suicide & Crisis Lifeline
A local crisis center counselor will answer your call and help you
The counselor will offer you referrals for mental health services if needed

If emergency medical care is needed, call 9-1-1 or go to the emergency room of the nearest hospital.

If you are worried that someone you know is considering suicide:

The situation is an emergency, and immediate action is needed if any of these signs are present:

- in the act of hurting or killing him or herself, has a weapon or other lethal means
- threatening to hurt or kill him or herself
- looking for ways to hurt or kill him or herself, talking about a plan to do so
- talking about death or suicide and is acting anxious or agitated
- talking about death or suicide and is intoxicated or "high" on drugs

If any of these are present:

Call [911](tel:911) or call or text [988](tel:988), or chat [988lifeline.org](https://www.988lifeline.org) to reach the Suicide & Crisis Lifeline

Don't leave the person alone.

Remove all lethal means (weapons, medications, etc.) from the vicinity

Take the person to a nearby Emergency Room or walk-in psychiatric crisis clinic

Do not put yourself in danger; if you are concerned about your own safety, call 911

Student Gatekeeper

A student gatekeeper is someone who is informed about the warning signs and risk factors for suicide, including the DO's and DON'Ts when helping yourself or someone who might be thinking about suicide. We know adolescent years can be complicated, stressful, and confusing. Many things can affect the way you think, feel, and act; including academic expectations, peer pressure, trying to "fit in," and even body image. All of these things can begin to take an emotional toll. You may start to face challenges and situations that feel extremely overwhelming and may not have an immediate solution; this is why the Student Gatekeeper handout was created. In this handout, you will find tips on how to be supportive, stay engaged, and keep yourself or someone else safe. Everyone plays a role in suicide prevention...including you!

Know the warning signs of suicide

- Suicide notes on paper, text, social media, email, etc.
- Having a plan, method and access to means
- Extreme sadness, hopelessness, depression
- Making final arrangements (giving away prized possessions such as clothes, jewelry or pictures; goodbye notes on text or social media)
- Acting recklessly (substance/alcohol abuse, jumping from high places, dangerous behaviors)
- Extreme mood swings (from feeling extreme sadness to experiencing intense levels of energy)
- Isolation from family and friends



Know the risk factors of suicide

- Depression and mental health disorders
- Alcohol and substance abuse
- Previous suicidal behavior/attempt(s)
- Recent losses (death of a loved one, a break-up, separation or divorce of parents)

American Foundation for Suicide Prevention



Los Angeles Unified School District
Student Health & Human Services
 School Mental Health

333 S. Beaudry Avenue, 29th Floor | (213) 241-3841
 smh.lausd.net | ccis.lausd.net

If you know **SOMEONE** who might be suicidal, here are some Do's and Don'ts that can help:



DO

- Tell an adult, **IMMEDIATELY**. Even if you are not sure your friend is suicidal, this is definitely the time to be safe and not sorry!
 - Talk to your parent/caregiver.
 - Talk to your friend's parent/caregiver.
 - Tell a trusted adult at school (teacher, counselor, social worker, nurse, principal, etc.).
 - Tell a trusted adult in the community (Wellness Center/ School Mental Health Clinic staff, hospital staff, pastor, coach, neighbor, etc.).
- Be direct. Talk openly about suicide, you will not be "putting ideas into their heads."
- Listen. Allow them to express their feelings.
- Be non-judgmental.
- Get involved. Show support.
- Encourage them to get help.
- Offer hope. Tell them you care about them.
- Know that keeping your friend alive is a team effort; that's why it's important not to keep this a secret.

DON'T

- Be sworn to secrecy. Make no deals. You have to tell to save your friend.
- Dare him or her to do it.
- Act shocked. This might make them feel bad.
- Leave them alone.
- Minimize their problems.

Mental Health (MH) and Wellness Centers



North

Valley MH Center

6651A Balboa Blvd., Van Nuys 91406
Tel: 818-758-2300

West

Crenshaw MH and Wellness Center

3206 W. 50th St., Los Angeles 90043
Tel: 323-290-7737

Washington MH and Wellness Center

1555 West 110th St., Los Angeles 90043
Tel: 323-241-1909

South

97th Street MH Center

Barrett Elementary School
439 W. 97th St., Los Angeles 90003
Tel: 323-754-2856

San Pedro MH Center

704 West 8th St., San Pedro 90731
Tel: 310-832-7545

Locke MH and Wellness Center

316 111th St., Los Angeles 90061
Tel: 323-418-1055

Carson MH and Wellness Center

270 East 223rd St., Carson 90745
Tel: 310-847-7216

East

Bell/Cudahy MH Center

Ellen Ochoa Learning Center
7326 S. Wilcox, Cudahy 90201
Tel: 323-869-1352

Ramona MH Center

231 S. Alma Ave., Los Angeles 90063
Tel: 323-266-7615

Gage MH and Wellness Center

2880 E. Gage Ave., Huntington Park 90255
Tel: 323-826-1520

Elizabeth LC MH and Wellness Center

4811 Elizabeth St., Cudahy 90201
Tel: 323-271-3650

Central

Belmont MH and Wellness Center

180 Union Place, Los Angeles 90026
Tel: 213-241-4451

Roybal MH Center

1200 West Colton St., Los Angeles 90026
Tel: 213-580-6415

For clinic referrals visit:
smh.lausd.net

School Mental Health
(213) 241-3841

If **YOU** are in a crisis or thinking about suicide, there is help. You are not alone. Here are some Do's and Don'ts that can help:

DO

- **Tell an adult, IMMEDIATELY.**
 - Talk to your parent/caregiver.
 - Tell a trusted adult at school (teacher, counselor, social worker, nurse, principal, etc.).
 - Tell a trusted adult in the community (pastor, coach, neighbor, etc.).
- Seek help from the nearest Wellness Center/School Mental Health Clinic.
- Speak honestly about your thoughts and feelings; it can save your life.
- Know that you can overcome this feeling.
- Know that you are not alone.

DON'T

- **Keep this a secret.**
- Be afraid to ask for help.
- Turn down help from an adult, instead allow others to show you that they care.
- Isolate yourself.

Resources for Children/Adolescents

If you need **IMMEDIATE** help, call **911**.

Community Hotlines

National Suicide Prevention Lifeline
(800) 273-TALK (8255) (24 hours)
Trevor Lifeline (866) 488-7386 (24 hours)
Teen Line (800) 852-8336 (6pm-10pm daily)

Text and Chat Resources

Crisis Text Line – Free, 24/7, confidential
Text LA to 741741
Crisis Chat (11am-11pm, daily)
<http://www.crisischat.org/chat>
Teen Line - text "TEEN" to 839863 (6pm-10pm)

Online Resources

<http://www.didihirsch.org/>
<http://www.thetrevorproject.org/>
<http://teenline.org/>
<http://www.afsp.org/understanding-suicide>

Smartphone Apps

MY3
Teen Line Youth Yellow Pages



For information about suicide safety and reporting concerns, please visit
<http://suicideprevention.lausd.net>

After a Suicide: A Toolkit for Schools

Second Edition

Endorsements from Other Organizations

National Association of School Psychologists (NASP)

When a suicide occurs, it can disrupt the foundation of the school and larger community to the core. How school leaders respond can help minimize negative effects and reinforce resilience. In fact, effective postvention efforts serve as the first line for prevention of potential suicide contagion among vulnerable members of the school community. *After a Suicide: A Toolkit for Schools* provides step-by-step guidance, templates, and resources all in one place. It is a vital resource to help school administrators and crisis teams plan for and implement appropriate postvention strategies to facilitate communications, support grieving students and staff, identify at-risk individuals, and more.

National Association of Secondary School Principals (NASSP)

The tragedy of suicide affects many schools each year, and it is essential for principals and other school leaders to have the resources they need to help them cope personally and professionally in the event of a student death. During the high-stress period after a suicide, these professionals must provide effective postvention (activities that reduce risk and promote healing after a suicide death) and facilitate an orderly return to the daily operation of the school. That's why the National Association of Secondary School Principals (NASSP) collaborates with organizations like the American Foundation for Suicide Prevention and the Suicide Prevention Resource Center. Toolkits like *After a Suicide: A Toolkit for Schools* provide our members with tools and resources designed to help them work with faculty, staff, students, and others to restore the health of the school community. Resources like these are integral in helping principals and other school leaders carry out their mission to serve all students.

American School Counselor Association (ASCA)

A student suicide has a tremendous impact on the entire school as well as the broader community. School administrators, faculty, and staff are called on to provide leadership and strength to students and their families, even though they themselves may be shaken emotionally and unsure of the proper actions to take. They will be grappling with issues such as immediate crisis response, helping students and parents cope, and communicating with the school and wider community, as well as the media. *After a Suicide: A Toolkit for Schools*, developed by the American Foundation for Suicide Prevention and the Suicide Prevention Resource Center, is a valuable guide to help school personnel prepare for the tumultuous and stressful aftermath of a student suicide and to help prevent future tragedies.

This second edition of *After a Suicide: A Toolkit for Schools* was written in 2018 by the American Foundation for Suicide Prevention (AFSP) and the Suicide Prevention Resource Center (SPRC), Education Development Center (EDC).

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For additional first edition acknowledgments, see [Appendix C: Additional Reviewers of the First Edition](#).

After a Suicide: A Toolkit for Schools addresses Objective 10.1 of the *National Strategy for Suicide Prevention* (2012): Develop guidelines for effective comprehensive support programs for individuals bereaved by suicide and promote the full implementation of these guidelines at the state/territorial, tribal, and community levels.

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Additional copies of this publication can be downloaded from <https://www.sprc.org/resources-programs/after-suicide-toolkit-schools>.

The American Foundation for Suicide Prevention (AFSP) is the leading national not-for-profit organization exclusively dedicated to understanding and preventing suicide through research, education, and advocacy. AFSP's mission is to save lives and bring hope to those affected by suicide. afsp.org

The Suicide Prevention Resource Center (SPRC) is the nation's only federally supported resource center devoted to advancing the *National Strategy for Suicide Prevention*. It enhances the nation's mental health infrastructure by providing states, government agencies, private organizations, colleges and universities, and suicide survivor and mental health consumer groups with access to the science and experience that can support their efforts to develop programs, implement interventions, and promote policies to prevent suicide. sprc.org

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Introduction

Introduction

The suicide of a student can leave a school faced with grieving students, distressed parents and school staff, media attention, and a community struggling to understand what happened and why. In this situation, schools need reliable information, practical tools, and pragmatic guidance to help them protect their students, to communicate with the public, and to return to their primary mission of educating students.

In 2011, the American Foundation for Suicide Prevention (AFSP) and the Suicide Prevention Resource Center (SPRC) produced *After a Suicide: A Toolkit for Schools* to assist schools in the aftermath of a suicide in the school community. This second edition includes updated information and new material.

This toolkit reflects consensus recommendations developed in consultation with national experts, including school-based administrators and staff, clinicians, researchers, and crisis response professionals. It provides guidance and tools for *postvention*, a term used to describe activities that help people cope with the emotional distress resulting from a suicide and prevent additional trauma that could lead to further suicidal behavior and deaths, especially among people who are vulnerable.

This resource was developed primarily for administrators and staff in middle and high schools, but it can also be useful for parents and communities. Although some of the guidance can be used by schools serving other age groups, the developmental differences between students in elementary, middle, and high school, and college must be taken into account when using the toolkit to respond to a death in a school.

After a Suicide focuses on how to respond in the immediate aftermath of a suicide death of a student. Ideally, schools should have a crisis response and postvention plan in place before a suicide occurs. That will enable staff to respond in an organized and effective manner. But whether or not a school has such a plan, this toolkit contains information schools can use to initiate a coordinated response. For information on developing protocols for responding to a suicide, see Chapter 3 in [Preventing Suicide: A Toolkit for High Schools](#).¹

The following principles have guided the development of the toolkit:

- Schools should treat all student deaths in the same way. Having one approach for a student who dies of cancer (for example) and another for a student who dies by suicide reinforces the negative association that often surrounds suicide and may be deeply painful to the deceased student's family and close friends.
- Adolescents are vulnerable to the risk of suicide contagion, that is, when a struggling student experiences the loss of another student to suicide and becomes at greater risk. Therefore, it is important not to inadvertently simplify, glamorize, or romanticize the student or his or her death.
- Adolescents are also resilient. With the proper information, guidance, and support from school staff, students can learn to cope with the suicide of a fellow student, process their grief, and return to healthy functioning.
- Suicide has multiple causes. However, a student who dies by suicide was likely struggling with significant concerns, such as a mental health condition that caused substantial psychological pain even if that pain was not apparent to others. But it is also important to understand that most people with mental health conditions do not attempt suicide.

¹ There are some differences in terminology and roles between *Preventing Suicide: A Toolkit for High Schools* and this toolkit. We provide additional explanation in this toolkit's section "Crisis Response."

- Help should be available for any student who may be struggling with mental health issues or suicidal feelings.
- Postvention efforts need to consider the cultural diversity of those affected by a suicide.

After a Suicide: A Toolkit for Schools was designed to help schools respond immediately in the minutes, hours, and days after a suicide as well as in the weeks and months it takes the school community to heal and move forward. Since significant numbers of high school-aged youth die by suicide across the United States every year, every school needs to be prepared to respond to such an event.

Brief Descriptions of the Toolkit Sections

Crisis Response – Steps that should be taken immediately when the school learns that a student has died by suicide

Helping Students Cope – Ways that the school can help reduce the emotional trauma of an unexpected death for all students and reduce suicide risk among vulnerable students

Working with the Community – Approaches to sharing information and coordinating activities with organizations and groups outside the school, including the police department, local government, faith community, and mental health providers

Working with the Media – Helping journalists ensure that the public gets the information it needs without causing undue emotional stress, increasing the risk of contagion to other students, or violating the privacy of the deceased and his or her family

Memorialization – Appropriately remembering and honoring a student who died without contributing to additional emotional trauma or suicide risk among other students

Social Media – How to appropriately use social media to inform the community while working to limit the spread of rumors and social media content that can raise the risk of vulnerable students

Suicide Contagion – Helping vulnerable students who may be in emotional or suicidal crisis as a result of the death of another student, member of the school community, or a celebrity with whom they identify, in order to avoid additional suicidal behavior and deaths

Bringing in Outside Help – Identifying and working with postvention experts from outside the school

Going Forward – Moving past the immediate crisis and implementing a comprehensive suicide prevention plan (if the school does not already have one)

Appendix A: Tools and Templates – Sample guidelines, letters, and procedures to be used in the aftermath of a suicide

Appendix B: Additional Resources – Sources of more information and guidance on preparing for and responding to a suicide in the school community, listed by the section of the toolkit to which they are most relevant

Crisis Response

Crisis Response

When a school receives the news that one of its students has died by suicide, the first step is to make sure this news is true. In this age of social media and smartphones, it is easy for rumors to spread.

- School staff should immediately confirm the death of a student.
- Upon confirmation, the school should immediately implement a coordinated crisis response to achieve the following:
 - o Effectively manage the situation
 - o Provide opportunities for grief support
 - o Maintain an environment focused on normal educational activities
 - o Help students cope with their feelings
 - o Minimize the risk of suicide contagion

Mobilize a Crisis Response Team

It is most effective for schools to have an identified Crisis Response Team set up and ready to respond to a crisis before one occurs. This team is responsible for implementing the elements of your school's crisis response plan.

Before a crisis occurs, find out whether your school district has a Crisis Response Team that can provide additional support to your school if needed. Many districts have a Crisis Response Team to handle larger crisis events, with each school having its own Crisis Response Team. This allows schools to pull from the district-wide team if they require additional support staff to meet the needs of their staff and students in the aftermath of a suicide. A district team is also beneficial if the school's Crisis Response Team is emotionally impacted in a way that makes it difficult for team members to engage in postvention activities effectively, or if they need extra support.

Depending on the size of the school or district, the school Crisis Response Team should have at least 5 or 6 people (but no more than 15), chosen for their skills, credentials, and ability to work compassionately and effectively under pressure with all members of the school community. Ideally the team will be a combination of administrators, counselors, social workers, psychologists, nurses, and school resource officers. It can also be useful to include a member of the school's information technology staff to help with social media. The team should have the ability to work with all of the cultures represented by the students and their families.

If You Have Used *Preventing Suicide: A Toolkit for High Schools*

Note: *Preventing Suicide: A Toolkit for High Schools* uses the term "Suicide Response Team." In this toolkit on postvention, we use "Crisis Response Team" instead because this term is now more widely known, accepted, and used in school safety plans. Some schools have a Suicide Response Team that is part of a larger Crisis Response Team. Even if you have a Suicide Response Team, consider mobilizing the entire Crisis Response Team after a suicide, since effective postvention requires the expertise, roles, and knowledge of the entire team.

The Crisis Response Team coordinator is usually the principal. The team coordinator:

- Has overall responsibility throughout the crisis
- Is the central point of contact
- Monitors overall postvention activities throughout the school
- Handles communications with the different groups of people within the school (e.g., administration, staff, students, and parents) and the media

Depending on the needs of the school and its Crisis Response Team, the team coordinator may find it helpful to designate a member of the mental health staff to serve as an assistant coordinator for the team. This person assists the coordinator in the following activities:

- Coordinate communication among the staff, students, and community
- Share updates with Crisis Response Team members
- Work with the mental health team to organize safe rooms for students and staff in need of assistance
- Facilitate communication with parents when concerns arise about particular students

If an assistant coordinator is designated, that person can also fill in for the coordinator if he or she is not available. If an assistant coordinator is not designated, a back-up coordinator should be assigned by the coordinator for times when the coordinator is not available.

Comparison of Roles in This Toolkit and *Preventing Suicide: A Toolkit for High Schools*

This toolkit updates the roles listed in *Preventing Suicide: A Toolkit for High Schools*.

<i>After a Suicide: A Toolkit for Schools</i>	<i>Preventing Suicide: A Toolkit for High Schools</i>
Crisis Response Team coordinator	Suicide Response Team coordinator
Assistant coordinator (optional)	N/A
Back-up coordinator if no assistant coordinator	Back-up coordinator

Get the Facts

A postvention plan should emphasize a single point of contact for information if the school learns of a student death. For example, the school principal would likely be the first person notified when anyone in the school learns of a student death.

Although it may not always be possible to immediately determine all of the details about a death, confirming as much factual information as possible before communicating with students is important. Speculation and rumors can exacerbate the emotional upheaval within the school. Time is also of the essence in confirming factual information

since social media and other forms of communication may be occurring simultaneously, and it is possible that others, including students, may already have some information about the death.

It can be challenging for a school to determine how to proceed if the cause of death has not been confirmed to be suicide, if there is an ongoing investigation, or if the family does not want the cause of death disclosed. The school's principal or the superintendent should first check with the family, the coroner, and/or the medical examiner's office (or, if necessary, local law enforcement) to ascertain the official cause of death.

If the Cause of Death Is Unconfirmed

If there is an ongoing investigation, schools should state that the cause of death is still being determined and that additional information will be forthcoming once it has been confirmed. Acknowledge that there may be rumors (which are often inaccurate), and remind students that rumors can be deeply hurtful and unfair to the missing/deceased person and his or her family and friends.

Given how quickly news and rumors spread (including through media coverage, e-mail, texting, and social media), schools may not be able to wait for a final determination before they need to begin communicating with the students. In those cases, schools can say, "At this time, this is what we know..." For a more complete example of how to talk with students about this, see [Sample Death Notification Statement for Students: Option 2 – When the Cause of Death Is Unconfirmed](#).

The school attorney may wish to first research the applicable state law regarding discussing the cause of death before the school issues a statement. In addition, schools should check with local law enforcement before speaking about the death with students who may need to be interviewed by the authorities.

If the Family Does Not Want the Cause of Death Disclosed

Although the fact that a student has died may be disclosed immediately, official information about the cause of death should not be disclosed to students until the family has been consulted. The need to share information should be carefully balanced with honoring the family's request. Therefore, the school may choose to initially release a more general, factual statement without using the student's name if the family does not give permission (e.g., "We have learned that a ninth-grade student died over the weekend.").

There may be cases where the death has been declared a suicide, but the family does not want this communicated, perhaps due to prejudice, privacy concerns, or fear of risking contagion or because they simply do not (yet) believe or accept that it was suicide. If this situation occurs, someone from the administration or mental health staff who has a good relationship with the family should be designated to contact them to explain that students are already talking about the death among themselves, and that having adults in the school community talk with students about suicide and its causes can help keep students safe.

Schools have a responsibility to balance the need to be truthful with the school community with the need to be sensitive to the family. If the family refuses to permit disclosure, schools can state, "The family has requested that information about the cause of death not be shared at this time." But staff can also use the opportunity to talk with students about the phenomenon of suicide, for example:

We know there has been a lot of talk about whether this was a suicide death. Since the subject of suicide has been raised, we want to take this opportunity to give you accurate information about suicide in general, ways to prevent it, and how to get help if you or someone you know is feeling depressed or may be suicidal.

Share the News with the School Community

The principal or Crisis Response Team coordinator should use care in sharing the information about the death with staff and parents in the school community. This communication should be done separately from communications with students. Also, what is said publicly may be limited to some degree by the family's wishes, and it is important to distinguish what might be said in a public meeting (e.g., with parents) versus a meeting of necessary school staff (e.g., teachers who taught the deceased student).

In any communication about suicide, it is important to follow guidelines on safe messaging about suicide. It is particularly important to avoid idealizing the person and glorifying suicide. Talk about the person in a balanced manner. Do not be afraid to include the struggles that were known, especially in individual conversations about the death. If the student's struggles are not mentioned, it may cause confusion as well as give the impression that suicide is an effective way of addressing one's distress—especially among the other students.

For more suggestions on how to talk about suicide, see the tool [Tips for Talking about Suicide](#).

Address Cultural Diversity

Postvention efforts need to take into consideration the cultural diversity of everyone affected by a suicide, including the family, school, and community. This diversity may include differences in race, ethnicity, language, religion, sexual orientation, and disability. Culture may significantly affect the way people view and respond to suicide and death.

Key points involving cultural differences include the following:

- Be aware that the extent to which people are able to talk about suicide varies greatly, and in some cultures suicide is still seen as a moral failing.
- Be sensitive to the beliefs and customs regarding the family and community, including rituals, funerals, the appropriate person to contact, etc.
- Be sensitive to how the family or community may need to respond to the death before individuals outside of the family or community intervene to provide support.
- Engage a "cultural broker" to act as a liaison between the family, community, and school if key members of school staff are not from the same racial, ethnic, or religious group as the person who died by suicide.
- Bring in interpreters and translators if there are language differences. If possible, have resource materials in different languages available for parents.

Activities for Responding to a Crisis

Crisis Response Team Coordinator's Tasks

- Inform the principal (if not already notified or designated as team coordinator) and school superintendent of the death.
- Contact the deceased's family to:
 - Offer condolences
 - Inquire as to what the school can do to assist
 - Ask them to identify the student's friends who may need assistance

- o Discuss what students should be told
- o Inquire about funeral arrangements

Note: Schools may establish a better rapport with the family if they make this contact in person.

- Call an immediate meeting of the Crisis Response Team to assign responsibilities.
- Establish a plan to immediately notify school staff of the death via the school's crisis alert system. If possible, this should be an in-person notification, especially for those who worked directly with the deceased student.
- Schedule an initial all-staff meeting as soon as possible—ideally before school starts in the morning (see the tool [Sample Guidelines for Initial All-Staff Meeting](#)).
- Arrange for students to be notified of the death in small groups, such as in homerooms. Do *not* notify students by PA (public address) system or in a large assembly.
- Disseminate a death notification statement for students to homeroom teachers (see the tool [Sample Death Notification Statement for Students](#)). It is suggested that in the homeroom of the deceased student, it might be helpful to have a mental health professional (e.g., school psychologist, counselor, social worker) present as well as the teacher.
- Identify social media accounts that may need attention or monitoring, and designate a member of the crisis team to monitor them (for more information, see the [Social Media](#) section).
- Draft and disseminate a written death notification statement to parents (see the tool [Sample Death Notification Statement for Parents](#)).
- Disseminate the handouts [Facts about Suicide in Adolescents](#), [Tips for Talking about Suicide](#), and [Youth Warning Signs and What to Do in a Crisis](#) to teachers and other relevant school staff to give them more information about suicide and how to help their students.
- Speak with the school superintendent and Crisis Response Team assistant coordinator throughout the day.
- Determine whether additional grief counselors, crisis responders, or other resources may be needed from outside the school.

Team Assistant Coordinator's Tasks

The following tasks may be delegated as appropriate to specific staff by the team coordinator if an assistant coordinator is not designated:

- Conduct an initial all-staff meeting.
- Conduct periodic meetings for the Crisis Response Team members.
- Monitor activities throughout the school, making sure teachers, staff, and Crisis Response Team members have adequate support and resources.
- Plan a parents' meeting, if necessary (see the tool [Sample Agenda for Parent Meeting](#)).
- Assign roles and responsibilities to Crisis Response Team members in the areas of safety, support for staff and students, community liaisons, funeral, media relations, and social media.

Other Key Activities

These activities can be implemented by the team coordinator, assistant coordinator, and/or other designated staff, depending on the activity and the specific situation:

Safety

- Keep to regular school hours.
- Ensure that students follow established dismissal procedures.
- Call on school resource officers or facilities managers to assist parents and others who may show up at the school with inquiries and to keep media off school grounds.
- Pay attention to students who are having particular difficulty, including those who are either withdrawing from others or congregating in hallways and bathrooms. Encourage them to talk with counselors or other appropriate school staff.

Support for Staff and Students

- Assign a staff member to follow the deceased student's schedule to monitor peer reactions and answer questions. It is also important to monitor staff reactions to the death.
- If possible, arrange for several substitute teachers or "floaters" from other schools within the district (or outside consultants) to be on hand in the building in case teachers need to take time out of their classrooms.
- If possible, identify an easily accessible mechanism for students to request support (e.g., be able to request a pass to meet with a counselor or others) throughout the day.
- Arrange for crisis counseling rooms for staff and students.
- Provide tissues and water throughout the building and arrange for food for teachers and crisis counselors who may be giving up lunch periods to respond to students.
- Work with the administration, teachers, and school mental health professionals to identify individuals who may be having particular difficulty, such as family members, close friends, and teammates; those who had difficulties with the deceased; those who may have witnessed the death; and students known to have depression or prior suicidality.
- Work with school-based mental health professionals to develop plans to provide counseling and referrals to those who need it.
- Prepare to track and respond to student and/or family requests for [memorialization](#).

Community Liaisons

- Several team members will be needed, each serving as the primary contact for working with community partners of various types, including:
 - o Coroner/medical examiner – To ensure accuracy of information disseminated to school community
 - o Police – As necessary, particularly if an investigation about the death occurs, and the police wish to speak with school staff
 - o Mayor's office and local government – To facilitate a community-wide response to the suicide death

- o Mental health and medical communities and grief support organizations – To plan for student, staff, and community needs
- Arrange for outside trauma responders, if necessary, and brief them as they arrive on scene.

Funeral

- Communicate with the funeral director about logistics for students and staff attending the services, including the need for crisis counselors and/or security to be present at the funeral.
- Encourage the family to hold the funeral off of school grounds and outside of school hours if at all possible.
- Be sensitive to the needs and wishes of different religious, ethnic, and racial groups that may be involved in the funeral.
- When possible, discuss with the family the importance of communicating with clergy/religious leaders, or whoever will be conducting the funeral, to ask if they are comfortable mentioning something about the struggles the student was having. When appropriate, include mental health concerns. While ultimately this is the family and religious leader’s decision, an informed discussion should occur where the family and religious leader are made aware of the benefits of providing this information as a way to promote understanding about suicide as well as to reduce possible contagion.
- Depending on the family’s wishes, help disseminate information about the funeral to students, parents, and staff, including:
 - o Location
 - o Time of the funeral (keep school open if the funeral is during school hours)
 - o What to expect (e.g., whether there will be an open casket)
 - o Guidance regarding how to express condolences to the family
 - o Policy for releasing students during school hours to attend (i.e., students will be released only with permission of parent, guardian, or designated adult)
 - o Procedures for staff who want to attend (i.e., excused time away, getting substitute teachers)
- Work with school mental health professionals and community mental health professionals to arrange for counselors to attend the funeral.
- Encourage parents to accompany their child to the funeral.

Media Relations

- Designate a media spokesperson to field media inquiries using the tool [Key Messages for Media Spokesperson](#).
- Prepare a media statement.
- Advise staff that only the media spokesperson is authorized to speak to the media.
- Advise students to avoid interviews with the media.
- Refer media outlets to [Recommendations for Reporting on Suicide](#).

Social Media

- Oversee the school's use of social media as part of the crisis response.
- See the [Social Media](#) section for details on monitoring social media.

Tools for Crisis Response

These tools are in [Appendix A: Tools and Templates](#):

- [Sample Guidelines for Initial All-Staff Meeting](#)
- [Sample Death Notification Statement for Students](#)
- [Sample Death Notification Statement for Parents](#)
- [Sample Agenda for Parent Meeting](#)
- [Tips for Talking about Suicide](#)
- [Facts about Suicide in Adolescents](#)
- [Youth Warning Signs and What to Do in a Crisis](#)

For more resources on crisis response, see [Appendix B: Additional Resources](#).

Helping Students Cope

Helping Students Cope

In the aftermath of a suicide, students and others in the school community may feel emotionally overwhelmed. This can make it difficult for the school to return to its primary function of educating students and can also increase the risk of prolonged stress responses and even suicide contagion. A school's approach to supporting students after a suicide loss is most effective when it provides different levels of support depending on the students' needs. It is critical that an opportunity to meet in smaller groups be given to students in need of more in-depth support, augmenting the support given to all students.

Key Considerations

Adolescence is a time of increased risk for difficulties with emotional regulation given the intensification of responses that come with puberty and the structural changes in the brain that occur during this developmental period. Most adolescents have mastered basic skills that allow them to handle strong emotions encountered day to day. But these skills may be challenged in the face of a suicide. Young people may not yet have learned how to recognize complex feelings or physical indicators of distress, such as stomach upset, restlessness, or insomnia.

It is therefore important for schools to provide students with appropriate opportunities to express their emotions and identify strategies for managing them, such as in group and individual counseling sessions. Schools can also help students balance the timing and intensity of their emotional expression. Staff can use the information in the tool [Tips for Talking about Suicide](#) to help students understand and manage their emotions.

If there are concerns about a student's emotional or mental health, the parent(s) or guardian(s) should be notified, and a referral should be made to a mental health professional for assessment, diagnosis, and possible treatment. Mental health resources that may be available in addition to school-based mental health professionals (e.g., school psychologists, counselors, social workers) include community mental health agencies, emergency psychiatric screening centers, and children's mobile response programs. Pediatricians and primary care providers can also be a source of mental health referrals. In addition, it may be useful for school staff to identify and reach out to families of students who are not coming to school.

When implementing these strategies, leadership will most likely be provided by the school psychologist, counselor, social worker, school nurse, and/or possibly a community mental health partner, all of whom may be members of the school's Crisis Response Team and likely trained in culturally competent counseling strategies. However, all adults in the school community can help by modeling calm, caring, and thoughtful behavior.

Schedule Meetings with Students in Small Groups

Schools will likely need to adjust the regular academic schedule to allow time for helping students address their emotional needs. It is preferable to reach out to students in a deliberate and timely way, rather than allow the emotional environment to escalate, and to do so in homerooms and small group meetings.

All students should be provided with the opportunity to go to a small group meeting where they can express their feelings about the death of their classmate and obtain support. This type of group would be optional for students and should take place outside their classroom in private offices within the school. Ideally, these groups would be facilitated by a school mental health professional or another person experienced in postvention. However, if that is not possible, it is important that the staff who meet with students are comfortable with students' grief and know the school's

procedure for addressing a student who is in distress and the importance of referring the student for help. Such small groups also provide a chance for adults to identify youth who appear in need of additional support.

These group meetings can either have a structured agenda and keep to a time limit or be open-ended and focus more on addressing the students' specific needs. It is important to provide each student with an opportunity to speak. The groups should focus on helping students identify and express their feelings and discuss practical coping strategies (including appropriate ways to memorialize the loss) so that they can return their focus to their regular routines and activities.

In addition to the small groups, it might be helpful to have mental health professionals visit classrooms to:

- Give all students accurate information about suicide
- Prepare students for the kinds of reactions that can be expected after hearing about a peer's suicide death
- Provide them with safe coping strategies they can use to help them in the coming days and weeks
- Answer questions students may have and dispel any rumors

If the deceased student participated in sports, clubs, or other school activities, the first practice, game, rehearsal, or meeting after the death may be difficult for the other students. These events can provide further opportunities for the adults in the school community to help the students appropriately acknowledge the loss.

Help Students Identify and Express Their Emotions

Youth will vary widely in terms of emotional expression. Some may become openly emotional, others may be reluctant to talk at all, and still others may use humor. How they express their emotions may also be influenced by their cultural background. Acknowledge the diversity of experiences and the wide range of feelings and reactions to a crisis that students may have, and emphasize the importance of being respectful of others.

Some students may need help identifying emotions beyond simply sad, angry, or happy, and they may need reassurance that a wide range of feelings and experiences are to be expected. They may also need to be reminded that emotions may be experienced as physical symptoms, including butterflies in the stomach, shortness of breath, insomnia, fatigue, or irritability. To facilitate this discussion, ask students questions, such as:

- What is your biggest concern about the immediate future?
- What would help you feel safer right now?

It may help establish rapport to open a conversation by asking students what their favorite memories are of the student.

Practical Coping Strategies

Encourage students to think about specific things they can do when intense emotions, such as worry or sadness, begin to well up, for example:

- Use simple relaxation and distraction skills, such as taking three deep, slow breaths; counting to 10; or picturing themselves in a favorite calm and relaxing place
- Engage in favorite activities or hobbies, such as music, talking with a friend, reading, or going to a movie

- Exercise
- Think about how they have coped with difficulties in the past and remind themselves that they can use those same coping skills now
- Write a list of people they can turn to for support
- Write a list of things they are looking forward to
- Focus on personal goals, such as returning to a shared class or spending time with mutual friends

Often, youth will express guilt about having fun or thinking about other things. They may feel that they somehow need permission to engage in activities that will help them feel better and take their mind off the stressful situation.

Encourage students to think about how they want to remember their friend. Ideas may include writing a personal note to the family, attending the memorial service, creating a memory book, or doing something kind for another person in honor of their friend. Be sure to educate students about the school's guidelines regarding memorialization. Acknowledging their need to express their feelings while helping them identify appropriate ways to do so can begin the process of returning their focus to their daily lives and responsibilities.

Schools, in partnership with community mental health resources, might also consider creating drop-in centers that provide a safe and comfortable place for youth to be together after school hours. These can be staffed by volunteer counselors and clinicians from the community who can provide grief counseling, as well as identify and refer youth who may need additional mental health or substance abuse services. These centers can also be used during times of particularly heightened emotion, such as graduation or the anniversary of a student's death.

Reach Out to Parents

Parents may need guidance on how to talk about suicide with their children and how best to support them at this difficult time. They may also need reliable information such as that found in [Facts about Suicide in Adolescents](#), [Youth Warning Signs and What to Do in a Crisis](#), and [Tips for Talking about Suicide](#). Encourage parents to contact school mental health staff if they are concerned about their children or other students.

Anniversary of the Death

The anniversary of the death (and other significant dates, such as the deceased's birthday) may stir up emotions and can be an upsetting time for some students and staff. It is helpful to anticipate this and provide an opportunity to acknowledge the date, particularly with those students who were especially close to the student who died. These students may also need additional support since mourning can be a long-term process, and an anniversary of a loss can trigger the grief and trauma they experienced at the time of the death.

For more resources on helping students cope, see [Appendix B: Additional Resources](#).

Working with the Community

Working with the Community

Because schools exist within the context of a larger community, it is very important that before a suicide or other death occurs they establish and maintain open lines of communication and working relationships with community partners, such as the coroner/medical examiner, police department, local government office, funeral director, clergy, mental health and health care professionals, and community-based agencies. In many communities, schools and community partners may have established a memorandum of understanding (MOU) to clarify requirements and responsibilities. With these relationships already set up, schools and community partners will be ready to work together in the event of a crisis. If these relationships and MOUs are not in place, reach out to the partners described in this section as soon as possible after a suicide occurs to help clarify roles.

Key Considerations

The school is in a unique position to encourage open and constructive dialogue among important community partners, as well as with the family of the deceased student. Even in those realms where the school may have limited authority (such as the funeral), a collaborative approach allows for the sharing of important information and coordination of strategies. For example, a school may be able to offer relevant information (such as input on the likely turnout at the funeral) and anticipate problems (such as the possibility that students may gather late at night at the place where the deceased died). A coordinated approach can be especially critical when the suicide death receives a great deal of media coverage, and the entire community becomes involved.

Coroner/Medical Examiner

As noted in [Get the Facts](#) (in the Crisis Response section), the coroner or medical examiner is the best starting point for confirming that a death has been declared a suicide. So to help make accurate information available and to avoid or stop the spread of rumors as quickly as possible, it is important for the school to maintain a positive working relationship with the local coroner or medical examiner.

Police Department

The police are also likely to be an important source of information about the death, particularly if there is an ongoing investigation (e.g., if it has not yet been determined whether the death was a suicide or homicide). The school needs to be in close communication with the police to determine (a) what they can and cannot say to the school community so as not to interfere with the investigation, and (b) whether there are certain students or staff who must be interviewed by the police before the school can debrief or counsel them in any way. If school staff are to be interviewed, the school may want to consult its legal counsel prior to the interview(s).

There may also be situations in which the school has information that is relevant to the ability of the police to keep students safe. For example, the school may become aware that students have established a memorial off-campus and may even be engaging in dangerous behavior (such as gathering in large groups at the site of the death at night or holding vigils at which alcohol is being consumed) and may need to enlist the cooperation of the police to keep the students safe. The school may also be in a unique position to brief the police (and even the family of the deceased student) about what to expect at the funeral or memorial service in terms of turnout and other safety concerns.

Local Government

A student suicide death may reveal an underlying community-wide problem, such as drug or alcohol use, bullying, gang violence, or a possible suicide cluster. Because schools function within—not separate from—the surrounding community, local government entities, such as the mayor’s office, can be helpful partners in promoting dialogue and presenting a united front in the interest of protecting the community’s young people.

Funeral Director

The school and funeral home are complementary sources of information for the community.

Schools are often in an excellent position to:

- Give the funeral director a heads-up about what to expect at the funeral in terms of the number and types of students likely to attend and the possible need to have additional staff and/or security present
- Provide information about local counseling and other resources to the funeral directors, with the request that the information be made available to attendees at the funeral

Schools can also ask the funeral director to:

- Provide (or recommend) materials that the school could give to students to help them prepare for the funeral
- Talk to the family about the importance of scheduling the service outside of school hours, encouraging students’ parents to attend, and providing counselors to meet with distraught students after the service (and the need for a quiet area in which to do so)

A guide for funeral directors is available [here](#).

Faith Community Leaders

The school can play an important role by encouraging a dialogue with the family and the faith community leaders (or whoever will be officiating at the service) to help them all understand the risk of [suicide contagion](#). For example, the school could explain the importance of not inadvertently romanticizing either the student or the death in the eulogy, and emphasize the connection between suicide and underlying mental health issues. It may be helpful to refer faith community leaders to the publication [*After a Suicide: Recommendations for Religious Services and Other Public Memorial Observances*](#).

If the school has a religious affiliation, it is important to include clergy who are on staff in any communications and outreach efforts to support the student body and encourage them to be familiar with their faith’s current understanding of the relationship between mental illness and suicide.

Faith communities may also be helpful in supporting community postvention efforts. Vignette A provides an example.

Vignette A: Faith Leaders Educating Community Members

A high school whose staff had been trained in postvention lost a student to suicide. The principal invited the family minister, whose youth group the student had been involved in, to the school's early morning crisis response meeting. The minister learned about the many risk factors that can lead to suicide. He and his wife both became leaders in the community's postvention response. They hosted an evening gathering at the church to educate all community members about suicide as a public health issue and inform them of the warning signs and resources for help.

This collaborative approach with key community stakeholders helped to give people permission to grieve the loss and learn how to hold onto hope and resilience.

Mental Health and Health Care

Most schools have mental health professionals on staff, and it is important that these individuals are linked to other mental health professionals in the community. If there are concerns that a student needs additional supports, school staff should notify the parent(s) or guardian(s) and make a referral to an appropriate mental health professional for assessment, diagnosis, and possible treatment.

Schools should also establish an ongoing relationship with a community mental health center that can see students in the event of a psychiatric emergency. In the aftermath of a suicide death, schools will want to notify the center to ensure seamless referrals if students show signs of distress. Schools will also want to publicize crisis hotline numbers, including the [National Suicide Prevention Lifeline](#): 800-273-TALK (8255). In addition, schools can encourage the local health care community, including primary care doctors and pediatricians, to screen affected youth they see for depression, substance abuse, and other relevant disorders and refer them to a mental health professional as needed.

Schools can also help students, staff, and families find local bereavement support groups through community mental health and health care centers. Another way to find suicide bereavement support groups is through [AFSP's listing](#) of suicide loss survivor groups across the country.

Outside Postvention Specialists

Working with students in the aftermath of a suicide death can easily exhaust a school's crisis team members, which can interfere with their ability to effectively assist the students. Bringing in postvention specialists or trauma responders from other school districts or local mental health or crisis centers to work alongside the school's crisis team members—and to provide care for the caregivers—can be quite helpful. See the section [Bringing in Outside Help](#) for more information.

Building a Community Coalition

If a community does not already have a coalition focused on suicide prevention, it may be helpful to create one.

Schools can be an active partner in this process. The coalition should include senior representation from the school, together with representatives from as many of the following as possible:

- Law enforcement
- Government (e.g., the mayor's office, medical examiner's office, and public health department)
- Parents who have demonstrated community leadership in addressing drug and alcohol abuse, bullying, or other related issues
- Mental health community (e.g., community mental health centers, psychiatric screening centers, private practitioners, and substance abuse treatment centers)
- Social service agencies
- Faith community leaders
- Funeral directors
- First responders and hospital emergency department personnel
- Media (as coalition members, not to cover it as a news event)
- Students
- Suicide bereavement support group facilitators
- Primary health care providers and clinics

The coalition's initial goals should include the following tasks:

- Identify a leader or lead agency.
- Identify any particular risk factors within the community, such as widespread drug and alcohol use, bullying, or easy access to means of suicide.
- Mobilize existing mental health and primary care resources to identify and help young people who may be at high risk.
- Mobilize parents to assist in monitoring youth who come to their homes and neighborhoods.
- Reach out to other groups and businesses in the community where youth gather, such as recreation centers, religious organizations, sports leagues, movie theaters, and diners.

The coalition should also identify the gaps in existing resources and how to fill those gaps, such as by:

- Appointing a suicide prevention resource coordinator
- Hiring or contracting for additional counseling staff as needed
- Hiring staff to provide screening programs throughout the school district
- Developing alcohol and drug programs for youth
- Developing teen centers where youth can come together and engage in social and recreational activities with caring adults

- Creating a public awareness campaign or website to:
 - o Educate the community about mental health disorders, substance abuse, and other high-risk behaviors
 - o Decrease negative associations with mental health disorders and help-seeking
 - o Increase help-seeking

Note: See [Framework for Successful Messaging](#) for examples of safe messaging.

- Creating public service campaigns to educate the community about suicide risk factors, warning signs, and local resources for those at risk
- Identifying ways to reach at-risk youth who are not in the education system, such as recent graduates, dropouts, or those in the juvenile justice system
- Identifying and implementing ways to reduce access to lethal means
- Exploring eligibility for additional sources of funding, such as a U.S. Department of Education School Emergency Response to Violence (SERV) grant, awarded to school districts that have experienced a traumatic event and need additional resources to respond

Vignette B is an example of how community partners in a regional network may work together when a suicide occurs.

Vignette B: Networking throughout a State

In one state, a system of regional public health networks supports good communication among health care providers, first responders, and behavioral health services. Many providers who are active members in this network received training in postvention that included protocols and strategic planning.

When a young man died by suicide shortly after graduating from high school, staff in the network's member organizations drew on the protocols they had learned. One of the trainers had ties to the young man's family and helped them connect immediately with loss survivor support services. As a result, within days, family members were receiving individual support, and later in the month, several family members were attending loss survivor support groups. School personnel who knew he had a girlfriend in another school district contacted the school counselor there to extend resources and supports.

Throughout the week and into the weekend, members of the network circulated an e-mail loop with resources and protocols, identifying who was available as a contact for resources and/or support. They also alerted first responders and the regional mental health emergency services team to the possibility of related incidents and had a spokesperson available for media inquiries. Postvention guidelines and sample notices, as well as resources for loss survivors, were sent to the counselors in the young man's high school and athletic groups. One of the counselors used the information to make changes in a program that would have memorialized the student in an unsafe way. Another counselor worked with youth to organize a fundraiser to support suicide prevention efforts in their region.

Even without a formal network, such as the one described here, organizations and schools can develop collaborative relationships and receive training so that they are prepared if a suicide occurs.

For more resources on working with the community, see [Appendix B: Additional Resources](#).

Working with the Media

Working with the Media

A death by suicide of a school-age student can attract a lot of media attention. And when multiple suicide deaths have occurred, media interest can be particularly intense. It is important for a school to develop safe messages in order to avoid contagion. The school should appoint a media spokesperson to ensure that news is released to the media in a deliberate and consistent manner and to disseminate the document [Recommendations for Reporting on Suicide](#) to the media.

The risk of contagion is related to the amount, duration, prominence, and content of media coverage. Therefore, it is extremely important that schools strongly encourage the media to adhere to the recommendations for safe reporting, which were developed by the nation's leading suicide prevention organizations.

These recommendations include the following:

- Do not glamorize or romanticize the victim or the suicide.
- Do not oversimplify the causes of suicide.
- Do not describe the details of the method.
- Do not include photographs of the death scene or of devastated mourners, which can draw in vulnerable youth who may be desperate for attention and recognition.
- Use preferred language, such as “died by suicide” or “killed himself or herself” rather than a “successful” suicide.
- Include messages of hope and recovery.
- Consult suicide prevention experts.
- Include a list of [warning signs](#), since most (but not all) people who die by suicide show warning signs.
- List the [National Suicide Prevention Lifeline](#) number (800-273-8255) and include information on local mental health resources in each article.
- Include up-to-date local and national resources.

Tools for Working with the Media

The following tools are in [Appendix A: Tools and Templates](#):

- [Sample Media Statement](#)
- [Key Messages for Media Spokesperson](#)

For more resources on working with the media, see [Appendix B: Additional Resources](#).

Memorialization

Memorialization

Students often wish to memorialize a student who has died, reflecting a basic human desire to remember those we have lost. However, it can be challenging for schools to strike a balance between compassionately meeting the needs of grieving students and appropriately memorializing the student who died without risking suicide contagion among other students who may themselves be at risk.

Key Considerations

It is very important that schools develop a policy on memorialization before a suicide death occurs and ensure that the policy is in the school's suicide prevention procedures. Schools should strive to treat all deaths in the same way. Having one approach for memorializing a student who died of cancer or in a car accident and a different approach for a student who died by suicide reinforces prejudice associated with suicide and may be deeply painful to the student's family and friends.

Nevertheless, because adolescents are especially vulnerable to the risk of [suicide contagion](#), it is equally important to memorialize the student in a way that does not inadvertently glamorize or romanticize either the student or the death. Focus on how the student lived, rather than how he or she died. If the student had underlying mental health problems, seek opportunities to emphasize the connection between suicide and those problems, such as depression or anxiety, that may not be apparent to others (or that may manifest as behavioral problems or substance abuse).

Wherever possible, schools should meet with the student's friends and coordinate memorialization with the family in the interest of identifying a meaningful, safe approach to acknowledging the loss. Make sure to be sensitive to the cultural needs of the students and the family.

This section includes several creative suggestions for memorializing students who have died by suicide and a tool to assist with [making decisions about school-related memorials](#).

Funerals and Memorial Services

It is strongly advised not to hold funeral and memorial services on school grounds. The school should instead focus on maintaining its regular schedule, structure, and routine. Using a room or an area of the school for a funeral service can inextricably connect that space to the death, making it difficult for students to return there for regular classes or activities.

It is also strongly advised that the service be held outside of school hours. If the family does hold the service during school hours, it is recommended that the school remain open and that school buses not be used to transport students to and from the service. Students should be permitted to leave school to attend the service only with appropriate parental permission. Regular school protocols should be followed for dismissing students over the age of majority.

If possible, the school should coordinate with the family and [funeral director](#) to arrange for mental health professionals to attend the service. In all cases, the principal or another senior administrator should attend the funeral.

Schools should strongly encourage parents whose children express an interest in attending the funeral to attend with them. This provides not only emotional support but also an opportunity for parents to monitor their children's response, to open a discussion with their children, and to remind them that help is available if they or a friend are in need.

Spontaneous Memorials

It is not unusual for students to create a spontaneous memorial by leaving flowers, cards, poems, pictures, stuffed animals, or other items in a place closely associated with the student, such as his or her locker or classroom seat, or at the site where the student died. Students may even come to school wearing T-shirts or buttons bearing photographs of the deceased student.

The school's goal should be to balance the students' need to grieve with the goal of limiting the risk of inadvertently glamorizing the death. If spontaneous memorials are created on school grounds, school staff should monitor them for messages that may be inappropriate (hostile or inflammatory) or that indicate students who may themselves be at risk.

A combination of time limits and straightforward communication regarding the memorials can help to restore equilibrium. Although it may be necessary in some cases to set limits for students, it is important to do so with compassion and sensitivity, offering creative suggestions whenever possible. For example, schools may wish to make poster boards and markers available so that students can gather and write messages. It is advisable to set up the posters in an area that may be avoided by those who don't wish to participate (i.e., not in the cafeteria or at the front entrance) and have them monitored by school staff.

Memorials may be left in place until after the funeral (or for up to approximately five days), after which the tribute objects may be offered to the family. Find a way to let the school community know that the posters are going to the family so that people do not think they were disrespectfully removed. For example, post a statement near the memorial on the day it will be taken down.

Vignette C: Adapting a Memorial for Dia de Los Muertos

A large comprehensive high school was trying to find a way to honor the cultural heritage of its Latino students on Dia de Los Muertos (Day of the Dead).^{*} The students requested that they be allowed to memorialize their loved ones who had died (including some who had died by suicide) by setting up an altar with images of their friends on a public section of campus. The school psychologist (who is also Latina) struggled with how to follow the known guidelines regarding memorialization, while also respecting the students' wishes, so she consulted with experts in suicide prevention.

The school decided to have a couple of adult advisors meet with the students and hear their points of view in order to connect with what their underlying motivations were: to celebrate their cultural heritage in the face of tragedy. It was proposed that an altar be set up with favorite foods and imagery (sports, activities, music, other hobbies), rather than using pictures of their deceased loved ones. The altar was permitted for three days, October 31 to November 2, which coincided with the Mexican holiday. According to their feedback, the students felt validated and respected, and they also felt connected to the larger campus community.

^{*} The celebration of the Day of the Dead is an integral part of embracing death that is particular to Mexican national identity but is also celebrated by other Latino cultures in the United States. During this event, the popular belief is that the deceased have divine permission to visit friends and relatives on earth and to again enjoy the pleasures of life.

It is recommended that schools discourage requests to create and distribute images of the deceased, such as on T-shirts or buttons. Although these items may be comforting to some students, they may be quite upsetting to others. Repeatedly bringing images of the deceased student into the school can also be disruptive and inadvertently glamorize suicide. The school should prioritize protecting students who might be vulnerable to contagion over what might comfort students who want to remember the deceased student. If students come to school wearing such items, it is recommended that they be allowed to wear the items only for that day, and that staff explain to students the rationale for the school's policy. Some schools have found a middle ground with students, for example, by allowing them to wear wristbands that portray a positive message (i.e., Faith, Hope, Love) as a way to honor and remember the deceased.

Since the emptiness of the deceased student's chair can be unsettling and evocative, after approximately five days (or after the funeral), seat assignments may be re-arranged to create a new environment. Teachers should explain in advance that the intention is to strike a balance between compassionately honoring the student who has died, while at the same time returning the focus back to the classroom curriculum. Students may be involved in planning how to respectfully move or remove the desk; for example, they could read a statement that emphasizes their love for their friend and their commitment to work to eradicate suicide in his or her memory.

When a spontaneous memorial occurs off school grounds, the school's ability to exert influence is limited. It can, nevertheless, encourage a responsible approach among the students by explaining that it is recommended that memorials be time-limited (again, approximately five days, or until after the funeral), at which point the memorial would be disassembled, and the items offered to the family. The school may also suggest that students participate in a (supervised) ceremony to disassemble the memorial, during which music could be played, and students permitted to take part of the memorial home. The rest of the items would then be offered to the family.

Schools should discourage gatherings that are large and unsupervised. When necessary, administrators may consider enlisting the cooperation of local police to monitor off-campus sites for safety. Counselors can also be enlisted to attend these gatherings to offer support, guidance, and supervision.

It is not recommended that flags be flown at half-staff (a decision generally made by local government authorities rather than the school administration, in any event).

Online Memorial Pages

Posting on online memorial pages and messaging sites has become common practice in the aftermath of a death. Some schools (with the permission and support of the deceased student's family) may choose to establish a memorial page on the school website or on a social networking site. It is vital that memorial pages use safe messaging, include resources to obtain information and support, be monitored by an adult, and be time-limited. For more information on what's involved in safe messaging, see the [Framework for Successful Messaging](#).

It is recommended that online memorial pages remain active only for up to 30 to 60 days after the death of the student. At that time, they should be taken down and replaced with a statement acknowledging the caring and supportive messages that had been posted and encouraging students who wish to further honor their friend to consider other [creative suggestions](#).

Schools should keep a copy of the memorial page after it has been taken down. This could be a print-out of the Facebook page or a series of screenshots, etc. The archive of the memorial page can serve as a reference later if there are concerns about the safety of students who left messages.

If the student's friends create a memorial page of their own, school staff should communicate with the students to ensure the page includes safe messaging and accurate information. School staff should join any student-initiated memorial pages so that they can monitor and respond as appropriate.

School Newspapers

Coverage of the student's death in the school newspaper may be seen as a kind of memorial. Articles may also be used to educate students about suicide warning signs and available resources. Having some focus on healthy coping, resilience, and recovery is also helpful. Any such coverage should be reviewed by an adult to ensure it conforms to the standards set forth in [Recommendations for Reporting on Suicide](#).

Events

The student's classmates may wish to dedicate an event, such as a dance performance, poetry reading, or sporting event, to the memory of their friend. End-of-the-year activities may raise questions of whether to award a posthumous degree or prize or to include a video tribute to the deceased student during graduation. The guiding principle is that all deaths should be treated the same way. Schools may also wish to encourage the student's friends to consider [creative suggestions](#), as noted below, such as organizing a suicide prevention awareness or fundraising event.

Vignette D: A Creative Solution for a Difficult Event

A 17-year-old senior who was playing the lead in a high school musical died by suicide 10 days before opening night. The Drama Department struggled with whether to stage the show as scheduled. The plot of the show featured a possible suicide attempt by one of the main characters. Some cast members felt unable to continue with rehearsals, although most felt that "the show must go on." The director did not want to unwittingly highlight the real-life tragedy by cancelling the show and also wanted to find a way to increase awareness about mental health issues, encourage help-seeking, and decrease prejudice. The school leadership consulted with suicide prevention experts and also met with the family of the student who died.

The solution was to have the students propose ideas to the director for how to decrease risks if the show were to go on. They made a brief video that was sent out to the school community (parents and students) to describe their reasons for carrying on with the show as scheduled. Intentional messages of hope, help-seeking, and strength in times of difficulty were included in the video, as well as communicated before each show in introductory comments made by the director and in the show's program, which also included a list of mental health resources. The script was edited to remove most of the direct references to suicide. According to student, parent, and staff reflections, all of the shows were successful, and there were no negative incidents related to this show.

Often, the parents of the deceased student express an interest in holding an assembly or other event to address the student body and describe the intense pain the suicide death has caused to their family in hopes that this will dissuade other students from taking their own lives.

While it is understandable that bereaved parents would wish to prevent another suicide death, schools are strongly advised to explain that both presenting this content and holding assemblies or other large events for students is not an effective approach to suicide prevention and may actually be risky. Students suffering from depression or other mental health issues may hear the messaging very differently from the way it is intended, and they may be even more likely to act on their suicidal thoughts. In addition, students are very reluctant to speak in an assembly and may be more trusting in a small group or classroom. A more helpful option is to encourage parents to work with the school to bring an appropriate educational program to the school, such as [More Than Sad: Teen Depression](#), a DVD that educates teens about the signs and symptoms of depression, or others listed on the websites of [SPRC](#) and [AFSP](#).

Yearbooks

If there is a history of dedicating the yearbook (or a page of the yearbook) to students who have died by other causes, that policy is equally applicable to a student who has died by suicide. Final editorial decisions should be made by an adult to ensure that it conforms to the standards in [Recommendations for Reporting on Suicide](#). The staff member in charge of the yearbook should work with the principal and school mental health professionals on these decisions.

The focus should be on mental health and/or suicide prevention. Underneath the student's picture it might say, "In your memory, we will work to erase the prejudice surrounding mental health problems and suicide." The page might also include pictures of classmates engaging in a suicide prevention event, such as an AFSP [Out of the Darkness Walk](#).

Graduation

If there is a tradition of including a tribute to deceased students who would have graduated with the class, students who have died by suicide should likewise be included. Schools may wish to include a brief statement acknowledging and naming those students from the graduating class who have died. Final decisions about what to include in such tributes should be made by the principal and appropriate staff.

Permanent Memorials and Scholarships

Some communities wish to establish a permanent memorial: sometimes physical, such as planting a tree or installing a bench or plaque, and sometimes commemorative, such as a scholarship.

While there is no research to suggest that permanent memorials create a risk of contagion, they can be upsetting reminders to bereaved students. Whenever possible, it is recommended they be established off school grounds. The school should bear in mind that once it plants a tree, puts up a plaque, installs a park bench, or establishes a named scholarship for one deceased student, it should be prepared to do so for others, which can become quite difficult to sustain over time.

Creative Suggestions

Simply prohibiting any and all memorialization is problematic in its own right. It is deeply hurtful to the student's family and friends and can generate intense negative reactions.

Schools can play an important role in channeling the energy and passion of the students (and greater community) in a positive direction, balancing the community's need to grieve with the impact that the proposed activity will likely have on students, particularly on those who might be vulnerable to contagion.

Schools may proactively suggest a meeting with the student’s close friends to talk about the type and timing of any memorialization. This can provide an important opportunity for the students to be heard and for the school to sensitively explain its rationale for permitting certain kinds of activities and not others. Schools may even wish to establish a standing committee composed of students, school administrators, and family members that can be convened on an as-needed basis.

Schools may also suggest specific types of safe memorialization for students, such as the following:

- Hold a day of community service or create a school-based community service program in honor of the deceased.
- Put together a team to participate in an awareness or fundraising event sponsored by one of the national mental health or suicide prevention organizations (e.g., an AFSP [Out of the Darkness Walk](#)) or hold a fundraising event to support a local crisis hotline or other suicide prevention program.
- Sponsor a mental health awareness day.
- Purchase books on mental health for the school or local library.
- Work with the administration to develop and implement a curriculum focused on enhancing social and emotional development and help-seeking behaviors.
- Volunteer at a community crisis hotline.
- Raise funds to help the family defray their funeral expenses.
- Make a book or notecards available in the school office for several weeks, in which students can write messages to the family, share memories of the deceased, or offer condolences. The book or notecards can then be presented to the family on behalf of the school community.

Tool for Making Decisions about Memorials

The following tool is in [Appendix A: Tools and Templates](#):

- [Making Decisions about School-Related Memorials](#)

For more resources on memorialization, see [Appendix B: Additional Resources](#).

Social Media

Social Media

In the emotionally charged atmosphere that often follows a suicide death, schools may be inclined to try to control or stifle students' use of social tools such as texting, Facebook, Twitter, YouTube, Instagram, and Snapchat—a task that is virtually impossible. However, by working in partnership with key students to identify and monitor the relevant social networking sites, schools can strategically use social media to disseminate information, share prevention-oriented messaging, offer support to students who may be struggling, and identify and respond to students who could be at risk.

Key Considerations

Following a suicide death, students may immediately turn to social media for a variety of purposes, including:

- Getting and sharing news about the death (both accurate and rumored)
- Expressing their feelings about what has happened
- Giving and receiving emotional support
- Calling for impromptu gatherings (both safe and unsafe)
- Creating online memorials (both moving and risky) and posting messages (both appropriate and hostile) about the deceased

The deceased person's social media page often becomes a place where friends and family talk about the suicide and the person who died.

Social media provides schools with a powerful set of tools to do the following:

- Disseminate important and accurate information to the school community
- Identify students who may be in need of additional support or further intervention
- Share resources for grief support and mental health care
- Promote safe messages that emphasize suicide prevention
- Minimize the risk of suicide contagion that could occur through glorifying suicide or describing details of the means used

Schools will be able to use social media most effectively and efficiently if they have set up policies and protocols and developed a presence on social media sites before a crisis takes place. Policies can include guidelines about how social media should be used (e.g., for broadcast, interaction, linkage). Protocols can include platform-specific templates that can be filled in and deployed rapidly in a crisis. Schools should determine which social media tools to use based on the culture and needs of their school community. Schools may also want to have a designated staff person serve as a social media manager to assist the school district's public information officer.

Involve Students

Students themselves are in the best position to assist in the school's efforts. They can:

- Help identify the particular media favored by the student body
- Engage their peers in honoring their friend's life appropriately and safely
- Inform school or other trusted adults about online communications that may be worrisome or inappropriate

It will enhance the credibility and effectiveness of social media efforts to have a designated member of the Crisis Response Team who is familiar with social media work in partnership with student leaders.

Students recruited to help should be reassured that school staff are only interested in supporting a healthy response to their peer's death, not in thwarting communication. They should also be made aware that staff are available to provide support if they see a social media post that indicates someone may be at risk of suicide.

Disseminate Information

Schools may already have a website and/or an online presence on one or more social media sites. These can be used to share information with students, teachers, and parents, for example:

- The funeral or memorial service (schools should check with the student's family before sharing information about the funeral)
- Where students can go for help or to meet with counselors
- Facts related to mental illness and the warning signs of suicide
- Local mental health resources
- The National Suicide Prevention Lifeline: 800-273-TALK (8255) or www.suicidepreventionlifeline.org for live chat
- Other national suicide prevention organizations, such as [AFSP](#) and [SPRC](#)
- Schools should emphasize help-seeking and suicide prevention. Students can also be enlisted to post this information on their own social media outlets. More specific guidance for safe message content is in the [Framework for Successful Messaging](#).

Vignette E: Using Social Media to Help Native American Youth

A Native American community on a reservation experienced multiple suicide deaths among its high school youth. The youth shared with each other on social media that they were depressed and that the future seemed hopeless. They expressed sentiments such as, “Because of [name of the person who died by suicide], maybe I should kill myself, too.” These emotions were not showing up in school or elsewhere in public. The students felt comfortable expressing these feelings on social media, where they experienced a sense of community and anonymity.

Because Facebook profiles remained online after individuals died and were used as memorials, there was concern about the potential for students to inadvertently glamorize the suicide deaths on these sites. However, the suicide prevention staff and school counselors used the sites in a positive way to address the contagion. They posted messages encouraging the youth to talk with a supportive adult. A key message was:

With help, loss of life can be prevented. The best way to honor [name of the person who died] is to seek help if you or someone you know is struggling. If you're feeling lost, desperate, or alone, please visit the National Suicide Prevention Lifeline, call 1-800-273-TALK, or text TALK to 741741. The call or text is free and confidential, and crisis workers are there 24/7 to assist you.

They used the word *honor* in the message because in this Native American culture, honoring a person and life is highly valued.

Soon after the positive messages were posted, youth in the community began reaching out more. They expressed their distress more openly on their social media profiles to their friends and peer helpers who then informed trusted adults. The program staff proactively monitored the social media profiles for expressions of distress and depression and initiated contact when warranted. In addition, the staff provided more gatekeeper training to adults to increase the number of adults able to help the youth.

The program and school staff also worked with local faith leaders. One pastor who was trusted by the youth strongly encouraged them to talk with an adult and reinforced the positive messages that were posted on social media.

These efforts created a turning point, and there were no more suicides during that period of time.

Online Memorial Pages

For information on online memorial pages and message boards, see the [Memorialization](#) section.

Monitor and Respond

Social media sites, including the deceased’s wall or personal profile pages, should be monitored to whatever extent possible for the following:

- Rumors
- Information about upcoming or impromptu gatherings
- Derogatory messages about the deceased
- Messages that bully or victimize current students
- Comments indicating students who may themselves be at risk

Responses should emphasize safe messaging and dispel rumors, reinforce the connection between mental illness and suicide, and offer resources for mental health care. In some cases, it may be appropriate to go beyond replying online, for example, to notify parents and local law enforcement about the need for security at late-night student gatherings.

It may also be necessary in some cases to take action against so-called “trolls,” who seek out memorial pages on social media sites and post deliberately offensive messages and pictures. Most services (e.g., Facebook, Twitter, Instagram) have a report mechanism or comparable feature that enables users to notify the site of the offensive material and request that it be removed. The administrator of the memorial page may also be able to block particular individuals from accessing the site.

On occasion, schools may become aware of posted messages indicating that another student may be at risk of suicide. Messages of greatest concern are those suggesting hopelessness or referring to plans to join the deceased student. In these instances, it may be necessary to alert the student’s family, refer the student for immediate mental health services, and/or contact the National Suicide Prevention Lifeline to request that a crisis center follow up with the student.

For more resources on social media, see [Appendix B: Additional Resources](#).

Suicide Contagion

Suicide Contagion

Key Considerations

Contagion is the process by which one suicide death may contribute to another. Although contagion is relatively rare (accounting for between 1 and 5 percent of all youth suicide deaths annually), adolescents and teenagers appear to be more susceptible to imitative suicide than adults, largely because they may identify more readily with the behavior and qualities of their peers. It is also important to recognize the impact of highly publicized suicide deaths, such as those of celebrities, which may contribute to contagion.

If there appears to be contagion, schools should consider taking additional steps beyond the basic crisis response outlined in this toolkit to avoid suicidal behavior and deaths. It is advisable for schools to increase efforts to identify other students who may be at heightened risk of suicide, actively collaborate with community partners in a coordinated suicide prevention effort, and possibly bring in outside experts.

Identifying Other Students at Possible Risk for Suicide

In the face of potential contagion, it is important for schools to use mental health professionals and others who have been trained to identify students who may be at heightened risk for suicide due to underlying mental disorders or behavioral problems (e.g., depression, anxiety, conduct disorder, and/or substance abuse) or who have been exposed to the prior suicide either directly (by witnessing the suicide or by close identification or relationship with the deceased) or indirectly (by extensive media coverage).

Of special concern are those students who:

- Have a history of suicide attempts
- Have a history of depression, trauma, or loss
- Are dealing with stressful life events, such as a death or divorce in the family
- Were eyewitnesses to the death
- Are family members or close friends of the deceased (including siblings at other schools as well as teammates, classmates, significant others, and acquaintances of the deceased)
- Received a phone call, text, or other communication from the deceased foretelling the suicide and possibly feel guilty about having missed the warning signs
- Had a last very negative interaction with the deceased
- May have fought with or bullied the deceased

Schools can also seek to identify those in the general student body who may be at heightened risk by using a mental health screening tool. It is advised that schools consult with mental health professionals on appropriate strategies for screening and assessment.

Connecting with Local Mental Health Resources

Schools should work with local primary care and mental health resources (including pediatricians, community mental health centers, and local private practice mental health clinicians) to develop plans to refer at-risk youth. Once these plans are established, they should be reviewed with all the school-based mental health professionals so that any student who is identified as being at high risk can be referred to a local mental health screening center or private practitioner for further evaluation.

Suicide Clusters

The possibility of contagion resulting in multiple suicides in a community (also known as a suicide cluster) is rare. But if a potential cluster is suspected, at a minimum, school-based mental health professionals and/or trained outside professionals should be available to meet with distraught students for grief counseling and help them connect with other resources in the community.

Schools need to collaborate with community partners to effectively manage all aspects of reacting to possible contagion and preventing its spread. Many communities may already have a coalition focused on suicide prevention. It is often helpful for school officials and other designated persons to join these coalitions, particularly if contagion occurs. If a coalition does not exist at the local level, it is strongly recommended that the community [build a community coalition](#) as described in the section [Working with the Community](#), or at least convene a coordinating committee that meets on a regular basis to work on these efforts.

Bringing in outside help can also be particularly valuable when contagion occurs or is suspected. See the next section for more detailed information.

If multiple suicides do occur, media coverage will likely be more extensive, and journalists may try to interview students, school administrators, and staff. A designated school spokesperson should proactively reach out to media outlets to ensure that [media recommendations](#) are followed.

For more resources on suicide contagion, see [Appendix B: Additional Resources](#).

Bringing in Outside Help

Bringing in Outside Help

School crisis team members should remain mindful of their own limitations and consider bringing in crisis team members from other parts of their school district (if there are any), trained trauma responders from other school districts, and/or staff from local mental health centers to help them as needed. Often, crisis team members are also impacted by a suicide death, and it is important that they respond in a way that protects the school community while not diminishing or ignoring their own reactions to the death.

In especially complicated situations, schools may even consider bringing in local or national experts in school suicide postvention for consultation and assistance (provided that sufficient funding is available). Such steps should generally be taken in consultation with the community committee, and all outside experts must of course be carefully vetted and references and clearances checked.

Following is a list of national organizations that provide crisis response, postvention consultation, and training, and/or that can put schools in touch with appropriate experts:

- The National Association of School Psychologists' [School Safety and Crisis Response Committee](#) provides phone, e-mail, and onsite consultation.
- [The National Institute for Trauma and Loss in Children \(TLC\)](#) provides schools, agencies, and parents with names of TLC-certified trauma practitioners in their area who are available for consultation and referrals. TLC also has certified trauma trainers who can come to a school, organization, or community to provide training on suicide crisis response and postvention as well as other trauma-related topics. Call 877-306-5256 or e-mail info@starr.org.
- [The Dougy Center: National Center for Grieving Children & Families](#) provides phone and onsite consultation and onsite training.
- Many states also have resources available. SPRC's website provides suicide prevention contacts in every state who can assist you in identifying local experts (www.sprc.org/states). You can also check with your state's office of education.

Going Forward

Going Forward

After a school has addressed the needs arising directly from a suicide, it should consider implementing a comprehensive suicide prevention program, if it does not already have one. This is also a good time to develop or review policies and procedures for dealing with all deaths, including deaths by suicide.

There are no specific guidelines regarding how long a school should wait after a death to implement such a program. However, a school should not use a prevention program as a substitute for responding to how students and others in the school community have been impacted by the death. Students and staff will likely be more ready to receive prevention information after grief needs have been appropriately addressed. Some experts suggest waiting several months or a semester before providing prevention education to students, teachers, and other school staff.

A useful resource for developing a school-based suicide prevention plan is [Preventing Suicide: A Toolkit for High Schools](#). It offers guidance on implementing key components of a comprehensive plan, including creating protocols on identifying and responding to students at risk of suicide; educating staff, students, and parents; and establishing postvention policies and programs. Another useful tool is [Model School Policy on Suicide Prevention](#), which provides model language, explanations, and resources to help schools develop a suicide prevention policy.

The [Resources and Programs](#) section of SPRC's website has information on and links to suicide prevention programs, many of which are designed for schools. Programs with evidence of effectiveness are flagged.

Some schools may also wish to take collective action to address the problem of suicide, such as participating in an awareness or fundraising event to support a national suicide prevention organization or local community mental health center. AFSP has [chapters in all 50 states](#) that can help connect individuals to volunteer suicide prevention opportunities in their communities. For more information on national opportunities, see [AFSP's website](#).

Appendices

Appendix A: Tools and Templates

This appendix contains tools and templates to help carry out different parts of the postvention process.

Sample Guidelines for Initial All-Staff Meeting

The first meeting with school staff is typically conducted by the Crisis Response Team coordinator and should be held as soon as possible, ideally before school starts in the morning.

However, depending on when the death occurs, there may not be enough time to hold the meeting before students begin to hear the news through word of mouth, social media, or other means. If this happens, the Crisis Response Team coordinator should first verify the accuracy of the reports and then notify staff of the death through the school's predetermined crisis alert system, such as e-mail or calls to classroom phones. Information about the cause of death should be withheld until the family has been consulted.

Goals of Initial Meeting

Allow at least one hour to do the following:

- Introduce the Crisis Response Team members.
- Share accurate factual information about the death, honoring the family's request for privacy.
- Allow staff an opportunity to express their own reactions and grief; identify anyone who may need additional support and refer them to appropriate resources.
- Have substitute teachers available to replace any teachers who are too upset to teach (a task for the principal).
- Remind staff of the school's policy or response following a student death and any considerations specifically for a suicide death.
- Provide appropriate staff (e.g., homeroom teachers or advisors) with a scripted [Sample Death Notification Statement for Students](#), and arrange coverage for any staff person who is unable to manage reading the statement.
- Prepare for student reactions and questions by providing staff with the handouts [Tips for Talking about Suicide](#) and [Facts about Suicide in Adolescents](#).
- Share with staff how to handle parent inquiries and plans for communicating with parents, including who parents should contact for further information and resources.
- Explain plans for the day, including locations of crisis counseling rooms or other supports.
- Remind all staff of the following:
 - o How they respond to the crisis can have a strong impact on their students. They need to project that they are in control and are concerned about their students' mental health.
 - o They can play an important role in identifying changes in students' behavior. Discuss a plan for handling students who are having difficulty.

- Brief staff about identifying and referring at-risk students as well as the need to keep records of those efforts.
- Let staff know about any outside crisis responders or others who will be assisting.
- Remind staff of student and staff dismissal protocols for the funeral.
- Identify which Crisis Response Team member has been designated as the media spokesperson, and instruct staff to refer all media inquiries to him or her.

End of the First Day

It can also be helpful for the Crisis Response Team coordinator and/or assistant coordinator to have an all-staff meeting at the end of the first day. This meeting provides an opportunity to take the following steps:

- Offer verbal appreciation of the staff.
- Review the day's challenges and successes, including any students of particular concern.
- Debrief, share experiences, express concerns, and ask questions.
- Check in with staff to assess whether any of them need additional support, and refer accordingly.
- Disseminate information regarding the death and/or funeral arrangements.
- Discuss plans for the next day.
- Remind staff of the importance of self-care.
- Remind staff of the importance of documenting crisis response efforts for future planning and understanding.

Sample Death Notification Statement for Students

Share this death notification statement with students in small groups, such as homerooms or advisories, **not** in assemblies or over loudspeakers. These statements are examples that can be modified by the principal or Crisis Response Team as needed.

Option 1 – When the Death Has Been Ruled a Suicide

I am so sorry to tell you all that one of our students, **[NAME]**, has died. I'm also very sad to tell you that the cause of death was suicide.

Many of you may also feel very sad. Others may feel other emotions such as anger or confusion. It's okay to feel whatever emotions you might be feeling. When someone takes their own life, it leads to a lot of questions, some of which may never be completely answered.

While we may never know why **[NAME]** ended **[HIS/HER]** life, we do know that suicide has many causes. In many cases, a mental health condition is part of it, and these conditions are treatable. It's really important if you're not feeling well in any way to reach out for help. Suicide should not be an option.

Rumors may come out about what happened, but please don't spread them. They may turn out to be untrue and can be deeply hurtful and unfair to **[NAME]** and **[HIS/HER]** family and friends. I'm going to do my best to give you the most accurate information as soon as I know it.

Each of us will react to **[NAME]**'s death in our own way, and we need to be respectful of each other. Some of us may have known **[NAME]** well, and some of us may not. But either way, we may have strong feelings. You might find it difficult to concentrate on schoolwork for a little while. On the other hand, you might find that focusing on school helps take your mind off what has happened. Either is okay.

I want you to know that your teachers and I are here for you. We also have counselors here to help us all cope with what happened. If you'd like to talk to one of them, just let me or one of your teachers know or look for the counselors in **[NOTE SPECIFIC LOCATION]** between classes or during lunch.

We are all here for you. We are all in this together, and the school staff will do whatever we can to help you get through this.

Option 2 – When the Cause of Death Is Unconfirmed

I am so sorry to tell you all that one of our students, **[NAME]**, has died. The cause of death has not yet been determined.

We are aware that there has been some talk that this might have been a suicide death. Rumors may begin to come out, but please don't spread them. They may turn out to be untrue and can be deeply hurtful and unfair to **[NAME]** and **[HIS/HER]** family and friends. I'm going to do my best to give you the most accurate information as soon as I know it.

Since the subject has been raised, I do want to take this chance to remind you that suicide, when it does occur, is very complicated. No one single thing causes it. But in many cases, a mental health condition is part of it, and these conditions are treatable. It's really important if you're not feeling well in any way to reach out for help. Suicide should not be an option.

Each of us will react to **[NAME]**'s death in our own way, and we need to be respectful of each other. Right now, I'm feeling very sad, and many of you may feel sad too. Others may feel anger or confusion. It's okay to feel whatever emotions you might be feeling. Some of us may have known **[NAME]** well, and some of us may not. But either way, we may have strong feelings. You might find it difficult to concentrate on schoolwork for a little while. On the other hand, you might find that focusing on school helps take your mind off what has happened. Either is okay.

I want you to know that your teachers and I are here for you. We also have counselors here to help us all understand what happened. If you'd like to talk to one of them, just let me or one of your teachers know, or you can seek out the counselors in **[NOTE SPECIFIC LOCATION]** between classes or during your lunch.

We are all here for you. We are all in this together, and the school staff will do whatever we can to help you get through this.

Option 3 – When the Family Has Requested the Cause of Death Not Be Disclosed

I am so sorry to tell you all that one of our students, **[NAME]**, has died. The family has requested that information about the cause of death not be shared at this time.

We are aware that there has been some talk that this might have been a suicide death. Rumors may begin to come out, but please don't spread them. They may turn out to be untrue and can be deeply hurtful and unfair to **[NAME]** and **[HIS/HER]** family and friends. I'm going to do my best to give you the most accurate information as soon as I know it.

Since the subject has been raised, I do want to take this chance to remind you that suicide, when it does occur, is very complicated. No one single thing causes it. But in many cases, a mental health condition is part of it, and these conditions are treatable. It's really important if you're not feeling well in any way to reach out for help. Suicide should not be an option.

Each of us will react to **[NAME]**'s death in our own way, and we need to be respectful of each other. Right now, I'm feeling very sad, and many of you may feel sad too. Others may feel anger or confusion. It's okay to feel whatever emotions you might be feeling. Some of us may have known **[NAME]** well, and some of us may not. But either way, we may have strong feelings. You might find it difficult to concentrate on schoolwork for a little while. On the other hand, you might find that focusing on school helps take your mind off what has happened. Either is okay.

I want you to know that your teachers and I are here for you. We also have counselors here to help us all understand what happened. If you'd like to talk to one of them, just let me or one of your teachers know, or you can seek out the counselors in **[NOTE SPECIFIC LOCATION]** between classes or during your lunch.

We are all here for you. We are all in this together, and the school staff will do whatever we can to help you get through this.

Sample Death Notification Statement for Parents

This death notification statement is to be sent by the most efficient and effective method(s) for the school, including e-mail, text, printed copy sent home with students, or regular mail. It can also be posted on the school's website and social media accounts. If there is a resource about talking to students and children about suicide, it should be shared. It should be translated for parents who may know little or no English. See AFSP's [Children, Teens and Suicide Loss](#) for information about how to talk to students about suicide.

Option 1 – When the Death Has Been Ruled a Suicide

I am so sorry to tell you all that one of our students, **[NAME]**, has died. Our thoughts and sympathies are with **[HIS/HER]** family and friends.

All of the students were given the news of the death by their teacher in **[ADVISORY/HOMEROOM]** this morning. I have included a copy of the announcement that was read to them.

The cause of death was suicide. Suicide is a very complicated act. Although we may never know why **[NAME]** ended **[HIS/HER]** life, we do know that suicide has multiple causes. In many cases, a mental health condition is part of it. But these conditions are treatable. It's really important if you or your child are not feeling well in any way to reach out for help. Suicide should not be an option. I am including some information that may be helpful to you in discussing suicide with your child.

Members of our Crisis Response Team are available to meet with students individually and in groups today as well as over the coming days and weeks. Please contact the school office if you feel your child is in need of additional assistance. Note that children who are already vulnerable may be at greater risk due to exposure to the suicide of a peer. If you or your child needs help right away, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255), call 911, or take your child to the nearest crisis center or emergency department.

Information about the funeral service will be made available as soon as we have it. If your child wishes to attend, we strongly encourage you to accompany him or her to the service. If the funeral is scheduled during school hours, students who wish to attend will need parental permission to be released from school.

The school will be hosting a meeting for parents and others in the community at **[DATE/TIME/LOCATION]**. Members of our Crisis Response Team **[OR NAME SPECIFIC MENTAL HEALTH PROFESSIONALS]** will be present to provide information about common reactions following a suicide and how adults can help youth cope. They will also provide information about suicide and mental illness in adolescents, including risk factors and warning signs of suicide, and will address attendees' questions and concerns.

If you have any questions or concerns, please do not hesitate to contact me or one of the school mental health professionals. We can be reached by calling **[PHONE NUMBER, EXTENSION]**.

Sincerely,

[PRINCIPAL'S NAME]

Option 2 – When the Cause of Death Is Unconfirmed

I am so sorry to tell you all that one of our students, **[NAME]**, has died. Our thoughts and sympathies are with **[HIS/HER]** family and friends.

All of the students were given the news of the death by their teacher in **[ADVISORY/HOMEROOM]** this morning. I have included a copy of the announcement that was read to them.

The cause of death has not yet been determined by the authorities. We are aware there has been some talk that this might have been a suicide death. Rumors may begin to circulate, and we have asked the students not to spread them since they may turn out to be untrue and can be deeply hurtful and unfair to **[NAME]** and **[HIS/HER]** family and friends. We will do our best to give you accurate information as it becomes known to us.

Members of our Crisis Response Team are available to meet with students individually and in groups today, as well as over the coming days and weeks. Please contact the school office if you feel your child is in need of additional assistance. If you or your child needs help right away, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255), call 911, or take your child to the nearest crisis center or emergency department.

Information about the funeral service will be made available as soon as we have it. If your child wishes to attend, we strongly encourage you to accompany him or her to the service. If the funeral is scheduled during school hours, students who wish to attend will need parental permission to be released from school.

If you have any questions or concerns, please do not hesitate to contact me or one of the school mental health professionals. We can be reached by calling **[PHONE NUMBER, EXTENSION]**.

Sincerely,

[PRINCIPAL'S NAME]

Option 3 – When the Family Has Requested That the Cause of Death Not Be Disclosed

I am so sorry to tell you all that one of our students, **[NAME]**, has died. Our thoughts and sympathies are with **[HIS/HER]** family and friends.

All of the students were given the news of the death by their teacher in **[ADVISORY/HOMEROOM]** this morning. I have included a copy of the announcement that was read to them.

The family has requested that information about the cause of death not be shared at this time. We are aware there have been rumors that this was a suicide death. Since the subject has been raised, we want to take this opportunity to remind our community that suicide, when it does occur, is a very complicated act. No one single thing causes it. But in many cases, a mental health condition is part of it, and these conditions are treatable. It's really important if you or your child is not feeling well in any way to reach out for help. Suicide should not be an option. I am including some information that may be helpful to you in discussing suicide with your child.

Members of our Crisis Response Team are available to meet with students individually and in groups today, as well as over the coming days and weeks. Please contact the school office if you feel your child is in need of additional assistance. Note that children who are already vulnerable may be at greater risk due to exposure to the death of a peer. If you or your child needs help right away, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255), call 911, or take your child to the nearest crisis center or emergency department.

Information about the funeral service will be made available as soon as we have it. If your child wishes to attend, we strongly encourage you to accompany him or her to the service. If the funeral is scheduled during school hours, students who wish to attend will need parental permission to be released from school.

If you have any questions or concerns, please do not hesitate to contact me or the school mental health professionals. We can be reached by calling **[PHONE NUMBER, EXTENSION]**.

Sincerely,

[PRINCIPAL'S NAME]

Sample Agenda for Parent Meeting

Meetings with parents can provide a helpful forum for disseminating information and answering questions. The Crisis Response Team coordinator and all other Crisis Response Team members, the superintendent, and the school principal should attend parent meetings. Representatives from community resources, such as mental health providers, county crisis services, and clergy, may also be invited to be present and provide information. This is a good time to acknowledge that suicide can be a difficult subject to talk about and to distribute the handout [Tips for Talking about Suicide](#).

Be sure to consider the racial, ethnic, and religious backgrounds of students and parents:

- Address the language needs of parents who speak little or no English.
- Determine if there is any content or format that would feel uncomfortable or inappropriate for those who might attend the meeting. For example, if parents of the deceased are in attendance, how might discussing this in a group setting impact their experience?

Large, open-microphone meetings are not advised, since they can result in an unwieldy, unproductive session focused on scapegoating and blaming.

The meeting should ideally be broken into two parts. During the first part, presented by school staff, the focus should be on dissemination of general information to parents, without opening the meeting to discussion. During the second part, have parents meet in small groups with trained crisis counselors for questions and discussion.

The following is a sample meeting agenda.

Part 1 – General Information (45–60 minutes)

Crisis Response Team coordinator, school superintendent, or principal:

- Welcomes all and expresses sympathy
- Introduces the school administration and members of the Crisis Response Team
- Expresses confidence in the staff's ability to assist the students
- Encourages parent and school collaboration during this difficult time
- Reassures attendees that there will be an opportunity for questions and discussion
- States school's goal of treating this death as it would any other death, regardless of the cause, while remaining aware that adolescents can be vulnerable to the risk of imitative suicidal behavior
- States the importance of balancing the need to grieve with not inadvertently oversimplifying, glamorizing, or romanticizing suicide

Principal or Crisis Response Team coordinator:

- Outlines the purpose and structure of the meeting
- Verifies the death (see [Sample Death Notification Statement for Parents](#))
- Discourages the spread of rumors
- Informs parents about the school's response activities, including to media requests
- Informs parents about the student release policy for funerals

Crisis Response Team coordinator, assistant coordinator, or other designated crisis team member:

- Discusses how the school will help students cope
- Mentions that more information about bereavement after suicide is available on AFSP's website
- Shares the handouts [Facts about Suicide in Adolescents](#), [Youth Warning Signs and What to Do in a Crisis](#), and [Tips for Talking about Suicide](#)
- Explains risk factors and warning signs
- Reminds parents that help is available for any student who may be struggling with mental health issues or suicidal thoughts or behaviors
- Provides contact information (names, telephone numbers, and e-mail addresses) for mental health resources at the school and in the community, such as:
 - o School mental health professionals
 - o Community mental health agencies
 - o Emergency psychiatric screening centers
 - o Children's mobile response programs
 - o National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

Part 2 – Small Group Meetings (1 hour)

- Ideally, each small group should have no more than 8 to 10 parents.
- Each group should be facilitated by at least two trained mental health professionals.
- Support staff should be available to direct parents to meeting rooms, distribute handouts, and make water and tissues available.
- If possible, additional mental health professionals should be available to meet with parents individually as needed.

Some Additional Considerations

- Since some parents may arrive with young children, provide onsite childcare.
- Some students may accompany their parents so provide separate discussion groups for them.
- Media should not be permitted access to the small groups. Arrange for the media spokesperson to meet with any media at a separate location away from parents and children.
- In some cases (e.g., if the death has received a great deal of sensationalized media attention), security may be necessary to assist with traffic flow and media and crowd control.

Tips for Talking about Suicide

Suicide is a difficult topic for most people to talk about. This tool suggests ways to talk about key issues that may come up when someone dies by suicide.

<p>Give accurate information about suicide.</p> <p>Suicide is a complicated behavior. It is not caused by a single event.</p> <p>In many cases, mental health conditions, such as depression, bipolar disorder, PTSD, or psychosis, or a substance use disorder are present leading up to a suicide. Mental health conditions affect how people feel and prevent them from thinking clearly. Having a mental health problem is actually common and nothing to be ashamed of. Help is available.</p> <p>Talking about suicide in a calm, straightforward way does not put the idea into people's minds.</p>	<p>By saying...</p> <p>"The cause of [NAME]'s death was suicide. Suicide is not caused by a single event. In many cases, the person has a mental health or substance use disorder and then other life issues occur at the same time leading to overwhelming mental and/or physical pain, distress, and hopelessness."</p> <p>"There are effective treatments to help people with mental health or substance abuse problems or who are having suicidal thoughts."</p> <p>"Mental health problems are not something to be ashamed of. They are a type of health issue."</p>
<p>Address blaming and scapegoating.</p> <p>It is common to try to answer the question "why?" after a suicide death. Sometimes this turns into blaming others for the death.</p>	<p>By saying....</p> <p>"Blaming others or the person who died does not consider the fact that the person was experiencing a lot of distress and pain. Blaming is not fair and can hurt another person deeply."</p>
<p>Do not focus on the method.</p> <p>Talking in detail about the method can create images that are upsetting and can increase the risk of imitative behavior by vulnerable individuals.</p> <p>The focus should not be on how someone killed themselves but rather on how to cope with feelings of sadness, loss, anger, etc.</p>	<p>By saying....</p> <p>"Let's talk about how [NAME]'s death has affected you and ways you can handle it."</p> <p>"How can you deal with your loss and grief?"</p>
<p>Address anger.</p> <p>Accept expressions of anger at the deceased and explain that these feelings are normal.</p>	<p>By saying....</p> <p>"It is okay to feel angry. These feelings are normal, and it doesn't mean that you didn't care about [NAME]. You can be angry at someone's behavior and still care deeply about that person."</p>

Address feelings of responsibility.	By saying...
<p>Help students understand that they are not responsible for the suicide of the deceased.</p> <p>Reassure those who feel responsible or think they could have done something to save the deceased.</p>	<p>"This death is not your fault. We cannot always see the signs because a suicidal person may hide them."</p> <p>"We cannot always predict someone else's behavior."</p>

Promote help-seeking.	By saying...
<p>Encourage students to seek help from a trusted adult if they or a friend are feeling depressed.</p>	<p>"Seeking help is a sign of strength, not weakness."</p> <p>"We are always here to help you through any problem, no matter what. Who are the people you would go to if you or a friend were feeling worried or depressed or had thoughts of suicide?"</p> <p>"If you are concerned about yourself or a friend, talk with a trusted adult."</p>

Sample Media Statement

To be provided to local media outlets either upon request or proactively.

School staff were informed that a **[AGE]**-year-old student at **[SCHOOL NAME]** has died. The cause of death was suicide. Our thoughts and support go out to [his/her] family and friends at this difficult time.

The school will be hosting a meeting for parents and others in the community at **[DATE/TIME/LOCATION]**. Members of the school's Crisis Response Team **[OR NAME SPECIFIC MENTAL HEALTH PROFESSIONALS]** will be present to provide information about common reactions following a suicide, how adults can help youth cope, the emotional needs of adolescents, and the risk factors and warning signs for suicide. They will also address attendees' questions and concerns. A meeting announcement has been sent to parents, who can contact school administrators or counselors at **[PHONE NUMBER, EXTENSION]** or **[E-MAIL ADDRESS]** for more information.

Trained crisis counselors will be available to meet with students and staff starting tomorrow and continuing over the next few weeks as needed.

Following is a list of warning signs and steps to take that were developed specifically for youth.

Youth Warning Signs

Leaders in the suicide prevention field agree that the following warning signs indicate a young person may be at risk for suicide:

- Talking about or making plans for suicide
- Expressing hopelessness about the future
- Displaying severe/overwhelming emotional pain or distress



- Showing worrisome behavioral cues or marked changes in behavior, particularly in the presence of the warning signs above. Specifically, this includes significant:

- Withdrawal from or change in social connections or situations
- Changes in sleep (increased or decreased)
- Anger or hostility that seems out of character or out of context
- Recent increased agitation or irritability



What to Do

If you notice any of these signs in a student, take these recommended steps right away:

1. Do not leave the student alone and unsupervised. Make sure the student is in a secure environment supervised by caring adults until he or she can be seen by the school mental health contact.
2. Make sure the student is escorted to the school's mental health professional.
3. Provide any additional information to the school's mental health contact that will assist with the assessment of the student.

What to Do

1. Ask if the student is okay or if he or she is having thoughts of suicide.
2. Express your concern about what you are observing in his or her behavior.
3. Listen attentively and nonjudgmentally.
4. Reflect what the student shares and let the student know he or she has been heard.
5. Tell the student that he or she is not alone.
6. Let the student know there are treatments available that can help.
7. If you or the student are concerned, guide him or her to additional professional help, or to call the National Suicide Prevention Lifeline, a 24-hour toll-free phone line for people in suicidal crisis or emotional distress: 1-800-273-TALK (8255).

Resources

Note: The items in brackets are to be added by each school.

Local Community Mental Health Resource(s)

[NAME(S)]

National Suicide Prevention Lifeline

800-273-TALK (8255) or www.suicidepreventionlifeline.org for live chat

Local Hotline Number(s)

[NAME(S)]

Recommendations for Reporting on Suicide

Research has shown that graphic, sensationalized, or romanticized descriptions of suicide deaths in the news media can contribute to suicide contagion (i.e., copycat suicides), particularly among youth. Media are strongly encouraged to refer to the document [Recommendations for Reporting on Suicide](#).

Local Media Contact

[NAME]

[TITLE]

[SCHOOL]

[PHONE]

[E-MAIL ADDRESS]

Key Messages for Media Spokesperson

This information is for use by the person designated by the school to speak with the media.

School's Messages

- We are heartbroken over the death of one of our students. Our hearts, thoughts, and prayers go out to **[HIS/HER]** family and friends and the entire community.
- We will be offering grief counseling for students and staff starting on **[DATE]** and lasting through **[DATE]** or as long as needed.
- We will be hosting an informational meeting for parents and the community regarding suicide prevention on **[DATE/TIME/LOCATION]**. Experts will be on hand to answer questions.
- No TV cameras or reporters will be allowed in the school or on school grounds.

School's Response to the Media

- The media are strongly encouraged to refer to the document [Recommendations for Reporting on Suicide](#).
- Research has shown that graphic, sensationalized, or romanticized descriptions of suicide deaths in the news media can contribute to suicide contagion (i.e., copycat suicides), particularly among youth.
- Media coverage that details the location and manner of suicide with photos or video increases the risk of contagion.
- Media should also avoid oversimplifying the cause of a suicide (e.g., "student took his own life after breakup with girlfriend"). This gives the audience a simplistic understanding of a complicated issue.
- Remind the public that in a majority of suicide deaths, mental health issues play an important role, underscoring the need to address mental health concerns proactively.
- Media should include links to or information about helpful resources, such as local crisis hotlines and the [National Suicide Prevention Lifeline](#) (800-273-TALK (8255)).

Information on Suicide

- Suicide is complicated and involves multiple risk factors. It is not simply the result of stress or difficult life circumstances. Many people who die by suicide have a mental health condition, the most common of which is depression.
- Mental health conditions and substance abuse problems are treatable.
- The best way to prevent suicide is through early detection, diagnosis, and treatment of depression and other mental health conditions, including substance abuse problems.

Making Decisions about School-Related Memorials

This tool poses questions to consider about both planned and spontaneous memorials associated with a school, although not necessarily sponsored by the school. Examples include a school event, student-created memorial, and a page in a yearbook.

- Does the school or school district have a policy (or standard procedure) on memorialization for the death of a student (or school staff person), regardless of the cause?
 - o If yes, how would implementing what is usually done for other types of deaths be done for a death by suicide? How might those procedures be interpreted with a suicide? For example:
 - If a memorial page in the yearbook is a standard procedure, are there other deaths (from other causes) during the school year that would also have pages or be on the same page? Could a memorial page also have a message to promote help-seeking among students or a similar supportive message?
 - o If no, look at districtwide practices or consult with other schools.
- Has the family expressed a desire for or opposition to any public acknowledgment of the death as a suicide?
- How might a memorial on school grounds help facilitate (or impede) grieving of the loss by students and school staff?
- How will the school deal with a spontaneous memorial initiated by students?
- Could a memorial be something other than a physical object, such as a suicide prevention program?
- What other ways are there for students to acknowledge and express their grief following a suicide?
- When would be a good time to memorialize a student's death?
 - o Does the plan for memorialization coincide with other student events (e.g., graduation)?
- How might the memorial procedure affect vulnerable students? Teachers and other staff?
 - o Is there a way to memorialize so that a life-affirming message is the focus?
- If the school puts up a *physical* memorial, what will the students and staff who were not at the school during the year of the death be told about the memorial?

Facts about Suicide in Adolescents

Suicide is complicated and involves the interplay of multiple risk factors. It is not simply the result of stress or difficult life circumstances. Many people who die by suicide have a mental health condition. In teens, the behavioral health conditions most closely linked to suicide risk are major depressive disorder, bipolar disorder, generalized anxiety disorder, conduct disorder, eating disorders, and substance abuse problems. Although in some cases these conditions may be precipitated by environmental stressors, they can also occur as a result of changes in brain chemistry, even in the absence of an identifiable or obvious “trigger.”

Other key risk factors for suicide include the following:

- Personality characteristics, such as hopelessness, low self-esteem, impulsivity, risk-taking, and poor problem-solving or coping skills
- Family characteristics, such as family history of suicidal behavior or mental health problems, death of a close family member, and problems in the parent-child relationship
- Childhood abuse, neglect, or trauma
- Stressful life circumstances, such as physical, sexual, and/or psychological abuse; breaking up of a romantic relationship; school problems; bullying by peers; trouble with the law; and suicide of a peer
- Access to lethal means, especially in the home

It is important to remember that the vast majority of teens who experience even very stressful life events do not become suicidal. But in some cases, such experiences can be a catalyst for suicidal behavior in teens who are already struggling with depression or other mental health problems. In others, traumatic experiences (such as prolonged bullying) can precipitate depression, anxiety, abuse of alcohol or drugs, or another mental health condition, which can increase suicide risk. Conversely, existing mental health conditions may also lead to stressful life experiences, which may then exacerbate the underlying illness and in turn increase suicide risk.

Help Is Available

If there are concerns about a student’s emotional or mental health, a referral should be made to an appropriate mental health professional for assessment, diagnosis, and possible treatment. Mental health resources that may be available include the following:

- School-based mental health professionals
- Community mental health providers and clinics
- Emergency psychiatric screening centers
- Children’s mobile response programs

Pediatricians and primary care providers can also be a source of mental health referrals. Many of them are also well-versed in recognizing and treating certain mental health conditions like depression.

Information and referrals regarding treatment for mental and substance use disorders are available at SAMHSA’s National Helpline: 1-800-662-HELP (4357). This is a free, confidential service open 24/7.

Crisis Lines

A crisis line is a service that provides free, confidential support and resources for people in emotional distress. The service is provided by a trained crisis counselor on the phone and in some cases by text and/or chat. You can call or text for help with someone you're worried about or for yourself. In addition to the resources listed below, some states have their own crisis lines with phone, text, and/or chat services.

National Suicide Prevention Lifeline

Call 800-273-TALK (8255)

Chat service and other information: Go to www.suicidepreventionlifeline.org

Crisis Text Line

Text HOME to 741741

Other information: Go to www.crisistextline.org

Trevor Project

Provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning (LGBTQ) young people ages 13–24

Trevor Lifeline: Call 1-866-488-7386

TrevorText: Text TREVOR to 1-202-304-1200

TrevorChat and other information and resources: Go to www.trevorproject.org

Youth Warning Signs and What to Do in a Crisis

When you are concerned that a person may be suicidal, look for changes in behavior or the presence of entirely new behaviors. This is of greatest concern if the new or changed behavior is related to a painful event, loss, or change, such as losing a friend or classmate to suicide. Most people who take their lives exhibit one or more warning signs, either through what they say or what they do.

Take any threat or talk about suicide seriously. Start by telling the person that you are concerned. Don't be afraid to ask whether she or he is considering suicide or has a plan or method in mind. Research shows that asking someone directly about suicide will not "put the idea in their head." Rather, the person in distress will often feel relieved that someone cares enough to talk about this issue with them.

Below is a list of warning signs and steps to take specifically for youth. It was developed by a consensus panel of experts in the field. See www.youthsuicidewarningsigns.org.

Youth Warning Signs

Leaders in the suicide prevention field agree that the following warning signs indicate a young person may be at risk for suicide:

- Talking about or making plans for suicide
- Expressing hopelessness about the future
- Displaying severe/overwhelming emotional pain or distress



- Showing worrisome behavioral cues or marked changes in behavior, particularly in the presence of the warning signs above. Specifically, this includes significant:

- Withdrawal from or change in social connections or situations
- Changes in sleep (increased or decreased)
- Anger or hostility that seems out of character or out of context
- Recent increased agitation or irritability



What to Do

If you notice any of these signs in a student, take these recommended steps right away:

1. Do not leave the student alone and unsupervised. Make sure the student is in a secure environment supervised by caring adults until he or she can be seen by the school mental health contact.
2. Make sure the student is escorted to the school's mental health professional.
3. Provide any additional information to the school's mental health contact that will assist with the assessment of the student.

What to Do

1. Ask if the student is okay or if he or she is having thoughts of suicide.
2. Express your concern about what you are observing in his or her behavior.
3. Listen attentively and nonjudgmentally.
4. Reflect what the student shares and let the student know he or she has been heard.
5. Tell the student that he or she is not alone.
6. Let the student know there are treatments available that can help.
7. If you or the student are concerned, guide him or her to additional professional help, or to call the National Suicide Prevention Lifeline, a 24-hour toll-free phone line for people in suicidal crisis or emotional distress: 1-800-273-TALK (8255).

Appendix B: Additional Resources

Appendix B contains links to materials that provide additional information on the topics covered in the toolkit. Resources are organized by the section of the toolkit to which they are the most relevant.

Crisis Response

Erbacher, T. A., Singer, J. B., & Poland, S. (2015). *Suicide in schools: A practitioner's guide to multi-level prevention, assessment, intervention, and postvention*. New York, NY: Routledge.

Kerr M. M., Brent D. A., McKain B., & McCommons P. S. (2003). *Postvention standards manual: A guide for a school's response in the aftermath of sudden death* (4th edition). Retrieved from <https://www.starcenter.pitt.edu/Files/PDF/Manuals/Postvention.pdf>

Lieberman, R., Poland, S., & Kornfeld, C. (2014). *Best practices in suicide intervention*. In A. Thomas & P. Harrison (Eds.), *Best practices in school psychology*. Bethesda, MD: National Association of School Psychologists.

Miller, D. N. (2011). *Child and adolescent suicidal behavior: School-based prevention, assessment, and intervention*. New York, NY: Guilford.

National Association of School Psychologists. (2004). *Culturally competent crisis response: Information for school psychologists and crisis teams*. Retrieved from https://schoolcounselor.org/asca/media/asca/Crisis/cc_crisis.pdf

Substance Abuse and Mental Health Services Administration. (2012). *Preventing suicide: A toolkit for high schools*. Retrieved from <http://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669>

Suicide Prevention Resource Center. (2016). *Provide for immediate and long-term postvention*. Retrieved from <http://www.sprc.org/comprehensive-approach/postvention>

Suicide Prevention Resource Center. (2012). *The role of school mental health providers in preventing suicide*. Retrieved from <http://www.sprc.org/sites/default/files/resource-program/SchoolMentalHealth.pdf>

Survivors of Suicide Loss Task Force. (2015). *Responding to grief, trauma, and distress after a suicide: U.S. national guidelines*. Retrieved from <http://www.sprc.org/resources-programs/responding-grief-trauma-and-distress-after-suicide-us-national-guidelines>

Underwood, M., Fell, F. T., & Spinazzola, N. A. (2010). *Lifelines postvention: Responding to suicide and other traumatic death*. For a description: <http://www.sprc.org/resources-programs/lifelines-postvention-responding-suicide-and-other-traumatic-death>

To purchase this manual and CD-ROM: http://www.hazelden.org/OA_HTML/ibeCCtpltmDspRte.jsp?item=54103

Helping Students Cope

Dougy Center, The National Center for Grieving Children & Families, & American Foundation for Suicide Prevention. (n.d.). *Children, teens and suicide loss*. Retrieved from <https://afsp.org/find-support/ive-lost-someone/resources-loss-survivors/children-teens-suicide-loss/>

To purchase this resource: <https://stores.kotisdesign.com/afspexternal/resources/children-teens-and-suicide-loss/40691>

Erbacher, T. A., Singer, J. B., & Poland, S. (2015). *Suicide in schools: A practitioner's guide to multi-level prevention, assessment, intervention, and postvention*. New York, NY: Routledge.

Evans, R., & National Association of Independent Schools. (2004). Helping students cope with suicide. (2004). Retrieved from <http://www.nais.org/Articles/Pages/Helping-Students-Cope-with-Suicide-145734.aspx>

Lieberman, R. (2010). Save a friend: Tips for teens to prevent suicide. In A. Canter, L. Paige, M. Roth, I., Romero, & S. A. Carroll (Eds.), *Helping children at home and school III: Handouts for families and educators*. Bethesda, MD: National Association of School Psychologists.

Lieberman R., & Poland, S. (2017). After a suicide: Postvention for schools: Answering student questions and providing support. *Communique: Newspaper of the National Association of School Psychologists*, 45(7), 8–12. Retrieved from <http://www.nova.edu/suicideprevention/forms/after-a-suicide-postvention.pdf>

Miller, D. N. (2011). *Child and adolescent suicidal behavior: School-based prevention, assessment, and intervention*. New York, NY: Guilford.

Survivors of Suicide Loss Task Force. (2015). *Responding to grief, trauma, and distress after a suicide: U.S. national guidelines*. Retrieved from <https://www.sprc.org/sites/default/files/migrate/library/RespondingAfterSuicideNationalGuidelines.pdf>

Underwood, M. Fell, F. T., & Spinazzola, N. A. (2010) *Lifelines postvention: Responding to suicide and other traumatic death*. For a description: <http://www.sprc.org/resources-programs/lifelines-postvention-responding-suicide-and-other-traumatic-death>

To purchase this manual and CD-ROM: http://www.hazelden.org/OA_HTML/ibeCCtpltmDspRte.jsp?item=54103

Working with the Community

Berkowitz, L., McCauley, J., & Mirick, R. [n.d.]. Riverside Trauma Center postvention guidelines. Retrieved from <http://traumacenter.wpengine.com/wp-content/uploads/2015/03/Postventionguidelines.pdf>

Connect. [n.d.]. Suicide postvention training. Trainings of different lengths and tailored for different audiences. Retrieved from <http://www.theconnectprogram.org/training/reduce-suicide-risk-and-promote-healing-suicide-postvention-training>

Substance Abuse and Mental Health Services Administration. (2008). *Supporting survivors of suicide loss: A guide for funeral directors*. Retrieved from <https://store.samhsa.gov/shin/content/SMA09-4375/SMA09-4375.pdf>

Suicide Prevention Resource Center. (2004). *After a suicide: Recommendations for religious services and other public memorial observances*. Retrieved from <http://www.sprc.org/resources-programs/after-suicide-recommendations-religious-services-and-other-public-memorial>

Working with the Media

Recommendations for reporting on suicide. (2015). Retrieved from <http://reportingonsuicide.org/>

National Action Alliance for Suicide Prevention. [n.d.]. *Framework for successful messaging.* Retrieved from <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>

Memorialization

Centre for Suicide Prevention (Calgary). (2004). *School memorials after suicide: Helpful or harmful?* Retrieved from <http://www.sprc.org/sites/default/files/migrate/library/Alert54.pdf>

Gould, M., Jamieson, P., & Romer, D. (2003). Media contagion and suicide among the young. *American Behavioral Scientist*, 46(9), 1269–1284.

Jellinek, M., Bostic, J. Q., & Schlozman, S. C. (2007). When a student dies. *Educational Leadership*, 65(3), 78–82.

Recommendations for reporting on suicide. (2015). Retrieved from <http://reportingonsuicide.org/>

Social Media

Entertainment Industries Council's TEAM Up. (2014). *Social media guidelines for mental health promotion and suicide prevention.* Retrieved from <http://www.eiconline.org/teamup/wp-content/files/teamup-mental-health-social-media-guidelines.pdf>

Know the Signs. [n.d.]. *How to use social media for suicide prevention user guide.* Retrieved from http://eiconline.org/teamup/wp-content/files/13-CALM-0106-Socialmedia_Guide_FNL.pdf

National Suicide Prevention Lifeline. (2010). *Lifeline online postvention manual.* Retrieved from <http://www.sprc.org/resources-programs/lifeline-online-postvention-manual>

Riverside Trauma Center. [n.d.] Trauma center resources: Social media and suicide. Retrieved from <http://riversidetraumacenter.org/trauma-center-resources/>

Suicide Contagion

Insel, B. J., & Gould, M. (2008). Impact of modeling on adolescent suicidal behavior. *Psychiatric Clinics of North America*, 31(2), 293–316.

Lake, A. M., & Gould, M. S. (2013). Suicide clusters and suicide contagion. In S. Koslow, C. Nemeroff, & P. Ruiz (Eds.), *A concise guide to understanding suicide: Epidemiology, pathophysiology and prevention.* Cambridge, UK: Cambridge University Press.

National Action Alliance for Suicide Prevention. [n.d.]. *Framework for successful messaging.* Retrieved from <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>

Recommendations for reporting on suicide. (2015). Retrieved from <http://reportingonsuicide.org/>

Zenere, F. J. [n.d.]. *Suicide postvention in the school community*. Retrieved from <http://www.sprc.org/sites/default/files/migrate/library/SchoolPostvention.pdf>

Zenere, F. J. (2009, October). Suicide clusters and contagion: Recognizing and addressing suicide contagion are essential to successful suicide postvention efforts. *Principal Leadership*, 12–16. Retrieved from http://cdpsdocs.state.co.us/safeschools/Resources/Suicide%20Clusters/Suicide_Clusters_NASSP_Sept_%2009.pdf

Appendix C: Additional Reviewers of the First Edition

The following individuals also reviewed the first edition of *After a Suicide: A Toolkit for Schools*, along with the primary reviewers listed at the beginning of the toolkit. The job titles listed were the ones when the first edition was reviewed.

Larry Berkowitz, EdD, Director, Riverside Trauma Center (a service of Riverside Community Care), Needham, MA

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Paula Clayton, MD, Medical Director, American Foundation for Suicide Prevention, New York, NY

Cheryl DiCara, Director, Maine Youth Suicide Prevention Program, Augusta, ME

Joan Schweizer Hoff, MA, Program Director, The Dougy Center: The National Center for Grieving Children & Families, Portland, OR

John Kelly, PhD, School Psychologist, Commack Public Schools/New York Association of School Psychologists, Commack, NY

Sue Klebold, MA, Parent of Dylan Klebold, Littleton, CO

Richard Lieberman, MA, LEP, NCSP, Coordinator, Suicide Prevention Unit, Los Angeles Unified School District, Los Angeles, CA

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Margo Requarth, MA, MFT, Children's Bereavement Coordinator, Sutter VNA & Hospice, Santa Rosa, CA

Donna Schuurman, EdD, FT, Executive Director, The Dougy Center: The National Center for Grieving Children & Families, Portland, OR

Nicky Yates, Online Communications Manager, National Suicide Prevention Lifeline, New York, NY



Crisis Lines

National Suicide Prevention Lifeline (24-hour hotline) – (800) 273-8255 and (800) 273-TALK

California Youth Crisis Line (24-hours hotline, bilingual) – (800) 843-5200

Trevor Project (24-hour hotline) (866) 4-U-TREVOR and (866) 488-7386

Teen Line (6PM-10PM) – (800) 852-8336 and (800) TLC-TEEN

Parents, Families and Friends of Lesbian & Gays - (PFLAG) Helpline – (888) 735-2488

SEXUAL HARASSMENT POLICY

Crete Academy desires to maintain an academic and work environment in which all employees, students, and volunteers are treated with respect and dignity. A vital element of this atmosphere is the School's commitment to equal opportunities and the prohibition of discriminatory practices. The School's prohibition against discriminatory practices includes prohibitions against sexual harassment, or any other form of harassment based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code. The School forbids sexual harassment, or any other form of illegal harassment, of any employee, student, volunteer or visitor. The School will not tolerate sexual harassment, or any other form of illegal harassment by any of its employees, students, volunteers or agents.

Educational Environment

Within the educational environment, sexual harassment is prohibited between students, and between employees or agents/non-employees (such as contract employees, service providers, or volunteers) and students.

Work Environment

Within the work environment, sexual harassment is prohibited between supervisors and employees, between employees, and between agents/non-employees (such as contract employees, service providers, or volunteers) and employees.

DEFINITION OF SEXUAL HARASSMENT

Sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature are:

1. made either explicitly or implicitly a term or condition of an individual's educational status or employment;
2. used as a basis for educational or employment decisions affecting such individual;
- or
3. has the purpose or effect of unreasonably interfering with an individual's educational or work performance or creating an intimidating, hostile or offensive educational or working environment.

The following acts are considered sexual harassment, may be unlawful and will not be tolerated at Crete Academy:

1. Making unsolicited written, verbal, physical and/or visual contact with sexual overtones.
 - Written examples include but are not limited to: suggestive or obscene letters, notes, and invitations.
 - Verbal examples include, but are not limited to: derogatory comments, innuendos, slurs, jokes, and epithets.

- Physical examples include, but are not limited to: assault, touching, impeding, or blocking movement.
 - Visual examples include, but are not limited to: leering, gestures, display of sexually suggestive objects or pictures, cartoons, or posters.
2. Continuing to express sexual interest after being informed that the interest is unwelcome.
- Reciprocal attraction between appropriate parties is not considered sexual harassment
3. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.
- For example, within the work environment, either implying or actually withholding support for an appointment, promotion, or change of assignment; suggesting a poor performance report will be prepared, or suggesting probation will be failed.
 - For example, within the educational environment either implying or actually, withholding grades earned or deserved; suggesting a “bad” report card; or suggesting a call will be made or letter sent home to the parent alleging “bad” behavior
4. Within the work environment, engaging in implicit or explicit coercive sexual behavior, which is used to control, influence, or affect the career, salary, and/or work environment of another employee.
5. Within the educational environment, engaging in implicit or explicit coercive sexual behavior that is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
- Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassification, etc. in exchange for sexual favors.
 - Any expression of sexual interest between adults and students, regardless of reciprocity is considered inappropriate and shall be subject to discipline under applicable state law.

COMPLAINT AND REPORTING PROCEDURE

Process

Any student, employee, or agent who believes he or she has been sexually harassed by an employee, agent, or student of the School, should promptly report the facts of the incident(s) and the name of the individual involved to an adult staff member with whom they feel comfortable, and that person shall report the incident to the Chief Operations Officer (“COO”). If the alleged harasser is the COO, the person can report the incident to the Chief Executive Officer. A written report of the alleged incident will be developed by the COO or by the Chief Executive Officer. A copy of the report, along with a copy of this policy, shall be mailed to the parent of the student who initiated the complaint. All staff,

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

- Refer to Attachment F



Los Angeles Unified School District
Student Health and Human Services
 School Mental Health

333 S. Beaudry Avenue, 29th Floor
 213.241.3841
 smh.lausd.net | ccis.lausd.net



Suicide Prevention Awareness for Parents/Caregivers

Suicide is a serious public health problem that takes an enormous toll on families, friends, classmates, co-workers, and communities, as well as on our military personnel and veterans. Suicide prevention is the collective effort of all adults that support and work with students, including parents/caregivers, families, local community organizations, mental health practitioners, and related professionals. The aim is to reduce the incidence of suicide through education, awareness, and services.

SUICIDE IS PREVENTABLE.

Warning Signs

Warning signs are observable behaviors that may signal the presence of suicidal thinking. They might be considered “cries for help” or “invitations to intervene.” These warning signs signal the need to inquire directly about whether the individual has thoughts of suicide. If so, then suicide prevention strategies will be required.



- Feelings of sadness, hopelessness, helplessness
- Significant changes in behavior, appearance, thoughts, and/or feelings
- Social withdrawal and isolation
- Suicide threats (direct and indirect)
- Suicide notes and plans
- History of suicidal ideation/behavior
- Self-injurious behavior
- Preoccupation with death
- Making final arrangements (e.g., giving away prized possessions, posting plans on social media, sending text messages to friends)

Risk Factors

While the path that leads to suicidal behavior is long and complex and there is no “profile” that predicts suicidal behavior with certainty, there are certain risk factors associated with increased suicide risk. In isolation, these factors are not signs of suicidal thinking. However, when present they signal the need to be vigilant for the warning signs of suicide.

- Access to means (e.g., firearms, knives, medication)
- Stressors (e.g., loss, peer relations, school, gender identity issues)
- History of depression, mental illness, or substance/alcohol abuse
- History of suicide in the family or of a close friend
- History of mental illness in the family

Here’s What You Can Do:

LISTEN

- Assess for suicide risk.
- Listen without judgment.
- Ask open-ended questions, such as:
 - *Tell me what happened?*
 - *How long have you been feeling this way?*
 - *Have you thought about suicide?*

PROTECT

- Take action immediately.
- Do not leave your child alone. You or a trusted adult should supervise/monitor your child.

- Consider developing a safety plan at home and at school.

CONNECT

- Go to your child’s school for support from school administration, mental health personnel, or a counselor.
- Contact Department of Mental Health, law enforcement, or child protective services, as needed.
- Help your child identify adults they trust at home and at school.

MODEL

- Remain calm. Establish a safe environment to talk about suicide.
- Be aware of your thoughts, feelings, and reactions as you listen without judgment.

TEACH

- Learn the warning signs and risk factors and provide information and education about suicide and self-injury.
- Teach your child how to ask for help and identify adults they can trust at home and at school.
- Teach healthy ways to cope with stress, including deep breathing, writing/drawing, exercise, or talking.
- Seek options for school and community resources, including referrals to professional mental health services.

North

Valley Clinic

6651 Balboa Blvd., Van Nuys 91406
Tel: 818-758-2300 | Fax: 818-996-9850

West

Crenshaw Wellness Center

3206 W. 50th St., Los Angeles 90043
Tel: 323-290-7737 | Fax: 323-290-7713

Washington Wellness Center

1555 West 110th St., Los Angeles 90043
Tel: 323-241-1909 | Fax: 323-241-1918

South

97th Street School Mental Health Clinic

Barrett Elementary School
439 W. 97th St., Los Angeles 90003
Tel: 323-754-2856 | Fax: 323-754-1843

San Pedro Clinic

704 West 8th St., San Pedro 90731
Tel: 310-832-7545 | Fax: 310-833-8580

Locke Wellness Center

316 111th St., Los Angeles 90061
Tel: 323-418-1055 | Fax: 323-418-3964

Carson Wellness Center

270 East 223rd St., Carson 90745
Tel: 310-847-7216 | Fax: 310-847-7214

East

Bell/Cudahy School Mental Health Clinic

Ellen Ochoa Learning Center
7326 S. Wilcox, Cudahy 90201
Tel: 323-869-1352 | Fax: 323-271-3657

Ramona Clinic

231 S. Alma Ave., Los Angeles 90063
Tel: 323-266-7615 | Fax: 323-266-7695

Gage Wellness Center

2880 Gage Ave., Huntington Park 90255
Tel: 323-826-1520 | Fax: 323-826-1524

Elizabeth LC Wellness Center

4811 Elizabeth St., Cudahy 90201
Tel: 323-271-3650 | Fax: 323-271-3657

Central

Belmont Wellness Center

180 Union Place, Los Angeles 90026
Tel: 213-241-4451 | Fax: 213-241-4465

Roybal Clinic

1200 West Colton St., Los Angeles 90026
Tel: 213-580-6415 | Fax: 213-241-4465

For clinic referrals visit:
smh.lausd.net

School Mental Health
(213) 241-3841

Understanding Suicide: Myths & Facts

To understand why people die by suicide and why so many others attempt to take their own lives, it is important to know the facts. Read the facts about suicide below and share them with others.

Myth: *Suicide can't be prevented. If someone is set on taking their own life, there is nothing that can be done to stop them.*

Fact: Suicide is preventable. The vast majority of people contemplating suicide don't really want to die. They are seeking an end to intense mental or physical pain. Most have a mental illness. Interventions can save lives.

Myth: Asking someone if they are thinking about suicide will put the idea in their head and cause them to act on it.

Fact: When someone you know is in crisis or depressed, asking them if they are thinking about suicide can actually help. By giving a person an opportunity to open up and share their troubles you can help alleviate their pain and find solutions.

Myth: Someone making suicidal threats won't really do it, they are just looking for attention.

Fact: Those who talk about suicide or express thoughts about wanting to die, are at risk for suicide and need your attention. Most people who die by suicide give some indication or warning. Take all threats of suicide seriously. Even if you think they are just "crying out for help"—it is in fact a cry for help — so help.

Myth: It is easy for parents/caregivers to tell when their child is showing signs of suicidal behavior.

Fact: Unfortunately, research shows that this is not the case in a surprisingly large percentage of families. This illustrates the importance for parents/caregivers to be attentive to warning signs and risk factors; to ask direct questions; and be open to conversation.

What Should I Do If I Am Worried About My Child?

If you believe that your child is thinking about suicide, approach the situation by asking. Asking is the first step in saving a life and can let them know that you are here for them and will listen. Here are some examples of how you may ask: *Have you thought about suicide? or Sometimes when people feel sad the way you do, they think about suicide. Have you ever thought about it?*

EMERGENCY INFORMATION / After Hours Services

If you need IMMEDIATE help, call 911.

For a psychiatric emergency, contact the Department of Mental Health 24-hour ACCESS Center at (800) 854-7771.

Resources for Parents/Caregivers & Children/Adolescents

Community Hotlines

Didi Hirsch Suicide Prevention Hotline
(877) 727-4747 (24-hour)

National Suicide Prevention Lifeline
(800) 273-TALK (8255) (24-hour)

Trevor Lifeline (866) 488-7386 (24-hour)

Teen Line (800) 852-8336 (6pm-10pm daily)

Text and Chat Resources

Crisis Text Line – Free, 24/7, confidential
Text LA to 741741

Crisis Chat (11am-11pm, daily)
<http://www.crisischat.org/chat>

Teen Line - text "TEEN" to 839863 (6pm-10pm)

Online Resources

<http://www.didihirsch.org/>

<http://www.thetrevorproject.org/>

<http://teenline.org/>

<http://www.afsp.org/understanding-suicide>

Smartphone Apps

MY3

Teen Line Youth Yellow Pages



5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

<https://www.suicideispreventable.org/>

6. Crisis intervention procedures for addressing suicide threats or attempts

- Create Risk Assessment – **Refer to Attachment G**

7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth.

The Board shall review, and update as necessary, this policy at least every five years.



2022-2023 School Year

SUICIDE RISK ASSESSMENT PROTOCOL

1. If student presents with Suicidal Ideation, please **escort** to Wellness Center
2. Suicide Assessment will be conducted by Wellness Staff
 - o Utilize "Suicide Risk Assessment Tool" Worksheet
 - o Establish level of risk (Unknown Risk, Low Risk, Moderate Risk, High risk)

*** If high risk please contact Director of Wellness, and or Mr. Mitchell or Mrs. Mitchell, Parent/Guardian and PET/PMRT
1-800-854-7771***

If low risk, please continue with steps below:

3. Develop Safety Plan
 - o Utilize "How to Keep yourself Safe" worksheet
4. Inform Staff
 - o Send email of incident to Wellness Director, School Dean, School Principal, and Field Supervisor
5. Contact Parent/Guardian
 - o Review safety plan with Parent/Guardian
 - o Inquire if student receives Mental Health Services with outside agency
 - o Consult if possible, with outside Therapist to inform of incident
6. Document incident in progress notes
7. Follow up with student as needed

SUICIDE RISK ASSESSMENT TOOL

Student Name/DOB.: _____ Location: _____ Date: _____

The purpose of this checklist is to determine a student's level of suicide risk. The assessing party should be the administrator/designee or school site crisis team member(s).

DIRECTIONS: For the items with the **ASK** specification, please directly pose these questions to the student. Take note of the student's responses in the space provided and mark the check boxes, as appropriate. The • indicates *Unable to Assess*. The items with the **ASSESS** specification should not be asked directly, but rather explored by the assessing party to gather additional background information. Gathering of additional information may also include interviewing other involved individuals, reviewing student history, and referring to other data gathering sources (i.e. MiSIS, iSTAR, teacher reports/observations).

		ASSESSMENT QUESTION		
1. Current Problem/Situation	ASK: Tell me what happened.			
2. Current Ideation	ASK: Are you thinking about suicide/killing yourself now?	Yes	No	
	ASK: How long have you been feeling this way?			
3. Communication of Intent	ASSESS: Has the student communicated directly or indirectly ideas or intent to harm/kill themselves? (Communications may be verbal, non-verbal, electronic, written. Please note that electronic communications may include texting and social media.) Indicate what was said and how this was communicated.	Yes	No	
	ASK: Have you ever shared your thoughts about suicide with anyone else?	Yes	No	
	ASK: To whom? What did they say when you told them?			
4. Plan	ASK: Do you have a plan to harm/kill yourself now?	Yes	No	
	ASK: What is your plan?			
5. Means and Access	ASK: Do you have access to weapons, guns, medication?	Yes	No	
	ASSESS: Does the student have the means/access to kill themselves?	Yes	No	
	ASSESS: Indicate means and access.			
6. Past Ideation	ASK: Have you ever had thoughts of suicide in the past?	Yes	No	
	ASK: How long ago? Tell me what happened then.			

7. Previous Attempts	ASK: <i>Have you ever tried to kill yourself?</i>	Yes	No	
	ASK: <i>How long ago?</i>			
	ASK: <i>What did you do? What happened?</i>			
8. Changes in Mood / Behavior	ASK: <i>In the past year, have you ever felt so sad that you stopped doing things you usually do or things that you enjoy?</i>	Yes	No	
	ASK: <i>What are the activities you no longer do?</i>			
	ASSESS: Has the student demonstrated abrupt changes in behaviors? Describe.	Yes	No	
	ASSESS: Has the student demonstrated recent, dramatic changes in mood and/or appearance? Describe.	Yes	No	
9. Stressors	ASK: <i>Has anyone close to you ever died by suicide? Who? How long ago? How?</i>	Yes	No	
	ASK: <i>Has someone close to you died recently or have you been separated from someone who is important to you? (e.g., death, parent separation/divorce, relationship breakup)</i>	Yes	No	
	ASK: <i>Has anything stressful/traumatic happened to you? (e.g. domestic violence, community violence, natural disaster)</i>	Yes	No	
	ASK: <i>Have you experienced victimization or been the target of bullying/harassment/discrimination? Describe.</i>	Yes	No	
10. Mental Illness	ASSESS: Does the student have a history of mental illness (e.g. depression, conduct or anxiety disorder)?	Yes	No	
11. Substance Use	ASK: <i>Do you use alcohol or drugs? Which ones? How often? How much?</i>	Yes	No	
12. Protective Factors	ASK: <i>Do you have an adult at school that you can go to for help?</i>	Yes	<input checked="" type="checkbox"/>	
	ASK: <i>Do you have an adult outside of school, such as at home or in the community, that you can go to for help?</i>	Yes	No	
	ASK: <i>What are your plans for the future?</i>	Yes	No	
	ASSESS: Can the student readily name plans for the future, indicating a reason to live?	Yes	No	

ASSESSMENT RESULTS:

RISK LEVEL/DEFINITION	WARNING SIGNS MAY INCLUDE:
<p>No Known Current Risk</p> <p>No known current evidence of suicidal ideation</p>	<ul style="list-style-type: none"> • No known history of suicidal ideation/behavior or self-injurious behavior • No current evidence of depressed mood/affect. For example, statement made was a figure of speech, intended as a joke, or was a repetition of song lyrics or movie script.
<p>Low Risk</p> <p>Does not pose imminent danger to self; insufficient evidence for suicide risk.</p>	<ul style="list-style-type: none"> • Passing thoughts of suicide; evidence of thoughts may be found in notebooks, internet postings, drawings • No plan • No history of previous attempts • No means or access to weapons • No recent losses • No alcohol/substance abuse • Support system is in place • May have some depressed mood/affect • Sudden changes in personality/behavior (e.g., distracted, hopeless, academically disengaged)
<p>Moderate Risk</p> <p>May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.</p>	<ul style="list-style-type: none"> • Thoughts of suicide • Some details indicating a plan for suicide • Unsure of intent • History of self-injurious behavior • History of previous attempts and/or hospitalization • Difficulty naming future plans or feeling hopeful • History of substance use or current intoxication • Recent trauma (e.g., loss, victimization)
<p>High Risk</p> <p>Poses imminent danger to self with a viable plan to do harm; exhibits extreme or persistent inappropriate behaviors; may qualify for hospitalization.</p>	<ul style="list-style-type: none"> • Current thoughts of suicide • Plan with specifics - indicating when, where and how • Access to weapons or means in hand • Making final arrangements (e.g., giving away prized possessions, good-bye messages in writing, text, or on social networking sites) • History of previous attempts or hospitalization • Isolated and withdrawn • Current sense of hopelessness • No support system • Currently abusing alcohol/substances • Mental health history • Recent trauma (e.g., loss, victimization)

Please refer to BUL-2637.2, Section IV for guidelines on determining an appropriate follow-up/re-entry plan and for protocol on documenting actions in RARD on iSTAR.

How to Keep Yourself Safe

Step 1 Know the Warning Signs: What triggers your suicidal thoughts:

- 1.
- 2.
- 3.

Step 2 Internal Coping Strategies: What can you do on your own, to take your mind *off* of your problems?

- 1.
- 2.
- 3.

Step 3 What people and social setting take your mind *off* of your suicidal thoughts?

1. Name Phone
2. Name Phone
3. Name Phone
4. Places

Step 4 What people can you ask for help, who you can tell about your thoughts?

1. Name Phone
2. Name Phone
3. Name Phone

Step 5 What professionals or agencies can you contact during a crisis?

Clinician Name Phone Pager/Emergency#

Clinician Name Phone Pager/Emergency#

Local Urgent Care Services Phone

Address

Local Emergency Department Phone

Address

Suicide Hotline: Los Angeles and Orange Counties 1-877-727-4747 Nationwide 1-800-273-8255

Step 6 How can you make your environment safer by removing items you might use to hurt yourself?

- 1.
- 2.

What gives you hope:

Adapted From Safety Plan Treabnent Manual to Reduce Suicide Risk: Veteran Version (Stanley & Brown, 2008)

Toll Free in Los Angeles and Orange Counties

Suicide Prevention Center

24 Hour Crisis Line www.suicidepreventioncenter.org

1.877.7CRISIS

1.877.727.4747



After a Suicide: A Toolkit for Schools

Second Edition



SPRC
Suicide Prevention
Resource Center

EDC

Education
Development
Center



American
Foundation
for Suicide
Prevention

Endorsements from Other Organizations

National Association of School Psychologists (NASP)

When a suicide occurs, it can disrupt the foundation of the school and larger community to the core. How school leaders respond can help minimize negative effects and reinforce resilience. In fact, effective postvention efforts serve as the first line for prevention of potential suicide contagion among vulnerable members of the school community. *After a Suicide: A Toolkit for Schools* provides step-by-step guidance, templates, and resources all in one place. It is a vital resource to help school administrators and crisis teams plan for and implement appropriate postvention strategies to facilitate communications, support grieving students and staff, identify at-risk individuals, and more.

National Association of Secondary School Principals (NASSP)

The tragedy of suicide affects many schools each year, and it is essential for principals and other school leaders to have the resources they need to help them cope personally and professionally in the event of a student death. During the high-stress period after a suicide, these professionals must provide effective postvention (activities that reduce risk and promote healing after a suicide death) and facilitate an orderly return to the daily operation of the school. That's why the National Association of Secondary School Principals (NASSP) collaborates with organizations like the American Foundation for Suicide Prevention and the Suicide Prevention Resource Center. Toolkits like *After a Suicide: A Toolkit for Schools* provide our members with tools and resources designed to help them work with faculty, staff, students, and others to restore the health of the school community. Resources like these are integral in helping principals and other school leaders carry out their mission to serve all students.

American School Counselor Association (ASCA)

A student suicide has a tremendous impact on the entire school as well as the broader community. School administrators, faculty, and staff are called on to provide leadership and strength to students and their families, even though they themselves may be shaken emotionally and unsure of the proper actions to take. They will be grappling with issues such as immediate crisis response, helping students and parents cope, and communicating with the school and wider community, as well as the media. *After a Suicide: A Toolkit for Schools*, developed by the American Foundation for Suicide Prevention and the Suicide Prevention Resource Center, is a valuable guide to help school personnel prepare for the tumultuous and stressful aftermath of a student suicide and to help prevent future tragedies.

This second edition of *After a Suicide: A Toolkit for Schools* was written in 2018 by the American Foundation for Suicide Prevention (AFSP) and the Suicide Prevention Resource Center (SPRC), Education Development Center (EDC).

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For additional first edition acknowledgments, see [Appendix C: Additional Reviewers of the First Edition](#).

After a Suicide: A Toolkit for Schools addresses Objective 10.1 of the *National Strategy for Suicide Prevention* (2012): Develop guidelines for effective comprehensive support programs for individuals bereaved by suicide and promote the full implementation of these guidelines at the state/territorial, tribal, and community levels.

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Additional copies of this publication can be downloaded from <https://www.sprc.org/resources-programs/after-suicide-toolkit-schools>.

The American Foundation for Suicide Prevention (AFSP) is the leading national not-for-profit organization exclusively dedicated to understanding and preventing suicide through research, education, and advocacy. AFSP's mission is to save lives and bring hope to those affected by suicide. afsp.org

The Suicide Prevention Resource Center (SPRC) is the nation's only federally supported resource center devoted to advancing the *National Strategy for Suicide Prevention*. It enhances the nation's mental health infrastructure by providing states, government agencies, private organizations, colleges and universities, and suicide survivor and mental health consumer groups with access to the science and experience that can support their efforts to develop programs, implement interventions, and promote policies to prevent suicide. sprc.org

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Introduction

Introduction

The suicide of a student can leave a school faced with grieving students, distressed parents and school staff, media attention, and a community struggling to understand what happened and why. In this situation, schools need reliable information, practical tools, and pragmatic guidance to help them protect their students, to communicate with the public, and to return to their primary mission of educating students.

In 2011, the American Foundation for Suicide Prevention (AFSP) and the Suicide Prevention Resource Center (SPRC) produced *After a Suicide: A Toolkit for Schools* to assist schools in the aftermath of a suicide in the school community. This second edition includes updated information and new material.

This toolkit reflects consensus recommendations developed in consultation with national experts, including school-based administrators and staff, clinicians, researchers, and crisis response professionals. It provides guidance and tools for *postvention*, a term used to describe activities that help people cope with the emotional distress resulting from a suicide and prevent additional trauma that could lead to further suicidal behavior and deaths, especially among people who are vulnerable.

This resource was developed primarily for administrators and staff in middle and high schools, but it can also be useful for parents and communities. Although some of the guidance can be used by schools serving other age groups, the developmental differences between students in elementary, middle, and high school, and college must be taken into account when using the toolkit to respond to a death in a school.

After a Suicide focuses on how to respond in the immediate aftermath of a suicide death of a student. Ideally, schools should have a crisis response and postvention plan in place before a suicide occurs. That will enable staff to respond in an organized and effective manner. But whether or not a school has such a plan, this toolkit contains information schools can use to initiate a coordinated response. For information on developing protocols for responding to a suicide, see Chapter 3 in [Preventing Suicide: A Toolkit for High Schools](#).¹

The following principles have guided the development of the toolkit:

- Schools should treat all student deaths in the same way. Having one approach for a student who dies of cancer (for example) and another for a student who dies by suicide reinforces the negative association that often surrounds suicide and may be deeply painful to the deceased student's family and close friends.
- Adolescents are vulnerable to the risk of suicide contagion, that is, when a struggling student experiences the loss of another student to suicide and becomes at greater risk. Therefore, it is important not to inadvertently simplify, glamorize, or romanticize the student or his or her death.
- Adolescents are also resilient. With the proper information, guidance, and support from school staff, students can learn to cope with the suicide of a fellow student, process their grief, and return to healthy functioning.
- Suicide has multiple causes. However, a student who dies by suicide was likely struggling with significant concerns, such as a mental health condition that caused substantial psychological pain even if that pain was not apparent to others. But it is also important to understand that most people with mental health conditions do not attempt suicide.

¹ There are some differences in terminology and roles between *Preventing Suicide: A Toolkit for High Schools* and this toolkit. We provide additional explanation in this toolkit's section "Crisis Response."

- Help should be available for any student who may be struggling with mental health issues or suicidal feelings.
- Postvention efforts need to consider the cultural diversity of those affected by a suicide.

After a Suicide: A Toolkit for Schools was designed to help schools respond immediately in the minutes, hours, and days after a suicide as well as in the weeks and months it takes the school community to heal and move forward. Since significant numbers of high school-aged youth die by suicide across the United States every year, every school needs to be prepared to respond to such an event.

Brief Descriptions of the Toolkit Sections

Crisis Response – Steps that should be taken immediately when the school learns that a student has died by suicide

Helping Students Cope – Ways that the school can help reduce the emotional trauma of an unexpected death for all students and reduce suicide risk among vulnerable students

Working with the Community – Approaches to sharing information and coordinating activities with organizations and groups outside the school, including the police department, local government, faith community, and mental health providers

Working with the Media – Helping journalists ensure that the public gets the information it needs without causing undue emotional stress, increasing the risk of contagion to other students, or violating the privacy of the deceased and his or her family

Memorialization – Appropriately remembering and honoring a student who died without contributing to additional emotional trauma or suicide risk among other students

Social Media – How to appropriately use social media to inform the community while working to limit the spread of rumors and social media content that can raise the risk of vulnerable students

Suicide Contagion – Helping vulnerable students who may be in emotional or suicidal crisis as a result of the death of another student, member of the school community, or a celebrity with whom they identify, in order to avoid additional suicidal behavior and deaths

Bringing in Outside Help – Identifying and working with postvention experts from outside the school

Going Forward – Moving past the immediate crisis and implementing a comprehensive suicide prevention plan (if the school does not already have one)

Appendix A: Tools and Templates – Sample guidelines, letters, and procedures to be used in the aftermath of a suicide

Appendix B: Additional Resources – Sources of more information and guidance on preparing for and responding to a suicide in the school community, listed by the section of the toolkit to which they are most relevant

Crisis Response

Crisis Response

When a school receives the news that one of its students has died by suicide, the first step is to make sure this news is true. In this age of social media and smartphones, it is easy for rumors to spread.

- School staff should immediately confirm the death of a student.
- Upon confirmation, the school should immediately implement a coordinated crisis response to achieve the following:
 - o Effectively manage the situation
 - o Provide opportunities for grief support
 - o Maintain an environment focused on normal educational activities
 - o Help students cope with their feelings
 - o Minimize the risk of suicide contagion

Mobilize a Crisis Response Team

It is most effective for schools to have an identified Crisis Response Team set up and ready to respond to a crisis before one occurs. This team is responsible for implementing the elements of your school's crisis response plan.

Before a crisis occurs, find out whether your school district has a Crisis Response Team that can provide additional support to your school if needed. Many districts have a Crisis Response Team to handle larger crisis events, with each school having its own Crisis Response Team. This allows schools to pull from the district-wide team if they require additional support staff to meet the needs of their staff and students in the aftermath of a suicide. A district team is also beneficial if the school's Crisis Response Team is emotionally impacted in a way that makes it difficult for team members to engage in postvention activities effectively, or if they need extra support.

Depending on the size of the school or district, the school Crisis Response Team should have at least 5 or 6 people (but no more than 15), chosen for their skills, credentials, and ability to work compassionately and effectively under pressure with all members of the school community. Ideally the team will be a combination of administrators, counselors, social workers, psychologists, nurses, and school resource officers. It can also be useful to include a member of the school's information technology staff to help with social media. The team should have the ability to work with all of the cultures represented by the students and their families.

If You Have Used *Preventing Suicide: A Toolkit for High Schools*

Note: *Preventing Suicide: A Toolkit for High Schools* uses the term "Suicide Response Team." In this toolkit on postvention, we use "Crisis Response Team" instead because this term is now more widely known, accepted, and used in school safety plans. Some schools have a Suicide Response Team that is part of a larger Crisis Response Team. Even if you have a Suicide Response Team, consider mobilizing the entire Crisis Response Team after a suicide, since effective postvention requires the expertise, roles, and knowledge of the entire team.

The Crisis Response Team coordinator is usually the principal. The team coordinator:

- Has overall responsibility throughout the crisis
- Is the central point of contact
- Monitors overall postvention activities throughout the school
- Handles communications with the different groups of people within the school (e.g., administration, staff, students, and parents) and the media

Depending on the needs of the school and its Crisis Response Team, the team coordinator may find it helpful to designate a member of the mental health staff to serve as an assistant coordinator for the team. This person assists the coordinator in the following activities:

- Coordinate communication among the staff, students, and community
- Share updates with Crisis Response Team members
- Work with the mental health team to organize safe rooms for students and staff in need of assistance
- Facilitate communication with parents when concerns arise about particular students

If an assistant coordinator is designated, that person can also fill in for the coordinator if he or she is not available. If an assistant coordinator is not designated, a back-up coordinator should be assigned by the coordinator for times when the coordinator is not available.

Comparison of Roles in This Toolkit and *Preventing Suicide: A Toolkit for High Schools*

This toolkit updates the roles listed in *Preventing Suicide: A Toolkit for High Schools*.

<i>After a Suicide: A Toolkit for Schools</i>	<i>Preventing Suicide: A Toolkit for High Schools</i>
Crisis Response Team coordinator	Suicide Response Team coordinator
Assistant coordinator (optional)	N/A
Back-up coordinator if no assistant coordinator	Back-up coordinator

Get the Facts

A postvention plan should emphasize a single point of contact for information if the school learns of a student death. For example, the school principal would likely be the first person notified when anyone in the school learns of a student death.

Although it may not always be possible to immediately determine all of the details about a death, confirming as much factual information as possible before communicating with students is important. Speculation and rumors can exacerbate the emotional upheaval within the school. Time is also of the essence in confirming factual information

since social media and other forms of communication may be occurring simultaneously, and it is possible that others, including students, may already have some information about the death.

It can be challenging for a school to determine how to proceed if the cause of death has not been confirmed to be suicide, if there is an ongoing investigation, or if the family does not want the cause of death disclosed. The school's principal or the superintendent should first check with the family, the coroner, and/or the medical examiner's office (or, if necessary, local law enforcement) to ascertain the official cause of death.

If the Cause of Death Is Unconfirmed

If there is an ongoing investigation, schools should state that the cause of death is still being determined and that additional information will be forthcoming once it has been confirmed. Acknowledge that there may be rumors (which are often inaccurate), and remind students that rumors can be deeply hurtful and unfair to the missing/deceased person and his or her family and friends.

Given how quickly news and rumors spread (including through media coverage, e-mail, texting, and social media), schools may not be able to wait for a final determination before they need to begin communicating with the students. In those cases, schools can say, "At this time, this is what we know..." For a more complete example of how to talk with students about this, see [Sample Death Notification Statement for Students: Option 2 – When the Cause of Death Is Unconfirmed](#).

The school attorney may wish to first research the applicable state law regarding discussing the cause of death before the school issues a statement. In addition, schools should check with local law enforcement before speaking about the death with students who may need to be interviewed by the authorities.

If the Family Does Not Want the Cause of Death Disclosed

Although the fact that a student has died may be disclosed immediately, official information about the cause of death should not be disclosed to students until the family has been consulted. The need to share information should be carefully balanced with honoring the family's request. Therefore, the school may choose to initially release a more general, factual statement without using the student's name if the family does not give permission (e.g., "We have learned that a ninth-grade student died over the weekend.").

There may be cases where the death has been declared a suicide, but the family does not want this communicated, perhaps due to prejudice, privacy concerns, or fear of risking contagion or because they simply do not (yet) believe or accept that it was suicide. If this situation occurs, someone from the administration or mental health staff who has a good relationship with the family should be designated to contact them to explain that students are already talking about the death among themselves, and that having adults in the school community talk with students about suicide and its causes can help keep students safe.

Schools have a responsibility to balance the need to be truthful with the school community with the need to be sensitive to the family. If the family refuses to permit disclosure, schools can state, "The family has requested that information about the cause of death not be shared at this time." But staff can also use the opportunity to talk with students about the phenomenon of suicide, for example:

We know there has been a lot of talk about whether this was a suicide death. Since the subject of suicide has been raised, we want to take this opportunity to give you accurate information about suicide in general, ways to prevent it, and how to get help if you or someone you know is feeling depressed or may be suicidal.

Share the News with the School Community

The principal or Crisis Response Team coordinator should use care in sharing the information about the death with staff and parents in the school community. This communication should be done separately from communications with students. Also, what is said publicly may be limited to some degree by the family's wishes, and it is important to distinguish what might be said in a public meeting (e.g., with parents) versus a meeting of necessary school staff (e.g., teachers who taught the deceased student).

In any communication about suicide, it is important to follow guidelines on safe messaging about suicide. It is particularly important to avoid idealizing the person and glorifying suicide. Talk about the person in a balanced manner. Do not be afraid to include the struggles that were known, especially in individual conversations about the death. If the student's struggles are not mentioned, it may cause confusion as well as give the impression that suicide is an effective way of addressing one's distress—especially among the other students.

For more suggestions on how to talk about suicide, see the tool [Tips for Talking about Suicide](#).

Address Cultural Diversity

Postvention efforts need to take into consideration the cultural diversity of everyone affected by a suicide, including the family, school, and community. This diversity may include differences in race, ethnicity, language, religion, sexual orientation, and disability. Culture may significantly affect the way people view and respond to suicide and death.

Key points involving cultural differences include the following:

- Be aware that the extent to which people are able to talk about suicide varies greatly, and in some cultures suicide is still seen as a moral failing.
- Be sensitive to the beliefs and customs regarding the family and community, including rituals, funerals, the appropriate person to contact, etc.
- Be sensitive to how the family or community may need to respond to the death before individuals outside of the family or community intervene to provide support.
- Engage a "cultural broker" to act as a liaison between the family, community, and school if key members of school staff are not from the same racial, ethnic, or religious group as the person who died by suicide.
- Bring in interpreters and translators if there are language differences. If possible, have resource materials in different languages available for parents.

Activities for Responding to a Crisis

Crisis Response Team Coordinator's Tasks

- Inform the principal (if not already notified or designated as team coordinator) and school superintendent of the death.
- Contact the deceased's family to:
 - Offer condolences
 - Inquire as to what the school can do to assist
 - Ask them to identify the student's friends who may need assistance

- o Discuss what students should be told
- o Inquire about funeral arrangements

Note: Schools may establish a better rapport with the family if they make this contact in person.

- Call an immediate meeting of the Crisis Response Team to assign responsibilities.
- Establish a plan to immediately notify school staff of the death via the school's crisis alert system. If possible, this should be an in-person notification, especially for those who worked directly with the deceased student.
- Schedule an initial all-staff meeting as soon as possible—ideally before school starts in the morning (see the tool [Sample Guidelines for Initial All-Staff Meeting](#)).
- Arrange for students to be notified of the death in small groups, such as in homerooms. Do *not* notify students by PA (public address) system or in a large assembly.
- Disseminate a death notification statement for students to homeroom teachers (see the tool [Sample Death Notification Statement for Students](#)). It is suggested that in the homeroom of the deceased student, it might be helpful to have a mental health professional (e.g., school psychologist, counselor, social worker) present as well as the teacher.
- Identify social media accounts that may need attention or monitoring, and designate a member of the crisis team to monitor them (for more information, see the [Social Media](#) section).
- Draft and disseminate a written death notification statement to parents (see the tool [Sample Death Notification Statement for Parents](#)).
- Disseminate the handouts [Facts about Suicide in Adolescents](#), [Tips for Talking about Suicide](#), and [Youth Warning Signs and What to Do in a Crisis](#) to teachers and other relevant school staff to give them more information about suicide and how to help their students.
- Speak with the school superintendent and Crisis Response Team assistant coordinator throughout the day.
- Determine whether additional grief counselors, crisis responders, or other resources may be needed from outside the school.

Team Assistant Coordinator's Tasks

The following tasks may be delegated as appropriate to specific staff by the team coordinator if an assistant coordinator is not designated:

- Conduct an initial all-staff meeting.
- Conduct periodic meetings for the Crisis Response Team members.
- Monitor activities throughout the school, making sure teachers, staff, and Crisis Response Team members have adequate support and resources.
- Plan a parents' meeting, if necessary (see the tool [Sample Agenda for Parent Meeting](#)).
- Assign roles and responsibilities to Crisis Response Team members in the areas of safety, support for staff and students, community liaisons, funeral, media relations, and social media.

Other Key Activities

These activities can be implemented by the team coordinator, assistant coordinator, and/or other designated staff, depending on the activity and the specific situation:

Safety

- Keep to regular school hours.
- Ensure that students follow established dismissal procedures.
- Call on school resource officers or facilities managers to assist parents and others who may show up at the school with inquiries and to keep media off school grounds.
- Pay attention to students who are having particular difficulty, including those who are either withdrawing from others or congregating in hallways and bathrooms. Encourage them to talk with counselors or other appropriate school staff.

Support for Staff and Students

- Assign a staff member to follow the deceased student's schedule to monitor peer reactions and answer questions. It is also important to monitor staff reactions to the death.
- If possible, arrange for several substitute teachers or "floaters" from other schools within the district (or outside consultants) to be on hand in the building in case teachers need to take time out of their classrooms.
- If possible, identify an easily accessible mechanism for students to request support (e.g., be able to request a pass to meet with a counselor or others) throughout the day.
- Arrange for crisis counseling rooms for staff and students.
- Provide tissues and water throughout the building and arrange for food for teachers and crisis counselors who may be giving up lunch periods to respond to students.
- Work with the administration, teachers, and school mental health professionals to identify individuals who may be having particular difficulty, such as family members, close friends, and teammates; those who had difficulties with the deceased; those who may have witnessed the death; and students known to have depression or prior suicidality.
- Work with school-based mental health professionals to develop plans to provide counseling and referrals to those who need it.
- Prepare to track and respond to student and/or family requests for [memorialization](#).

Community Liaisons

- Several team members will be needed, each serving as the primary contact for working with community partners of various types, including:
 - o Coroner/medical examiner – To ensure accuracy of information disseminated to school community
 - o Police – As necessary, particularly if an investigation about the death occurs, and the police wish to speak with school staff
 - o Mayor's office and local government – To facilitate a community-wide response to the suicide death

- o Mental health and medical communities and grief support organizations – To plan for student, staff, and community needs
- Arrange for outside trauma responders, if necessary, and brief them as they arrive on scene.

Funeral

- Communicate with the funeral director about logistics for students and staff attending the services, including the need for crisis counselors and/or security to be present at the funeral.
- Encourage the family to hold the funeral off of school grounds and outside of school hours if at all possible.
- Be sensitive to the needs and wishes of different religious, ethnic, and racial groups that may be involved in the funeral.
- When possible, discuss with the family the importance of communicating with clergy/religious leaders, or whoever will be conducting the funeral, to ask if they are comfortable mentioning something about the struggles the student was having. When appropriate, include mental health concerns. While ultimately this is the family and religious leader’s decision, an informed discussion should occur where the family and religious leader are made aware of the benefits of providing this information as a way to promote understanding about suicide as well as to reduce possible contagion.
- Depending on the family’s wishes, help disseminate information about the funeral to students, parents, and staff, including:
 - o Location
 - o Time of the funeral (keep school open if the funeral is during school hours)
 - o What to expect (e.g., whether there will be an open casket)
 - o Guidance regarding how to express condolences to the family
 - o Policy for releasing students during school hours to attend (i.e., students will be released only with permission of parent, guardian, or designated adult)
 - o Procedures for staff who want to attend (i.e., excused time away, getting substitute teachers)
- Work with school mental health professionals and community mental health professionals to arrange for counselors to attend the funeral.
- Encourage parents to accompany their child to the funeral.

Media Relations

- Designate a media spokesperson to field media inquiries using the tool [Key Messages for Media Spokesperson](#).
- Prepare a media statement.
- Advise staff that only the media spokesperson is authorized to speak to the media.
- Advise students to avoid interviews with the media.
- Refer media outlets to [Recommendations for Reporting on Suicide](#).

Social Media

- Oversee the school's use of social media as part of the crisis response.
- See the [Social Media](#) section for details on monitoring social media.

Tools for Crisis Response

These tools are in [Appendix A: Tools and Templates](#):

- [Sample Guidelines for Initial All-Staff Meeting](#)
- [Sample Death Notification Statement for Students](#)
- [Sample Death Notification Statement for Parents](#)
- [Sample Agenda for Parent Meeting](#)
- [Tips for Talking about Suicide](#)
- [Facts about Suicide in Adolescents](#)
- [Youth Warning Signs and What to Do in a Crisis](#)

For more resources on crisis response, see [Appendix B: Additional Resources](#).

Helping Students Cope

Helping Students Cope

In the aftermath of a suicide, students and others in the school community may feel emotionally overwhelmed. This can make it difficult for the school to return to its primary function of educating students and can also increase the risk of prolonged stress responses and even suicide contagion. A school's approach to supporting students after a suicide loss is most effective when it provides different levels of support depending on the students' needs. It is critical that an opportunity to meet in smaller groups be given to students in need of more in-depth support, augmenting the support given to all students.

Key Considerations

Adolescence is a time of increased risk for difficulties with emotional regulation given the intensification of responses that come with puberty and the structural changes in the brain that occur during this developmental period. Most adolescents have mastered basic skills that allow them to handle strong emotions encountered day to day. But these skills may be challenged in the face of a suicide. Young people may not yet have learned how to recognize complex feelings or physical indicators of distress, such as stomach upset, restlessness, or insomnia.

It is therefore important for schools to provide students with appropriate opportunities to express their emotions and identify strategies for managing them, such as in group and individual counseling sessions. Schools can also help students balance the timing and intensity of their emotional expression. Staff can use the information in the tool [Tips for Talking about Suicide](#) to help students understand and manage their emotions.

If there are concerns about a student's emotional or mental health, the parent(s) or guardian(s) should be notified, and a referral should be made to a mental health professional for assessment, diagnosis, and possible treatment. Mental health resources that may be available in addition to school-based mental health professionals (e.g., school psychologists, counselors, social workers) include community mental health agencies, emergency psychiatric screening centers, and children's mobile response programs. Pediatricians and primary care providers can also be a source of mental health referrals. In addition, it may be useful for school staff to identify and reach out to families of students who are not coming to school.

When implementing these strategies, leadership will most likely be provided by the school psychologist, counselor, social worker, school nurse, and/or possibly a community mental health partner, all of whom may be members of the school's Crisis Response Team and likely trained in culturally competent counseling strategies. However, all adults in the school community can help by modeling calm, caring, and thoughtful behavior.

Schedule Meetings with Students in Small Groups

Schools will likely need to adjust the regular academic schedule to allow time for helping students address their emotional needs. It is preferable to reach out to students in a deliberate and timely way, rather than allow the emotional environment to escalate, and to do so in homerooms and small group meetings.

All students should be provided with the opportunity to go to a small group meeting where they can express their feelings about the death of their classmate and obtain support. This type of group would be optional for students and should take place outside their classroom in private offices within the school. Ideally, these groups would be facilitated by a school mental health professional or another person experienced in postvention. However, if that is not possible, it is important that the staff who meet with students are comfortable with students' grief and know the school's

procedure for addressing a student who is in distress and the importance of referring the student for help. Such small groups also provide a chance for adults to identify youth who appear in need of additional support.

These group meetings can either have a structured agenda and keep to a time limit or be open-ended and focus more on addressing the students' specific needs. It is important to provide each student with an opportunity to speak. The groups should focus on helping students identify and express their feelings and discuss practical coping strategies (including appropriate ways to memorialize the loss) so that they can return their focus to their regular routines and activities.

In addition to the small groups, it might be helpful to have mental health professionals visit classrooms to:

- Give all students accurate information about suicide
- Prepare students for the kinds of reactions that can be expected after hearing about a peer's suicide death
- Provide them with safe coping strategies they can use to help them in the coming days and weeks
- Answer questions students may have and dispel any rumors

If the deceased student participated in sports, clubs, or other school activities, the first practice, game, rehearsal, or meeting after the death may be difficult for the other students. These events can provide further opportunities for the adults in the school community to help the students appropriately acknowledge the loss.

Help Students Identify and Express Their Emotions

Youth will vary widely in terms of emotional expression. Some may become openly emotional, others may be reluctant to talk at all, and still others may use humor. How they express their emotions may also be influenced by their cultural background. Acknowledge the diversity of experiences and the wide range of feelings and reactions to a crisis that students may have, and emphasize the importance of being respectful of others.

Some students may need help identifying emotions beyond simply sad, angry, or happy, and they may need reassurance that a wide range of feelings and experiences are to be expected. They may also need to be reminded that emotions may be experienced as physical symptoms, including butterflies in the stomach, shortness of breath, insomnia, fatigue, or irritability. To facilitate this discussion, ask students questions, such as:

- What is your biggest concern about the immediate future?
- What would help you feel safer right now?

It may help establish rapport to open a conversation by asking students what their favorite memories are of the student.

Practical Coping Strategies

Encourage students to think about specific things they can do when intense emotions, such as worry or sadness, begin to well up, for example:

- Use simple relaxation and distraction skills, such as taking three deep, slow breaths; counting to 10; or picturing themselves in a favorite calm and relaxing place
- Engage in favorite activities or hobbies, such as music, talking with a friend, reading, or going to a movie

- Exercise
- Think about how they have coped with difficulties in the past and remind themselves that they can use those same coping skills now
- Write a list of people they can turn to for support
- Write a list of things they are looking forward to
- Focus on personal goals, such as returning to a shared class or spending time with mutual friends

Often, youth will express guilt about having fun or thinking about other things. They may feel that they somehow need permission to engage in activities that will help them feel better and take their mind off the stressful situation.

Encourage students to think about how they want to remember their friend. Ideas may include writing a personal note to the family, attending the memorial service, creating a memory book, or doing something kind for another person in honor of their friend. Be sure to educate students about the school's guidelines regarding memorialization. Acknowledging their need to express their feelings while helping them identify appropriate ways to do so can begin the process of returning their focus to their daily lives and responsibilities.

Schools, in partnership with community mental health resources, might also consider creating drop-in centers that provide a safe and comfortable place for youth to be together after school hours. These can be staffed by volunteer counselors and clinicians from the community who can provide grief counseling, as well as identify and refer youth who may need additional mental health or substance abuse services. These centers can also be used during times of particularly heightened emotion, such as graduation or the anniversary of a student's death.

Reach Out to Parents

Parents may need guidance on how to talk about suicide with their children and how best to support them at this difficult time. They may also need reliable information such as that found in [Facts about Suicide in Adolescents](#), [Youth Warning Signs and What to Do in a Crisis](#), and [Tips for Talking about Suicide](#). Encourage parents to contact school mental health staff if they are concerned about their children or other students.

Anniversary of the Death

The anniversary of the death (and other significant dates, such as the deceased's birthday) may stir up emotions and can be an upsetting time for some students and staff. It is helpful to anticipate this and provide an opportunity to acknowledge the date, particularly with those students who were especially close to the student who died. These students may also need additional support since mourning can be a long-term process, and an anniversary of a loss can trigger the grief and trauma they experienced at the time of the death.

For more resources on helping students cope, see [Appendix B: Additional Resources](#).

Working with the Community

Working with the Community

Because schools exist within the context of a larger community, it is very important that before a suicide or other death occurs they establish and maintain open lines of communication and working relationships with community partners, such as the coroner/medical examiner, police department, local government office, funeral director, clergy, mental health and health care professionals, and community-based agencies. In many communities, schools and community partners may have established a memorandum of understanding (MOU) to clarify requirements and responsibilities. With these relationships already set up, schools and community partners will be ready to work together in the event of a crisis. If these relationships and MOUs are not in place, reach out to the partners described in this section as soon as possible after a suicide occurs to help clarify roles.

Key Considerations

The school is in a unique position to encourage open and constructive dialogue among important community partners, as well as with the family of the deceased student. Even in those realms where the school may have limited authority (such as the funeral), a collaborative approach allows for the sharing of important information and coordination of strategies. For example, a school may be able to offer relevant information (such as input on the likely turnout at the funeral) and anticipate problems (such as the possibility that students may gather late at night at the place where the deceased died). A coordinated approach can be especially critical when the suicide death receives a great deal of media coverage, and the entire community becomes involved.

Coroner/Medical Examiner

As noted in [Get the Facts](#) (in the Crisis Response section), the coroner or medical examiner is the best starting point for confirming that a death has been declared a suicide. So to help make accurate information available and to avoid or stop the spread of rumors as quickly as possible, it is important for the school to maintain a positive working relationship with the local coroner or medical examiner.

Police Department

The police are also likely to be an important source of information about the death, particularly if there is an ongoing investigation (e.g., if it has not yet been determined whether the death was a suicide or homicide). The school needs to be in close communication with the police to determine (a) what they can and cannot say to the school community so as not to interfere with the investigation, and (b) whether there are certain students or staff who must be interviewed by the police before the school can debrief or counsel them in any way. If school staff are to be interviewed, the school may want to consult its legal counsel prior to the interview(s).

There may also be situations in which the school has information that is relevant to the ability of the police to keep students safe. For example, the school may become aware that students have established a memorial off-campus and may even be engaging in dangerous behavior (such as gathering in large groups at the site of the death at night or holding vigils at which alcohol is being consumed) and may need to enlist the cooperation of the police to keep the students safe. The school may also be in a unique position to brief the police (and even the family of the deceased student) about what to expect at the funeral or memorial service in terms of turnout and other safety concerns.

Local Government

A student suicide death may reveal an underlying community-wide problem, such as drug or alcohol use, bullying, gang violence, or a possible suicide cluster. Because schools function within—not separate from—the surrounding community, local government entities, such as the mayor’s office, can be helpful partners in promoting dialogue and presenting a united front in the interest of protecting the community’s young people.

Funeral Director

The school and funeral home are complementary sources of information for the community.

Schools are often in an excellent position to:

- Give the funeral director a heads-up about what to expect at the funeral in terms of the number and types of students likely to attend and the possible need to have additional staff and/or security present
- Provide information about local counseling and other resources to the funeral directors, with the request that the information be made available to attendees at the funeral

Schools can also ask the funeral director to:

- Provide (or recommend) materials that the school could give to students to help them prepare for the funeral
- Talk to the family about the importance of scheduling the service outside of school hours, encouraging students’ parents to attend, and providing counselors to meet with distraught students after the service (and the need for a quiet area in which to do so)

A guide for funeral directors is available [here](#).

Faith Community Leaders

The school can play an important role by encouraging a dialogue with the family and the faith community leaders (or whoever will be officiating at the service) to help them all understand the risk of [suicide contagion](#). For example, the school could explain the importance of not inadvertently romanticizing either the student or the death in the eulogy, and emphasize the connection between suicide and underlying mental health issues. It may be helpful to refer faith community leaders to the publication [*After a Suicide: Recommendations for Religious Services and Other Public Memorial Observances*](#).

If the school has a religious affiliation, it is important to include clergy who are on staff in any communications and outreach efforts to support the student body and encourage them to be familiar with their faith’s current understanding of the relationship between mental illness and suicide.

Faith communities may also be helpful in supporting community postvention efforts. Vignette A provides an example.

Vignette A: Faith Leaders Educating Community Members

A high school whose staff had been trained in postvention lost a student to suicide. The principal invited the family minister, whose youth group the student had been involved in, to the school's early morning crisis response meeting. The minister learned about the many risk factors that can lead to suicide. He and his wife both became leaders in the community's postvention response. They hosted an evening gathering at the church to educate all community members about suicide as a public health issue and inform them of the warning signs and resources for help.

This collaborative approach with key community stakeholders helped to give people permission to grieve the loss and learn how to hold onto hope and resilience.

Mental Health and Health Care

Most schools have mental health professionals on staff, and it is important that these individuals are linked to other mental health professionals in the community. If there are concerns that a student needs additional supports, school staff should notify the parent(s) or guardian(s) and make a referral to an appropriate mental health professional for assessment, diagnosis, and possible treatment.

Schools should also establish an ongoing relationship with a community mental health center that can see students in the event of a psychiatric emergency. In the aftermath of a suicide death, schools will want to notify the center to ensure seamless referrals if students show signs of distress. Schools will also want to publicize crisis hotline numbers, including the [National Suicide Prevention Lifeline](#): 800-273-TALK (8255). In addition, schools can encourage the local health care community, including primary care doctors and pediatricians, to screen affected youth they see for depression, substance abuse, and other relevant disorders and refer them to a mental health professional as needed.

Schools can also help students, staff, and families find local bereavement support groups through community mental health and health care centers. Another way to find suicide bereavement support groups is through [AFSP's listing](#) of suicide loss survivor groups across the country.

Outside Postvention Specialists

Working with students in the aftermath of a suicide death can easily exhaust a school's crisis team members, which can interfere with their ability to effectively assist the students. Bringing in postvention specialists or trauma responders from other school districts or local mental health or crisis centers to work alongside the school's crisis team members—and to provide care for the caregivers—can be quite helpful. See the section [Bringing in Outside Help](#) for more information.

Building a Community Coalition

If a community does not already have a coalition focused on suicide prevention, it may be helpful to create one.

Schools can be an active partner in this process. The coalition should include senior representation from the school, together with representatives from as many of the following as possible:

- Law enforcement
- Government (e.g., the mayor's office, medical examiner's office, and public health department)
- Parents who have demonstrated community leadership in addressing drug and alcohol abuse, bullying, or other related issues
- Mental health community (e.g., community mental health centers, psychiatric screening centers, private practitioners, and substance abuse treatment centers)
- Social service agencies
- Faith community leaders
- Funeral directors
- First responders and hospital emergency department personnel
- Media (as coalition members, not to cover it as a news event)
- Students
- Suicide bereavement support group facilitators
- Primary health care providers and clinics

The coalition's initial goals should include the following tasks:

- Identify a leader or lead agency.
- Identify any particular risk factors within the community, such as widespread drug and alcohol use, bullying, or easy access to means of suicide.
- Mobilize existing mental health and primary care resources to identify and help young people who may be at high risk.
- Mobilize parents to assist in monitoring youth who come to their homes and neighborhoods.
- Reach out to other groups and businesses in the community where youth gather, such as recreation centers, religious organizations, sports leagues, movie theaters, and diners.

The coalition should also identify the gaps in existing resources and how to fill those gaps, such as by:

- Appointing a suicide prevention resource coordinator
- Hiring or contracting for additional counseling staff as needed
- Hiring staff to provide screening programs throughout the school district
- Developing alcohol and drug programs for youth
- Developing teen centers where youth can come together and engage in social and recreational activities with caring adults

- Creating a public awareness campaign or website to:
 - o Educate the community about mental health disorders, substance abuse, and other high-risk behaviors
 - o Decrease negative associations with mental health disorders and help-seeking
 - o Increase help-seeking

Note: See [Framework for Successful Messaging](#) for examples of safe messaging.

- Creating public service campaigns to educate the community about suicide risk factors, warning signs, and local resources for those at risk
- Identifying ways to reach at-risk youth who are not in the education system, such as recent graduates, dropouts, or those in the juvenile justice system
- Identifying and implementing ways to reduce access to lethal means
- Exploring eligibility for additional sources of funding, such as a U.S. Department of Education School Emergency Response to Violence (SERV) grant, awarded to school districts that have experienced a traumatic event and need additional resources to respond

Vignette B is an example of how community partners in a regional network may work together when a suicide occurs.

Vignette B: Networking throughout a State

In one state, a system of regional public health networks supports good communication among health care providers, first responders, and behavioral health services. Many providers who are active members in this network received training in postvention that included protocols and strategic planning.

When a young man died by suicide shortly after graduating from high school, staff in the network's member organizations drew on the protocols they had learned. One of the trainers had ties to the young man's family and helped them connect immediately with loss survivor support services. As a result, within days, family members were receiving individual support, and later in the month, several family members were attending loss survivor support groups. School personnel who knew he had a girlfriend in another school district contacted the school counselor there to extend resources and supports.

Throughout the week and into the weekend, members of the network circulated an e-mail loop with resources and protocols, identifying who was available as a contact for resources and/or support. They also alerted first responders and the regional mental health emergency services team to the possibility of related incidents and had a spokesperson available for media inquiries. Postvention guidelines and sample notices, as well as resources for loss survivors, were sent to the counselors in the young man's high school and athletic groups. One of the counselors used the information to make changes in a program that would have memorialized the student in an unsafe way. Another counselor worked with youth to organize a fundraiser to support suicide prevention efforts in their region.

Even without a formal network, such as the one described here, organizations and schools can develop collaborative relationships and receive training so that they are prepared if a suicide occurs.

For more resources on working with the community, see [Appendix B: Additional Resources](#).

Working with the Media

Working with the Media

A death by suicide of a school-age student can attract a lot of media attention. And when multiple suicide deaths have occurred, media interest can be particularly intense. It is important for a school to develop safe messages in order to avoid contagion. The school should appoint a media spokesperson to ensure that news is released to the media in a deliberate and consistent manner and to disseminate the document [Recommendations for Reporting on Suicide](#) to the media.

The risk of contagion is related to the amount, duration, prominence, and content of media coverage. Therefore, it is extremely important that schools strongly encourage the media to adhere to the recommendations for safe reporting, which were developed by the nation's leading suicide prevention organizations.

These recommendations include the following:

- Do not glamorize or romanticize the victim or the suicide.
- Do not oversimplify the causes of suicide.
- Do not describe the details of the method.
- Do not include photographs of the death scene or of devastated mourners, which can draw in vulnerable youth who may be desperate for attention and recognition.
- Use preferred language, such as “died by suicide” or “killed himself or herself” rather than a “successful” suicide.
- Include messages of hope and recovery.
- Consult suicide prevention experts.
- Include a list of [warning signs](#), since most (but not all) people who die by suicide show warning signs.
- List the [National Suicide Prevention Lifeline](#) number (800-273-8255) and include information on local mental health resources in each article.
- Include up-to-date local and national resources.

Tools for Working with the Media

The following tools are in [Appendix A: Tools and Templates](#):

- [Sample Media Statement](#)
- [Key Messages for Media Spokesperson](#)

For more resources on working with the media, see [Appendix B: Additional Resources](#).

Memorialization

Memorialization

Students often wish to memorialize a student who has died, reflecting a basic human desire to remember those we have lost. However, it can be challenging for schools to strike a balance between compassionately meeting the needs of grieving students and appropriately memorializing the student who died without risking suicide contagion among other students who may themselves be at risk.

Key Considerations

It is very important that schools develop a policy on memorialization before a suicide death occurs and ensure that the policy is in the school's suicide prevention procedures. Schools should strive to treat all deaths in the same way. Having one approach for memorializing a student who died of cancer or in a car accident and a different approach for a student who died by suicide reinforces prejudice associated with suicide and may be deeply painful to the student's family and friends.

Nevertheless, because adolescents are especially vulnerable to the risk of [suicide contagion](#), it is equally important to memorialize the student in a way that does not inadvertently glamorize or romanticize either the student or the death. Focus on how the student lived, rather than how he or she died. If the student had underlying mental health problems, seek opportunities to emphasize the connection between suicide and those problems, such as depression or anxiety, that may not be apparent to others (or that may manifest as behavioral problems or substance abuse).

Wherever possible, schools should meet with the student's friends and coordinate memorialization with the family in the interest of identifying a meaningful, safe approach to acknowledging the loss. Make sure to be sensitive to the cultural needs of the students and the family.

This section includes several creative suggestions for memorializing students who have died by suicide and a tool to assist with [making decisions about school-related memorials](#).

Funerals and Memorial Services

It is strongly advised not to hold funeral and memorial services on school grounds. The school should instead focus on maintaining its regular schedule, structure, and routine. Using a room or an area of the school for a funeral service can inextricably connect that space to the death, making it difficult for students to return there for regular classes or activities.

It is also strongly advised that the service be held outside of school hours. If the family does hold the service during school hours, it is recommended that the school remain open and that school buses not be used to transport students to and from the service. Students should be permitted to leave school to attend the service only with appropriate parental permission. Regular school protocols should be followed for dismissing students over the age of majority.

If possible, the school should coordinate with the family and [funeral director](#) to arrange for mental health professionals to attend the service. In all cases, the principal or another senior administrator should attend the funeral.

Schools should strongly encourage parents whose children express an interest in attending the funeral to attend with them. This provides not only emotional support but also an opportunity for parents to monitor their children's response, to open a discussion with their children, and to remind them that help is available if they or a friend are in need.

Spontaneous Memorials

It is not unusual for students to create a spontaneous memorial by leaving flowers, cards, poems, pictures, stuffed animals, or other items in a place closely associated with the student, such as his or her locker or classroom seat, or at the site where the student died. Students may even come to school wearing T-shirts or buttons bearing photographs of the deceased student.

The school's goal should be to balance the students' need to grieve with the goal of limiting the risk of inadvertently glamorizing the death. If spontaneous memorials are created on school grounds, school staff should monitor them for messages that may be inappropriate (hostile or inflammatory) or that indicate students who may themselves be at risk.

A combination of time limits and straightforward communication regarding the memorials can help to restore equilibrium. Although it may be necessary in some cases to set limits for students, it is important to do so with compassion and sensitivity, offering creative suggestions whenever possible. For example, schools may wish to make poster boards and markers available so that students can gather and write messages. It is advisable to set up the posters in an area that may be avoided by those who don't wish to participate (i.e., not in the cafeteria or at the front entrance) and have them monitored by school staff.

Memorials may be left in place until after the funeral (or for up to approximately five days), after which the tribute objects may be offered to the family. Find a way to let the school community know that the posters are going to the family so that people do not think they were disrespectfully removed. For example, post a statement near the memorial on the day it will be taken down.

Vignette C: Adapting a Memorial for Dia de Los Muertos

A large comprehensive high school was trying to find a way to honor the cultural heritage of its Latino students on Dia de Los Muertos (Day of the Dead).^{*} The students requested that they be allowed to memorialize their loved ones who had died (including some who had died by suicide) by setting up an altar with images of their friends on a public section of campus. The school psychologist (who is also Latina) struggled with how to follow the known guidelines regarding memorialization, while also respecting the students' wishes, so she consulted with experts in suicide prevention.

The school decided to have a couple of adult advisors meet with the students and hear their points of view in order to connect with what their underlying motivations were: to celebrate their cultural heritage in the face of tragedy. It was proposed that an altar be set up with favorite foods and imagery (sports, activities, music, other hobbies), rather than using pictures of their deceased loved ones. The altar was permitted for three days, October 31 to November 2, which coincided with the Mexican holiday. According to their feedback, the students felt validated and respected, and they also felt connected to the larger campus community.

^{*} The celebration of the Day of the Dead is an integral part of embracing death that is particular to Mexican national identity but is also celebrated by other Latino cultures in the United States. During this event, the popular belief is that the deceased have divine permission to visit friends and relatives on earth and to again enjoy the pleasures of life.

It is recommended that schools discourage requests to create and distribute images of the deceased, such as on T-shirts or buttons. Although these items may be comforting to some students, they may be quite upsetting to others. Repeatedly bringing images of the deceased student into the school can also be disruptive and inadvertently glamorize suicide. The school should prioritize protecting students who might be vulnerable to contagion over what might comfort students who want to remember the deceased student. If students come to school wearing such items, it is recommended that they be allowed to wear the items only for that day, and that staff explain to students the rationale for the school's policy. Some schools have found a middle ground with students, for example, by allowing them to wear wristbands that portray a positive message (i.e., Faith, Hope, Love) as a way to honor and remember the deceased.

Since the emptiness of the deceased student's chair can be unsettling and evocative, after approximately five days (or after the funeral), seat assignments may be re-arranged to create a new environment. Teachers should explain in advance that the intention is to strike a balance between compassionately honoring the student who has died, while at the same time returning the focus back to the classroom curriculum. Students may be involved in planning how to respectfully move or remove the desk; for example, they could read a statement that emphasizes their love for their friend and their commitment to work to eradicate suicide in his or her memory.

When a spontaneous memorial occurs off school grounds, the school's ability to exert influence is limited. It can, nevertheless, encourage a responsible approach among the students by explaining that it is recommended that memorials be time-limited (again, approximately five days, or until after the funeral), at which point the memorial would be disassembled, and the items offered to the family. The school may also suggest that students participate in a (supervised) ceremony to disassemble the memorial, during which music could be played, and students permitted to take part of the memorial home. The rest of the items would then be offered to the family.

Schools should discourage gatherings that are large and unsupervised. When necessary, administrators may consider enlisting the cooperation of local police to monitor off-campus sites for safety. Counselors can also be enlisted to attend these gatherings to offer support, guidance, and supervision.

It is not recommended that flags be flown at half-staff (a decision generally made by local government authorities rather than the school administration, in any event).

Online Memorial Pages

Posting on online memorial pages and messaging sites has become common practice in the aftermath of a death. Some schools (with the permission and support of the deceased student's family) may choose to establish a memorial page on the school website or on a social networking site. It is vital that memorial pages use safe messaging, include resources to obtain information and support, be monitored by an adult, and be time-limited. For more information on what's involved in safe messaging, see the [Framework for Successful Messaging](#).

It is recommended that online memorial pages remain active only for up to 30 to 60 days after the death of the student. At that time, they should be taken down and replaced with a statement acknowledging the caring and supportive messages that had been posted and encouraging students who wish to further honor their friend to consider other [creative suggestions](#).

Schools should keep a copy of the memorial page after it has been taken down. This could be a print-out of the Facebook page or a series of screenshots, etc. The archive of the memorial page can serve as a reference later if there are concerns about the safety of students who left messages.

If the student's friends create a memorial page of their own, school staff should communicate with the students to ensure the page includes safe messaging and accurate information. School staff should join any student-initiated memorial pages so that they can monitor and respond as appropriate.

School Newspapers

Coverage of the student's death in the school newspaper may be seen as a kind of memorial. Articles may also be used to educate students about suicide warning signs and available resources. Having some focus on healthy coping, resilience, and recovery is also helpful. Any such coverage should be reviewed by an adult to ensure it conforms to the standards set forth in [Recommendations for Reporting on Suicide](#).

Events

The student's classmates may wish to dedicate an event, such as a dance performance, poetry reading, or sporting event, to the memory of their friend. End-of-the-year activities may raise questions of whether to award a posthumous degree or prize or to include a video tribute to the deceased student during graduation. The guiding principle is that all deaths should be treated the same way. Schools may also wish to encourage the student's friends to consider [creative suggestions](#), as noted below, such as organizing a suicide prevention awareness or fundraising event.

Vignette D: A Creative Solution for a Difficult Event

A 17-year-old senior who was playing the lead in a high school musical died by suicide 10 days before opening night. The Drama Department struggled with whether to stage the show as scheduled. The plot of the show featured a possible suicide attempt by one of the main characters. Some cast members felt unable to continue with rehearsals, although most felt that "the show must go on." The director did not want to unwittingly highlight the real-life tragedy by cancelling the show and also wanted to find a way to increase awareness about mental health issues, encourage help-seeking, and decrease prejudice. The school leadership consulted with suicide prevention experts and also met with the family of the student who died.

The solution was to have the students propose ideas to the director for how to decrease risks if the show were to go on. They made a brief video that was sent out to the school community (parents and students) to describe their reasons for carrying on with the show as scheduled. Intentional messages of hope, help-seeking, and strength in times of difficulty were included in the video, as well as communicated before each show in introductory comments made by the director and in the show's program, which also included a list of mental health resources. The script was edited to remove most of the direct references to suicide. According to student, parent, and staff reflections, all of the shows were successful, and there were no negative incidents related to this show.

Often, the parents of the deceased student express an interest in holding an assembly or other event to address the student body and describe the intense pain the suicide death has caused to their family in hopes that this will dissuade other students from taking their own lives.

While it is understandable that bereaved parents would wish to prevent another suicide death, schools are strongly advised to explain that both presenting this content and holding assemblies or other large events for students is not an effective approach to suicide prevention and may actually be risky. Students suffering from depression or other mental health issues may hear the messaging very differently from the way it is intended, and they may be even more likely to act on their suicidal thoughts. In addition, students are very reluctant to speak in an assembly and may be more trusting in a small group or classroom. A more helpful option is to encourage parents to work with the school to bring an appropriate educational program to the school, such as [More Than Sad: Teen Depression](#), a DVD that educates teens about the signs and symptoms of depression, or others listed on the websites of [SPRC](#) and [AFSP](#).

Yearbooks

If there is a history of dedicating the yearbook (or a page of the yearbook) to students who have died by other causes, that policy is equally applicable to a student who has died by suicide. Final editorial decisions should be made by an adult to ensure that it conforms to the standards in [Recommendations for Reporting on Suicide](#). The staff member in charge of the yearbook should work with the principal and school mental health professionals on these decisions.

The focus should be on mental health and/or suicide prevention. Underneath the student's picture it might say, "In your memory, we will work to erase the prejudice surrounding mental health problems and suicide." The page might also include pictures of classmates engaging in a suicide prevention event, such as an AFSP [Out of the Darkness Walk](#).

Graduation

If there is a tradition of including a tribute to deceased students who would have graduated with the class, students who have died by suicide should likewise be included. Schools may wish to include a brief statement acknowledging and naming those students from the graduating class who have died. Final decisions about what to include in such tributes should be made by the principal and appropriate staff.

Permanent Memorials and Scholarships

Some communities wish to establish a permanent memorial: sometimes physical, such as planting a tree or installing a bench or plaque, and sometimes commemorative, such as a scholarship.

While there is no research to suggest that permanent memorials create a risk of contagion, they can be upsetting reminders to bereaved students. Whenever possible, it is recommended they be established off school grounds. The school should bear in mind that once it plants a tree, puts up a plaque, installs a park bench, or establishes a named scholarship for one deceased student, it should be prepared to do so for others, which can become quite difficult to sustain over time.

Creative Suggestions

Simply prohibiting any and all memorialization is problematic in its own right. It is deeply hurtful to the student's family and friends and can generate intense negative reactions.

Schools can play an important role in channeling the energy and passion of the students (and greater community) in a positive direction, balancing the community's need to grieve with the impact that the proposed activity will likely have on students, particularly on those who might be vulnerable to contagion.

Schools may proactively suggest a meeting with the student’s close friends to talk about the type and timing of any memorialization. This can provide an important opportunity for the students to be heard and for the school to sensitively explain its rationale for permitting certain kinds of activities and not others. Schools may even wish to establish a standing committee composed of students, school administrators, and family members that can be convened on an as-needed basis.

Schools may also suggest specific types of safe memorialization for students, such as the following:

- Hold a day of community service or create a school-based community service program in honor of the deceased.
- Put together a team to participate in an awareness or fundraising event sponsored by one of the national mental health or suicide prevention organizations (e.g., an AFSP [Out of the Darkness Walk](#)) or hold a fundraising event to support a local crisis hotline or other suicide prevention program.
- Sponsor a mental health awareness day.
- Purchase books on mental health for the school or local library.
- Work with the administration to develop and implement a curriculum focused on enhancing social and emotional development and help-seeking behaviors.
- Volunteer at a community crisis hotline.
- Raise funds to help the family defray their funeral expenses.
- Make a book or notecards available in the school office for several weeks, in which students can write messages to the family, share memories of the deceased, or offer condolences. The book or notecards can then be presented to the family on behalf of the school community.

Tool for Making Decisions about Memorials

The following tool is in [Appendix A: Tools and Templates](#):

- [Making Decisions about School-Related Memorials](#)

For more resources on memorialization, see [Appendix B: Additional Resources](#).

Social Media

Social Media

In the emotionally charged atmosphere that often follows a suicide death, schools may be inclined to try to control or stifle students' use of social tools such as texting, Facebook, Twitter, YouTube, Instagram, and Snapchat—a task that is virtually impossible. However, by working in partnership with key students to identify and monitor the relevant social networking sites, schools can strategically use social media to disseminate information, share prevention-oriented messaging, offer support to students who may be struggling, and identify and respond to students who could be at risk.

Key Considerations

Following a suicide death, students may immediately turn to social media for a variety of purposes, including:

- Getting and sharing news about the death (both accurate and rumored)
- Expressing their feelings about what has happened
- Giving and receiving emotional support
- Calling for impromptu gatherings (both safe and unsafe)
- Creating online memorials (both moving and risky) and posting messages (both appropriate and hostile) about the deceased

The deceased person's social media page often becomes a place where friends and family talk about the suicide and the person who died.

Social media provides schools with a powerful set of tools to do the following:

- Disseminate important and accurate information to the school community
- Identify students who may be in need of additional support or further intervention
- Share resources for grief support and mental health care
- Promote safe messages that emphasize suicide prevention
- Minimize the risk of suicide contagion that could occur through glorifying suicide or describing details of the means used

Schools will be able to use social media most effectively and efficiently if they have set up policies and protocols and developed a presence on social media sites before a crisis takes place. Policies can include guidelines about how social media should be used (e.g., for broadcast, interaction, linkage). Protocols can include platform-specific templates that can be filled in and deployed rapidly in a crisis. Schools should determine which social media tools to use based on the culture and needs of their school community. Schools may also want to have a designated staff person serve as a social media manager to assist the school district's public information officer.

Involve Students

Students themselves are in the best position to assist in the school's efforts. They can:

- Help identify the particular media favored by the student body
- Engage their peers in honoring their friend's life appropriately and safely
- Inform school or other trusted adults about online communications that may be worrisome or inappropriate

It will enhance the credibility and effectiveness of social media efforts to have a designated member of the Crisis Response Team who is familiar with social media work in partnership with student leaders.

Students recruited to help should be reassured that school staff are only interested in supporting a healthy response to their peer's death, not in thwarting communication. They should also be made aware that staff are available to provide support if they see a social media post that indicates someone may be at risk of suicide.

Disseminate Information

Schools may already have a website and/or an online presence on one or more social media sites. These can be used to share information with students, teachers, and parents, for example:

- The funeral or memorial service (schools should check with the student's family before sharing information about the funeral)
- Where students can go for help or to meet with counselors
- Facts related to mental illness and the warning signs of suicide
- Local mental health resources
- The National Suicide Prevention Lifeline: 800-273-TALK (8255) or www.suicidepreventionlifeline.org for live chat
- Other national suicide prevention organizations, such as [AFSP](#) and [SPRC](#)
- Schools should emphasize help-seeking and suicide prevention. Students can also be enlisted to post this information on their own social media outlets. More specific guidance for safe message content is in the [Framework for Successful Messaging](#).

Vignette E: Using Social Media to Help Native American Youth

A Native American community on a reservation experienced multiple suicide deaths among its high school youth. The youth shared with each other on social media that they were depressed and that the future seemed hopeless. They expressed sentiments such as, “Because of [name of the person who died by suicide], maybe I should kill myself, too.” These emotions were not showing up in school or elsewhere in public. The students felt comfortable expressing these feelings on social media, where they experienced a sense of community and anonymity.

Because Facebook profiles remained online after individuals died and were used as memorials, there was concern about the potential for students to inadvertently glamorize the suicide deaths on these sites. However, the suicide prevention staff and school counselors used the sites in a positive way to address the contagion. They posted messages encouraging the youth to talk with a supportive adult. A key message was:

With help, loss of life can be prevented. The best way to honor [name of the person who died] is to seek help if you or someone you know is struggling. If you're feeling lost, desperate, or alone, please visit the National Suicide Prevention Lifeline, call 1-800-273-TALK, or text TALK to 741741. The call or text is free and confidential, and crisis workers are there 24/7 to assist you.

They used the word *honor* in the message because in this Native American culture, honoring a person and life is highly valued.

Soon after the positive messages were posted, youth in the community began reaching out more. They expressed their distress more openly on their social media profiles to their friends and peer helpers who then informed trusted adults. The program staff proactively monitored the social media profiles for expressions of distress and depression and initiated contact when warranted. In addition, the staff provided more gatekeeper training to adults to increase the number of adults able to help the youth.

The program and school staff also worked with local faith leaders. One pastor who was trusted by the youth strongly encouraged them to talk with an adult and reinforced the positive messages that were posted on social media.

These efforts created a turning point, and there were no more suicides during that period of time.

Online Memorial Pages

For information on online memorial pages and message boards, see the [Memorialization](#) section.

Monitor and Respond

Social media sites, including the deceased's wall or personal profile pages, should be monitored to whatever extent possible for the following:

- Rumors
- Information about upcoming or impromptu gatherings
- Derogatory messages about the deceased
- Messages that bully or victimize current students
- Comments indicating students who may themselves be at risk

Responses should emphasize safe messaging and dispel rumors, reinforce the connection between mental illness and suicide, and offer resources for mental health care. In some cases, it may be appropriate to go beyond replying online, for example, to notify parents and local law enforcement about the need for security at late-night student gatherings.

It may also be necessary in some cases to take action against so-called "trolls," who seek out memorial pages on social media sites and post deliberately offensive messages and pictures. Most services (e.g., Facebook, Twitter, Instagram) have a report mechanism or comparable feature that enables users to notify the site of the offensive material and request that it be removed. The administrator of the memorial page may also be able to block particular individuals from accessing the site.

On occasion, schools may become aware of posted messages indicating that another student may be at risk of suicide. Messages of greatest concern are those suggesting hopelessness or referring to plans to join the deceased student. In these instances, it may be necessary to alert the student's family, refer the student for immediate mental health services, and/or contact the National Suicide Prevention Lifeline to request that a crisis center follow up with the student.

For more resources on social media, see [Appendix B: Additional Resources](#).

Suicide Contagion

Suicide Contagion

Key Considerations

Contagion is the process by which one suicide death may contribute to another. Although contagion is relatively rare (accounting for between 1 and 5 percent of all youth suicide deaths annually), adolescents and teenagers appear to be more susceptible to imitative suicide than adults, largely because they may identify more readily with the behavior and qualities of their peers. It is also important to recognize the impact of highly publicized suicide deaths, such as those of celebrities, which may contribute to contagion.

If there appears to be contagion, schools should consider taking additional steps beyond the basic crisis response outlined in this toolkit to avoid suicidal behavior and deaths. It is advisable for schools to increase efforts to identify other students who may be at heightened risk of suicide, actively collaborate with community partners in a coordinated suicide prevention effort, and possibly bring in outside experts.

Identifying Other Students at Possible Risk for Suicide

In the face of potential contagion, it is important for schools to use mental health professionals and others who have been trained to identify students who may be at heightened risk for suicide due to underlying mental disorders or behavioral problems (e.g., depression, anxiety, conduct disorder, and/or substance abuse) or who have been exposed to the prior suicide either directly (by witnessing the suicide or by close identification or relationship with the deceased) or indirectly (by extensive media coverage).

Of special concern are those students who:

- Have a history of suicide attempts
- Have a history of depression, trauma, or loss
- Are dealing with stressful life events, such as a death or divorce in the family
- Were eyewitnesses to the death
- Are family members or close friends of the deceased (including siblings at other schools as well as teammates, classmates, significant others, and acquaintances of the deceased)
- Received a phone call, text, or other communication from the deceased foretelling the suicide and possibly feel guilty about having missed the warning signs
- Had a last very negative interaction with the deceased
- May have fought with or bullied the deceased

Schools can also seek to identify those in the general student body who may be at heightened risk by using a mental health screening tool. It is advised that schools consult with mental health professionals on appropriate strategies for screening and assessment.

Connecting with Local Mental Health Resources

Schools should work with local primary care and mental health resources (including pediatricians, community mental health centers, and local private practice mental health clinicians) to develop plans to refer at-risk youth. Once these plans are established, they should be reviewed with all the school-based mental health professionals so that any student who is identified as being at high risk can be referred to a local mental health screening center or private practitioner for further evaluation.

Suicide Clusters

The possibility of contagion resulting in multiple suicides in a community (also known as a suicide cluster) is rare. But if a potential cluster is suspected, at a minimum, school-based mental health professionals and/or trained outside professionals should be available to meet with distraught students for grief counseling and help them connect with other resources in the community.

Schools need to collaborate with community partners to effectively manage all aspects of reacting to possible contagion and preventing its spread. Many communities may already have a coalition focused on suicide prevention. It is often helpful for school officials and other designated persons to join these coalitions, particularly if contagion occurs. If a coalition does not exist at the local level, it is strongly recommended that the community [build a community coalition](#) as described in the section [Working with the Community](#), or at least convene a coordinating committee that meets on a regular basis to work on these efforts.

Bringing in outside help can also be particularly valuable when contagion occurs or is suspected. See the next section for more detailed information.

If multiple suicides do occur, media coverage will likely be more extensive, and journalists may try to interview students, school administrators, and staff. A designated school spokesperson should proactively reach out to media outlets to ensure that [media recommendations](#) are followed.

For more resources on suicide contagion, see [Appendix B: Additional Resources](#).

Bringing in Outside Help

Bringing in Outside Help

School crisis team members should remain mindful of their own limitations and consider bringing in crisis team members from other parts of their school district (if there are any), trained trauma responders from other school districts, and/or staff from local mental health centers to help them as needed. Often, crisis team members are also impacted by a suicide death, and it is important that they respond in a way that protects the school community while not diminishing or ignoring their own reactions to the death.

In especially complicated situations, schools may even consider bringing in local or national experts in school suicide postvention for consultation and assistance (provided that sufficient funding is available). Such steps should generally be taken in consultation with the community committee, and all outside experts must of course be carefully vetted and references and clearances checked.

Following is a list of national organizations that provide crisis response, postvention consultation, and training, and/or that can put schools in touch with appropriate experts:

- The National Association of School Psychologists' [School Safety and Crisis Response Committee](#) provides phone, e-mail, and onsite consultation.
- [The National Institute for Trauma and Loss in Children \(TLC\)](#) provides schools, agencies, and parents with names of TLC-certified trauma practitioners in their area who are available for consultation and referrals. TLC also has certified trauma trainers who can come to a school, organization, or community to provide training on suicide crisis response and postvention as well as other trauma-related topics. Call 877-306-5256 or e-mail info@starr.org.
- [The Dougy Center: National Center for Grieving Children & Families](#) provides phone and onsite consultation and onsite training.
- Many states also have resources available. SPRC's website provides suicide prevention contacts in every state who can assist you in identifying local experts (www.sprc.org/states). You can also check with your state's office of education.

Going Forward

Going Forward

After a school has addressed the needs arising directly from a suicide, it should consider implementing a comprehensive suicide prevention program, if it does not already have one. This is also a good time to develop or review policies and procedures for dealing with all deaths, including deaths by suicide.

There are no specific guidelines regarding how long a school should wait after a death to implement such a program. However, a school should not use a prevention program as a substitute for responding to how students and others in the school community have been impacted by the death. Students and staff will likely be more ready to receive prevention information after grief needs have been appropriately addressed. Some experts suggest waiting several months or a semester before providing prevention education to students, teachers, and other school staff.

A useful resource for developing a school-based suicide prevention plan is [Preventing Suicide: A Toolkit for High Schools](#). It offers guidance on implementing key components of a comprehensive plan, including creating protocols on identifying and responding to students at risk of suicide; educating staff, students, and parents; and establishing postvention policies and programs. Another useful tool is [Model School Policy on Suicide Prevention](#), which provides model language, explanations, and resources to help schools develop a suicide prevention policy.

The [Resources and Programs](#) section of SPRC's website has information on and links to suicide prevention programs, many of which are designed for schools. Programs with evidence of effectiveness are flagged.

Some schools may also wish to take collective action to address the problem of suicide, such as participating in an awareness or fundraising event to support a national suicide prevention organization or local community mental health center. AFSP has [chapters in all 50 states](#) that can help connect individuals to volunteer suicide prevention opportunities in their communities. For more information on national opportunities, see [AFSP's website](#).

Appendices

Appendix A: Tools and Templates

This appendix contains tools and templates to help carry out different parts of the postvention process.

Sample Guidelines for Initial All-Staff Meeting

The first meeting with school staff is typically conducted by the Crisis Response Team coordinator and should be held as soon as possible, ideally before school starts in the morning.

However, depending on when the death occurs, there may not be enough time to hold the meeting before students begin to hear the news through word of mouth, social media, or other means. If this happens, the Crisis Response Team coordinator should first verify the accuracy of the reports and then notify staff of the death through the school's predetermined crisis alert system, such as e-mail or calls to classroom phones. Information about the cause of death should be withheld until the family has been consulted.

Goals of Initial Meeting

Allow at least one hour to do the following:

- Introduce the Crisis Response Team members.
- Share accurate factual information about the death, honoring the family's request for privacy.
- Allow staff an opportunity to express their own reactions and grief; identify anyone who may need additional support and refer them to appropriate resources.
- Have substitute teachers available to replace any teachers who are too upset to teach (a task for the principal).
- Remind staff of the school's policy or response following a student death and any considerations specifically for a suicide death.
- Provide appropriate staff (e.g., homeroom teachers or advisors) with a scripted [Sample Death Notification Statement for Students](#), and arrange coverage for any staff person who is unable to manage reading the statement.
- Prepare for student reactions and questions by providing staff with the handouts [Tips for Talking about Suicide](#) and [Facts about Suicide in Adolescents](#).
- Share with staff how to handle parent inquiries and plans for communicating with parents, including who parents should contact for further information and resources.
- Explain plans for the day, including locations of crisis counseling rooms or other supports.
- Remind all staff of the following:
 - o How they respond to the crisis can have a strong impact on their students. They need to project that they are in control and are concerned about their students' mental health.
 - o They can play an important role in identifying changes in students' behavior. Discuss a plan for handling students who are having difficulty.

- Brief staff about identifying and referring at-risk students as well as the need to keep records of those efforts.
- Let staff know about any outside crisis responders or others who will be assisting.
- Remind staff of student and staff dismissal protocols for the funeral.
- Identify which Crisis Response Team member has been designated as the media spokesperson, and instruct staff to refer all media inquiries to him or her.

End of the First Day

It can also be helpful for the Crisis Response Team coordinator and/or assistant coordinator to have an all-staff meeting at the end of the first day. This meeting provides an opportunity to take the following steps:

- Offer verbal appreciation of the staff.
- Review the day's challenges and successes, including any students of particular concern.
- Debrief, share experiences, express concerns, and ask questions.
- Check in with staff to assess whether any of them need additional support, and refer accordingly.
- Disseminate information regarding the death and/or funeral arrangements.
- Discuss plans for the next day.
- Remind staff of the importance of self-care.
- Remind staff of the importance of documenting crisis response efforts for future planning and understanding.

Sample Death Notification Statement for Students

Share this death notification statement with students in small groups, such as homerooms or advisories, **not** in assemblies or over loudspeakers. These statements are examples that can be modified by the principal or Crisis Response Team as needed.

Option 1 – When the Death Has Been Ruled a Suicide

I am so sorry to tell you all that one of our students, **[NAME]**, has died. I'm also very sad to tell you that the cause of death was suicide.

Many of you may also feel very sad. Others may feel other emotions such as anger or confusion. It's okay to feel whatever emotions you might be feeling. When someone takes their own life, it leads to a lot of questions, some of which may never be completely answered.

While we may never know why **[NAME]** ended **[HIS/HER]** life, we do know that suicide has many causes. In many cases, a mental health condition is part of it, and these conditions are treatable. It's really important if you're not feeling well in any way to reach out for help. Suicide should not be an option.

Rumors may come out about what happened, but please don't spread them. They may turn out to be untrue and can be deeply hurtful and unfair to **[NAME]** and **[HIS/HER]** family and friends. I'm going to do my best to give you the most accurate information as soon as I know it.

Each of us will react to **[NAME]**'s death in our own way, and we need to be respectful of each other. Some of us may have known **[NAME]** well, and some of us may not. But either way, we may have strong feelings. You might find it difficult to concentrate on schoolwork for a little while. On the other hand, you might find that focusing on school helps take your mind off what has happened. Either is okay.

I want you to know that your teachers and I are here for you. We also have counselors here to help us all cope with what happened. If you'd like to talk to one of them, just let me or one of your teachers know or look for the counselors in **[NOTE SPECIFIC LOCATION]** between classes or during lunch.

We are all here for you. We are all in this together, and the school staff will do whatever we can to help you get through this.

Option 2 – When the Cause of Death Is Unconfirmed

I am so sorry to tell you all that one of our students, **[NAME]**, has died. The cause of death has not yet been determined.

We are aware that there has been some talk that this might have been a suicide death. Rumors may begin to come out, but please don't spread them. They may turn out to be untrue and can be deeply hurtful and unfair to **[NAME]** and **[HIS/HER]** family and friends. I'm going to do my best to give you the most accurate information as soon as I know it.

Since the subject has been raised, I do want to take this chance to remind you that suicide, when it does occur, is very complicated. No one single thing causes it. But in many cases, a mental health condition is part of it, and these conditions are treatable. It's really important if you're not feeling well in any way to reach out for help. Suicide should not be an option.

Each of us will react to **[NAME]**'s death in our own way, and we need to be respectful of each other. Right now, I'm feeling very sad, and many of you may feel sad too. Others may feel anger or confusion. It's okay to feel whatever emotions you might be feeling. Some of us may have known **[NAME]** well, and some of us may not. But either way, we may have strong feelings. You might find it difficult to concentrate on schoolwork for a little while. On the other hand, you might find that focusing on school helps take your mind off what has happened. Either is okay.

I want you to know that your teachers and I are here for you. We also have counselors here to help us all understand what happened. If you'd like to talk to one of them, just let me or one of your teachers know, or you can seek out the counselors in **[NOTE SPECIFIC LOCATION]** between classes or during your lunch.

We are all here for you. We are all in this together, and the school staff will do whatever we can to help you get through this.

Option 3 – When the Family Has Requested the Cause of Death Not Be Disclosed

I am so sorry to tell you all that one of our students, **[NAME]**, has died. The family has requested that information about the cause of death not be shared at this time.

We are aware that there has been some talk that this might have been a suicide death. Rumors may begin to come out, but please don't spread them. They may turn out to be untrue and can be deeply hurtful and unfair to **[NAME]** and **[HIS/HER]** family and friends. I'm going to do my best to give you the most accurate information as soon as I know it.

Since the subject has been raised, I do want to take this chance to remind you that suicide, when it does occur, is very complicated. No one single thing causes it. But in many cases, a mental health condition is part of it, and these conditions are treatable. It's really important if you're not feeling well in any way to reach out for help. Suicide should not be an option.

Each of us will react to **[NAME]**'s death in our own way, and we need to be respectful of each other. Right now, I'm feeling very sad, and many of you may feel sad too. Others may feel anger or confusion. It's okay to feel whatever emotions you might be feeling. Some of us may have known **[NAME]** well, and some of us may not. But either way, we may have strong feelings. You might find it difficult to concentrate on schoolwork for a little while. On the other hand, you might find that focusing on school helps take your mind off what has happened. Either is okay.

I want you to know that your teachers and I are here for you. We also have counselors here to help us all understand what happened. If you'd like to talk to one of them, just let me or one of your teachers know, or you can seek out the counselors in **[NOTE SPECIFIC LOCATION]** between classes or during your lunch.

We are all here for you. We are all in this together, and the school staff will do whatever we can to help you get through this.

Sample Death Notification Statement for Parents

This death notification statement is to be sent by the most efficient and effective method(s) for the school, including e-mail, text, printed copy sent home with students, or regular mail. It can also be posted on the school's website and social media accounts. If there is a resource about talking to students and children about suicide, it should be shared. It should be translated for parents who may know little or no English. See AFSP's [Children, Teens and Suicide Loss](#) for information about how to talk to students about suicide.

Option 1 – When the Death Has Been Ruled a Suicide

I am so sorry to tell you all that one of our students, **[NAME]**, has died. Our thoughts and sympathies are with **[HIS/HER]** family and friends.

All of the students were given the news of the death by their teacher in **[ADVISORY/HOMEROOM]** this morning. I have included a copy of the announcement that was read to them.

The cause of death was suicide. Suicide is a very complicated act. Although we may never know why **[NAME]** ended **[HIS/HER]** life, we do know that suicide has multiple causes. In many cases, a mental health condition is part of it. But these conditions are treatable. It's really important if you or your child are not feeling well in any way to reach out for help. Suicide should not be an option. I am including some information that may be helpful to you in discussing suicide with your child.

Members of our Crisis Response Team are available to meet with students individually and in groups today as well as over the coming days and weeks. Please contact the school office if you feel your child is in need of additional assistance. Note that children who are already vulnerable may be at greater risk due to exposure to the suicide of a peer. If you or your child needs help right away, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255), call 911, or take your child to the nearest crisis center or emergency department.

Information about the funeral service will be made available as soon as we have it. If your child wishes to attend, we strongly encourage you to accompany him or her to the service. If the funeral is scheduled during school hours, students who wish to attend will need parental permission to be released from school.

The school will be hosting a meeting for parents and others in the community at **[DATE/TIME/LOCATION]**. Members of our Crisis Response Team **[OR NAME SPECIFIC MENTAL HEALTH PROFESSIONALS]** will be present to provide information about common reactions following a suicide and how adults can help youth cope. They will also provide information about suicide and mental illness in adolescents, including risk factors and warning signs of suicide, and will address attendees' questions and concerns.

If you have any questions or concerns, please do not hesitate to contact me or one of the school mental health professionals. We can be reached by calling **[PHONE NUMBER, EXTENSION]**.

Sincerely,

[PRINCIPAL'S NAME]

Option 2 – When the Cause of Death Is Unconfirmed

I am so sorry to tell you all that one of our students, **[NAME]**, has died. Our thoughts and sympathies are with **[HIS/HER]** family and friends.

All of the students were given the news of the death by their teacher in **[ADVISORY/HOMEROOM]** this morning. I have included a copy of the announcement that was read to them.

The cause of death has not yet been determined by the authorities. We are aware there has been some talk that this might have been a suicide death. Rumors may begin to circulate, and we have asked the students not to spread them since they may turn out to be untrue and can be deeply hurtful and unfair to **[NAME]** and **[HIS/HER]** family and friends. We will do our best to give you accurate information as it becomes known to us.

Members of our Crisis Response Team are available to meet with students individually and in groups today, as well as over the coming days and weeks. Please contact the school office if you feel your child is in need of additional assistance. If you or your child needs help right away, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255), call 911, or take your child to the nearest crisis center or emergency department.

Information about the funeral service will be made available as soon as we have it. If your child wishes to attend, we strongly encourage you to accompany him or her to the service. If the funeral is scheduled during school hours, students who wish to attend will need parental permission to be released from school.

If you have any questions or concerns, please do not hesitate to contact me or one of the school mental health professionals. We can be reached by calling **[PHONE NUMBER, EXTENSION]**.

Sincerely,

[PRINCIPAL'S NAME]

Option 3 – When the Family Has Requested That the Cause of Death Not Be Disclosed

I am so sorry to tell you all that one of our students, **[NAME]**, has died. Our thoughts and sympathies are with **[HIS/HER]** family and friends.

All of the students were given the news of the death by their teacher in **[ADVISORY/HOMEROOM]** this morning. I have included a copy of the announcement that was read to them.

The family has requested that information about the cause of death not be shared at this time. We are aware there have been rumors that this was a suicide death. Since the subject has been raised, we want to take this opportunity to remind our community that suicide, when it does occur, is a very complicated act. No one single thing causes it. But in many cases, a mental health condition is part of it, and these conditions are treatable. It's really important if you or your child is not feeling well in any way to reach out for help. Suicide should not be an option. I am including some information that may be helpful to you in discussing suicide with your child.

Members of our Crisis Response Team are available to meet with students individually and in groups today, as well as over the coming days and weeks. Please contact the school office if you feel your child is in need of additional assistance. Note that children who are already vulnerable may be at greater risk due to exposure to the death of a peer. If you or your child needs help right away, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255), call 911, or take your child to the nearest crisis center or emergency department.

Information about the funeral service will be made available as soon as we have it. If your child wishes to attend, we strongly encourage you to accompany him or her to the service. If the funeral is scheduled during school hours, students who wish to attend will need parental permission to be released from school.

If you have any questions or concerns, please do not hesitate to contact me or the school mental health professionals. We can be reached by calling **[PHONE NUMBER, EXTENSION]**.

Sincerely,

[PRINCIPAL'S NAME]

Sample Agenda for Parent Meeting

Meetings with parents can provide a helpful forum for disseminating information and answering questions. The Crisis Response Team coordinator and all other Crisis Response Team members, the superintendent, and the school principal should attend parent meetings. Representatives from community resources, such as mental health providers, county crisis services, and clergy, may also be invited to be present and provide information. This is a good time to acknowledge that suicide can be a difficult subject to talk about and to distribute the handout [Tips for Talking about Suicide](#).

Be sure to consider the racial, ethnic, and religious backgrounds of students and parents:

- Address the language needs of parents who speak little or no English.
- Determine if there is any content or format that would feel uncomfortable or inappropriate for those who might attend the meeting. For example, if parents of the deceased are in attendance, how might discussing this in a group setting impact their experience?

Large, open-microphone meetings are not advised, since they can result in an unwieldy, unproductive session focused on scapegoating and blaming.

The meeting should ideally be broken into two parts. During the first part, presented by school staff, the focus should be on dissemination of general information to parents, without opening the meeting to discussion. During the second part, have parents meet in small groups with trained crisis counselors for questions and discussion.

The following is a sample meeting agenda.

Part 1 – General Information (45–60 minutes)

Crisis Response Team coordinator, school superintendent, or principal:

- Welcomes all and expresses sympathy
- Introduces the school administration and members of the Crisis Response Team
- Expresses confidence in the staff's ability to assist the students
- Encourages parent and school collaboration during this difficult time
- Reassures attendees that there will be an opportunity for questions and discussion
- States school's goal of treating this death as it would any other death, regardless of the cause, while remaining aware that adolescents can be vulnerable to the risk of imitative suicidal behavior
- States the importance of balancing the need to grieve with not inadvertently oversimplifying, glamorizing, or romanticizing suicide

Principal or Crisis Response Team coordinator:

- Outlines the purpose and structure of the meeting
- Verifies the death (see [Sample Death Notification Statement for Parents](#))
- Discourages the spread of rumors
- Informs parents about the school's response activities, including to media requests
- Informs parents about the student release policy for funerals

Crisis Response Team coordinator, assistant coordinator, or other designated crisis team member:

- Discusses how the school will help students cope
- Mentions that more information about bereavement after suicide is available on AFSP's website
- Shares the handouts [Facts about Suicide in Adolescents](#), [Youth Warning Signs and What to Do in a Crisis](#), and [Tips for Talking about Suicide](#)
- Explains risk factors and warning signs
- Reminds parents that help is available for any student who may be struggling with mental health issues or suicidal thoughts or behaviors
- Provides contact information (names, telephone numbers, and e-mail addresses) for mental health resources at the school and in the community, such as:
 - o School mental health professionals
 - o Community mental health agencies
 - o Emergency psychiatric screening centers
 - o Children's mobile response programs
 - o National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

Part 2 – Small Group Meetings (1 hour)

- Ideally, each small group should have no more than 8 to 10 parents.
- Each group should be facilitated by at least two trained mental health professionals.
- Support staff should be available to direct parents to meeting rooms, distribute handouts, and make water and tissues available.
- If possible, additional mental health professionals should be available to meet with parents individually as needed.

Some Additional Considerations

- Since some parents may arrive with young children, provide onsite childcare.
- Some students may accompany their parents so provide separate discussion groups for them.
- Media should not be permitted access to the small groups. Arrange for the media spokesperson to meet with any media at a separate location away from parents and children.
- In some cases (e.g., if the death has received a great deal of sensationalized media attention), security may be necessary to assist with traffic flow and media and crowd control.

Tips for Talking about Suicide

Suicide is a difficult topic for most people to talk about. This tool suggests ways to talk about key issues that may come up when someone dies by suicide.

<p>Give accurate information about suicide.</p> <p>Suicide is a complicated behavior. It is not caused by a single event.</p> <p>In many cases, mental health conditions, such as depression, bipolar disorder, PTSD, or psychosis, or a substance use disorder are present leading up to a suicide. Mental health conditions affect how people feel and prevent them from thinking clearly. Having a mental health problem is actually common and nothing to be ashamed of. Help is available.</p> <p>Talking about suicide in a calm, straightforward way does not put the idea into people's minds.</p>	<p>By saying...</p> <p>"The cause of [NAME]'s death was suicide. Suicide is not caused by a single event. In many cases, the person has a mental health or substance use disorder and then other life issues occur at the same time leading to overwhelming mental and/or physical pain, distress, and hopelessness."</p> <p>"There are effective treatments to help people with mental health or substance abuse problems or who are having suicidal thoughts."</p> <p>"Mental health problems are not something to be ashamed of. They are a type of health issue."</p>
<p>Address blaming and scapegoating.</p> <p>It is common to try to answer the question "why?" after a suicide death. Sometimes this turns into blaming others for the death.</p>	<p>By saying....</p> <p>"Blaming others or the person who died does not consider the fact that the person was experiencing a lot of distress and pain. Blaming is not fair and can hurt another person deeply."</p>
<p>Do not focus on the method.</p> <p>Talking in detail about the method can create images that are upsetting and can increase the risk of imitative behavior by vulnerable individuals.</p> <p>The focus should not be on how someone killed themselves but rather on how to cope with feelings of sadness, loss, anger, etc.</p>	<p>By saying....</p> <p>"Let's talk about how [NAME]'s death has affected you and ways you can handle it."</p> <p>"How can you deal with your loss and grief?"</p>
<p>Address anger.</p> <p>Accept expressions of anger at the deceased and explain that these feelings are normal.</p>	<p>By saying....</p> <p>"It is okay to feel angry. These feelings are normal, and it doesn't mean that you didn't care about [NAME]. You can be angry at someone's behavior and still care deeply about that person."</p>

Address feelings of responsibility.	By saying...
<p>Help students understand that they are not responsible for the suicide of the deceased.</p> <p>Reassure those who feel responsible or think they could have done something to save the deceased.</p>	<p>"This death is not your fault. We cannot always see the signs because a suicidal person may hide them."</p> <p>"We cannot always predict someone else's behavior."</p>

Promote help-seeking.	By saying...
<p>Encourage students to seek help from a trusted adult if they or a friend are feeling depressed.</p>	<p>"Seeking help is a sign of strength, not weakness."</p> <p>"We are always here to help you through any problem, no matter what. Who are the people you would go to if you or a friend were feeling worried or depressed or had thoughts of suicide?"</p> <p>"If you are concerned about yourself or a friend, talk with a trusted adult."</p>

Sample Media Statement

To be provided to local media outlets either upon request or proactively.

School staff were informed that a **[AGE]**-year-old student at **[SCHOOL NAME]** has died. The cause of death was suicide. Our thoughts and support go out to [his/her] family and friends at this difficult time.

The school will be hosting a meeting for parents and others in the community at **[DATE/TIME/LOCATION]**. Members of the school's Crisis Response Team **[OR NAME SPECIFIC MENTAL HEALTH PROFESSIONALS]** will be present to provide information about common reactions following a suicide, how adults can help youth cope, the emotional needs of adolescents, and the risk factors and warning signs for suicide. They will also address attendees' questions and concerns. A meeting announcement has been sent to parents, who can contact school administrators or counselors at **[PHONE NUMBER, EXTENSION]** or **[E-MAIL ADDRESS]** for more information.

Trained crisis counselors will be available to meet with students and staff starting tomorrow and continuing over the next few weeks as needed.

Following is a list of warning signs and steps to take that were developed specifically for youth.

Youth Warning Signs

Leaders in the suicide prevention field agree that the following warning signs indicate a young person may be at risk for suicide:

- Talking about or making plans for suicide
- Expressing hopelessness about the future
- Displaying severe/overwhelming emotional pain or distress



- Showing worrisome behavioral cues or marked changes in behavior, particularly in the presence of the warning signs above. Specifically, this includes significant:

- Withdrawal from or change in social connections or situations
- Changes in sleep (increased or decreased)
- Anger or hostility that seems out of character or out of context
- Recent increased agitation or irritability



What to Do

If you notice any of these signs in a student, take these recommended steps right away:

1. Do not leave the student alone and unsupervised. Make sure the student is in a secure environment supervised by caring adults until he or she can be seen by the school mental health contact.
2. Make sure the student is escorted to the school's mental health professional.
3. Provide any additional information to the school's mental health contact that will assist with the assessment of the student.

What to Do

1. Ask if the student is okay or if he or she is having thoughts of suicide.
2. Express your concern about what you are observing in his or her behavior.
3. Listen attentively and nonjudgmentally.
4. Reflect what the student shares and let the student know he or she has been heard.
5. Tell the student that he or she is not alone.
6. Let the student know there are treatments available that can help.
7. If you or the student are concerned, guide him or her to additional professional help, or to call the National Suicide Prevention Lifeline, a 24-hour toll-free phone line for people in suicidal crisis or emotional distress: 1-800-273-TALK (8255).

Resources

Note: The items in brackets are to be added by each school.

Local Community Mental Health Resource(s)

[NAME(S)]

National Suicide Prevention Lifeline

800-273-TALK (8255) or www.suicidepreventionlifeline.org for live chat

Local Hotline Number(s)

[NAME(S)]

Recommendations for Reporting on Suicide

Research has shown that graphic, sensationalized, or romanticized descriptions of suicide deaths in the news media can contribute to suicide contagion (i.e., copycat suicides), particularly among youth. Media are strongly encouraged to refer to the document [Recommendations for Reporting on Suicide](#).

Local Media Contact

[NAME]

[TITLE]

[SCHOOL]

[PHONE]

[E-MAIL ADDRESS]

Key Messages for Media Spokesperson

This information is for use by the person designated by the school to speak with the media.

School's Messages

- We are heartbroken over the death of one of our students. Our hearts, thoughts, and prayers go out to **[HIS/HER]** family and friends and the entire community.
- We will be offering grief counseling for students and staff starting on **[DATE]** and lasting through **[DATE]** or as long as needed.
- We will be hosting an informational meeting for parents and the community regarding suicide prevention on **[DATE/TIME/LOCATION]**. Experts will be on hand to answer questions.
- No TV cameras or reporters will be allowed in the school or on school grounds.

School's Response to the Media

- The media are strongly encouraged to refer to the document [Recommendations for Reporting on Suicide](#).
- Research has shown that graphic, sensationalized, or romanticized descriptions of suicide deaths in the news media can contribute to suicide contagion (i.e., copycat suicides), particularly among youth.
- Media coverage that details the location and manner of suicide with photos or video increases the risk of contagion.
- Media should also avoid oversimplifying the cause of a suicide (e.g., "student took his own life after breakup with girlfriend"). This gives the audience a simplistic understanding of a complicated issue.
- Remind the public that in a majority of suicide deaths, mental health issues play an important role, underscoring the need to address mental health concerns proactively.
- Media should include links to or information about helpful resources, such as local crisis hotlines and the [National Suicide Prevention Lifeline](#) (800-273-TALK (8255)).

Information on Suicide

- Suicide is complicated and involves multiple risk factors. It is not simply the result of stress or difficult life circumstances. Many people who die by suicide have a mental health condition, the most common of which is depression.
- Mental health conditions and substance abuse problems are treatable.
- The best way to prevent suicide is through early detection, diagnosis, and treatment of depression and other mental health conditions, including substance abuse problems.

Making Decisions about School-Related Memorials

This tool poses questions to consider about both planned and spontaneous memorials associated with a school, although not necessarily sponsored by the school. Examples include a school event, student-created memorial, and a page in a yearbook.

- Does the school or school district have a policy (or standard procedure) on memorialization for the death of a student (or school staff person), regardless of the cause?
 - o If yes, how would implementing what is usually done for other types of deaths be done for a death by suicide? How might those procedures be interpreted with a suicide? For example:
 - If a memorial page in the yearbook is a standard procedure, are there other deaths (from other causes) during the school year that would also have pages or be on the same page? Could a memorial page also have a message to promote help-seeking among students or a similar supportive message?
 - o If no, look at districtwide practices or consult with other schools.
- Has the family expressed a desire for or opposition to any public acknowledgment of the death as a suicide?
- How might a memorial on school grounds help facilitate (or impede) grieving of the loss by students and school staff?
- How will the school deal with a spontaneous memorial initiated by students?
- Could a memorial be something other than a physical object, such as a suicide prevention program?
- What other ways are there for students to acknowledge and express their grief following a suicide?
- When would be a good time to memorialize a student's death?
 - o Does the plan for memorialization coincide with other student events (e.g., graduation)?
- How might the memorial procedure affect vulnerable students? Teachers and other staff?
 - o Is there a way to memorialize so that a life-affirming message is the focus?
- If the school puts up a *physical* memorial, what will the students and staff who were not at the school during the year of the death be told about the memorial?

Facts about Suicide in Adolescents

Suicide is complicated and involves the interplay of multiple risk factors. It is not simply the result of stress or difficult life circumstances. Many people who die by suicide have a mental health condition. In teens, the behavioral health conditions most closely linked to suicide risk are major depressive disorder, bipolar disorder, generalized anxiety disorder, conduct disorder, eating disorders, and substance abuse problems. Although in some cases these conditions may be precipitated by environmental stressors, they can also occur as a result of changes in brain chemistry, even in the absence of an identifiable or obvious “trigger.”

Other key risk factors for suicide include the following:

- Personality characteristics, such as hopelessness, low self-esteem, impulsivity, risk-taking, and poor problem-solving or coping skills
- Family characteristics, such as family history of suicidal behavior or mental health problems, death of a close family member, and problems in the parent-child relationship
- Childhood abuse, neglect, or trauma
- Stressful life circumstances, such as physical, sexual, and/or psychological abuse; breaking up of a romantic relationship; school problems; bullying by peers; trouble with the law; and suicide of a peer
- Access to lethal means, especially in the home

It is important to remember that the vast majority of teens who experience even very stressful life events do not become suicidal. But in some cases, such experiences can be a catalyst for suicidal behavior in teens who are already struggling with depression or other mental health problems. In others, traumatic experiences (such as prolonged bullying) can precipitate depression, anxiety, abuse of alcohol or drugs, or another mental health condition, which can increase suicide risk. Conversely, existing mental health conditions may also lead to stressful life experiences, which may then exacerbate the underlying illness and in turn increase suicide risk.

Help Is Available

If there are concerns about a student’s emotional or mental health, a referral should be made to an appropriate mental health professional for assessment, diagnosis, and possible treatment. Mental health resources that may be available include the following:

- School-based mental health professionals
- Community mental health providers and clinics
- Emergency psychiatric screening centers
- Children’s mobile response programs

Pediatricians and primary care providers can also be a source of mental health referrals. Many of them are also well-versed in recognizing and treating certain mental health conditions like depression.

Information and referrals regarding treatment for mental and substance use disorders are available at SAMHSA’s National Helpline: 1-800-662-HELP (4357). This is a free, confidential service open 24/7.

Crisis Lines

A crisis line is a service that provides free, confidential support and resources for people in emotional distress. The service is provided by a trained crisis counselor on the phone and in some cases by text and/or chat. You can call or text for help with someone you're worried about or for yourself. In addition to the resources listed below, some states have their own crisis lines with phone, text, and/or chat services.

National Suicide Prevention Lifeline

Call 800-273-TALK (8255)

Chat service and other information: Go to www.suicidepreventionlifeline.org

Crisis Text Line

Text HOME to 741741

Other information: Go to www.crisistextline.org

Trevor Project

Provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning (LGBTQ) young people ages 13–24

Trevor Lifeline: Call 1-866-488-7386

TrevorText: Text TREVOR to 1-202-304-1200

TrevorChat and other information and resources: Go to www.trevorproject.org

Youth Warning Signs and What to Do in a Crisis

When you are concerned that a person may be suicidal, look for changes in behavior or the presence of entirely new behaviors. This is of greatest concern if the new or changed behavior is related to a painful event, loss, or change, such as losing a friend or classmate to suicide. Most people who take their lives exhibit one or more warning signs, either through what they say or what they do.

Take any threat or talk about suicide seriously. Start by telling the person that you are concerned. Don't be afraid to ask whether she or he is considering suicide or has a plan or method in mind. Research shows that asking someone directly about suicide will not "put the idea in their head." Rather, the person in distress will often feel relieved that someone cares enough to talk about this issue with them.

Below is a list of warning signs and steps to take specifically for youth. It was developed by a consensus panel of experts in the field. See www.youthsuicidewarningsigns.org.

Youth Warning Signs	What to Do
<p>Leaders in the suicide prevention field agree that the following warning signs indicate a young person may be at risk for suicide:</p> <ul style="list-style-type: none">• Talking about or making plans for suicide• Expressing hopelessness about the future• Displaying severe/overwhelming emotional pain or distress	<p>If you notice any of these signs in a student, take these recommended steps right away:</p> <ol style="list-style-type: none">1. Do not leave the student alone and unsupervised. Make sure the student is in a secure environment supervised by caring adults until he or she can be seen by the school mental health contact.2. Make sure the student is escorted to the school's mental health professional.3. Provide any additional information to the school's mental health contact that will assist with the assessment of the student.
<ul style="list-style-type: none">• Showing worrisome behavioral cues or marked changes in behavior, particularly in the presence of the warning signs above. Specifically, this includes significant:<ul style="list-style-type: none">○ Withdrawal from or change in social connections or situations○ Changes in sleep (increased or decreased)○ Anger or hostility that seems out of character or out of context○ Recent increased agitation or irritability	<h3>What to Do</h3> <ol style="list-style-type: none">1. Ask if the student is okay or if he or she is having thoughts of suicide.2. Express your concern about what you are observing in his or her behavior.3. Listen attentively and nonjudgmentally.4. Reflect what the student shares and let the student know he or she has been heard.5. Tell the student that he or she is not alone.6. Let the student know there are treatments available that can help.7. If you or the student are concerned, guide him or her to additional professional help, or to call the National Suicide Prevention Lifeline, a 24-hour toll-free phone line for people in suicidal crisis or emotional distress: 1-800-273-TALK (8255).

Appendix B: Additional Resources

Appendix B contains links to materials that provide additional information on the topics covered in the toolkit. Resources are organized by the section of the toolkit to which they are the most relevant.

Crisis Response

Erbacher, T. A., Singer, J. B., & Poland, S. (2015). *Suicide in schools: A practitioner's guide to multi-level prevention, assessment, intervention, and postvention*. New York, NY: Routledge.

Kerr M. M., Brent D. A., McKain B., & McCommons P. S. (2003). *Postvention standards manual: A guide for a school's response in the aftermath of sudden death* (4th edition). Retrieved from <https://www.starcenter.pitt.edu/Files/PDF/Manuals/Postvention.pdf>

Lieberman, R., Poland, S., & Kornfeld, C. (2014). *Best practices in suicide intervention*. In A. Thomas & P. Harrison (Eds.), *Best practices in school psychology*. Bethesda, MD: National Association of School Psychologists.

Miller, D. N. (2011). *Child and adolescent suicidal behavior: School-based prevention, assessment, and intervention*. New York, NY: Guilford.

National Association of School Psychologists. (2004). *Culturally competent crisis response: Information for school psychologists and crisis teams*. Retrieved from https://schoolcounselor.org/asca/media/asca/Crisis/cc_crisis.pdf

Substance Abuse and Mental Health Services Administration. (2012). *Preventing suicide: A toolkit for high schools*. Retrieved from <http://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669>

Suicide Prevention Resource Center. (2016). *Provide for immediate and long-term postvention*. Retrieved from <http://www.sprc.org/comprehensive-approach/postvention>

Suicide Prevention Resource Center. (2012). *The role of school mental health providers in preventing suicide*. Retrieved from <http://www.sprc.org/sites/default/files/resource-program/SchoolMentalHealth.pdf>

Survivors of Suicide Loss Task Force. (2015). *Responding to grief, trauma, and distress after a suicide: U.S. national guidelines*. Retrieved from <http://www.sprc.org/resources-programs/responding-grief-trauma-and-distress-after-suicide-us-national-guidelines>

Underwood, M., Fell, F. T., & Spinazzola, N. A. (2010). *Lifelines postvention: Responding to suicide and other traumatic death*. For a description: <http://www.sprc.org/resources-programs/lifelines-postvention-responding-suicide-and-other-traumatic-death>

To purchase this manual and CD-ROM: http://www.hazelden.org/OA_HTML/ibeCCtpltmDspRte.jsp?item=54103

Helping Students Cope

Dougy Center, The National Center for Grieving Children & Families, & American Foundation for Suicide Prevention. (n.d.). *Children, teens and suicide loss*. Retrieved from <https://afsp.org/find-support/ive-lost-someone/resources-loss-survivors/children-teens-suicide-loss/>

To purchase this resource: <https://stores.kotisdesign.com/afspexternal/resources/children-teens-and-suicide-loss/40691>

Erbacher, T. A., Singer, J. B., & Poland, S. (2015). *Suicide in schools: A practitioner's guide to multi-level prevention, assessment, intervention, and postvention*. New York, NY: Routledge.

Evans, R., & National Association of Independent Schools. (2004). Helping students cope with suicide. (2004). Retrieved from <http://www.nais.org/Articles/Pages/Helping-Students-Cope-with-Suicide-145734.aspx>

Lieberman, R. (2010). Save a friend: Tips for teens to prevent suicide. In A. Canter, L. Paige, M. Roth, I., Romero, & S. A. Carroll (Eds.), *Helping children at home and school III: Handouts for families and educators*. Bethesda, MD: National Association of School Psychologists.

Lieberman R., & Poland, S. (2017). After a suicide: Postvention for schools: Answering student questions and providing support. *Communique: Newspaper of the National Association of School Psychologists*, 45(7), 8–12. Retrieved from <http://www.nova.edu/suicideprevention/forms/after-a-suicide-postvention.pdf>

Miller, D. N. (2011). *Child and adolescent suicidal behavior: School-based prevention, assessment, and intervention*. New York, NY: Guilford.

Survivors of Suicide Loss Task Force. (2015). *Responding to grief, trauma, and distress after a suicide: U.S. national guidelines*. Retrieved from <https://www.sprc.org/sites/default/files/migrate/library/RespondingAfterSuicideNationalGuidelines.pdf>

Underwood, M. Fell, F. T., & Spinazzola, N. A. (2010) *Lifelines postvention: Responding to suicide and other traumatic death*. For a description: <http://www.sprc.org/resources-programs/lifelines-postvention-responding-suicide-and-other-traumatic-death>

To purchase this manual and CD-ROM: http://www.hazelden.org/OA_HTML/ibeCCtpltmDspRte.jsp?item=54103

Working with the Community

Berkowitz, L., McCauley, J., & Mirick, R. [n.d.]. Riverside Trauma Center postvention guidelines. Retrieved from <http://traumacenter.wpengine.com/wp-content/uploads/2015/03/Postventionguidelines.pdf>

Connect. [n.d.]. Suicide postvention training. Trainings of different lengths and tailored for different audiences. Retrieved from <http://www.theconnectprogram.org/training/reduce-suicide-risk-and-promote-healing-suicide-postvention-training>

Substance Abuse and Mental Health Services Administration. (2008). *Supporting survivors of suicide loss: A guide for funeral directors*. Retrieved from <https://store.samhsa.gov/shin/content/SMA09-4375/SMA09-4375.pdf>

Suicide Prevention Resource Center. (2004). *After a suicide: Recommendations for religious services and other public memorial observances*. Retrieved from <http://www.sprc.org/resources-programs/after-suicide-recommendations-religious-services-and-other-public-memorial>

Working with the Media

Recommendations for reporting on suicide. (2015). Retrieved from <http://reportingonsuicide.org/>

National Action Alliance for Suicide Prevention. [n.d.]. *Framework for successful messaging.* Retrieved from <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>

Memorialization

Centre for Suicide Prevention (Calgary). (2004). *School memorials after suicide: Helpful or harmful?* Retrieved from <http://www.sprc.org/sites/default/files/migrate/library/Alert54.pdf>

Gould, M., Jamieson, P., & Romer, D. (2003). Media contagion and suicide among the young. *American Behavioral Scientist*, 46(9), 1269–1284.

Jellinek, M., Bostic, J. Q., & Schlozman, S. C. (2007). When a student dies. *Educational Leadership*, 65(3), 78–82.

Recommendations for reporting on suicide. (2015). Retrieved from <http://reportingonsuicide.org/>

Social Media

Entertainment Industries Council's TEAM Up. (2014). *Social media guidelines for mental health promotion and suicide prevention.* Retrieved from <http://www.eiconline.org/teamup/wp-content/files/teamup-mental-health-social-media-guidelines.pdf>

Know the Signs. [n.d.]. *How to use social media for suicide prevention user guide.* Retrieved from http://eiconline.org/teamup/wp-content/files/13-CALM-0106-Socialmedia_Guide_FNL.pdf

National Suicide Prevention Lifeline. (2010). *Lifeline online postvention manual.* Retrieved from <http://www.sprc.org/resources-programs/lifeline-online-postvention-manual>

Riverside Trauma Center. [n.d.] Trauma center resources: Social media and suicide. Retrieved from <http://riversidetraumacenter.org/trauma-center-resources/>

Suicide Contagion

Insel, B. J., & Gould, M. (2008). Impact of modeling on adolescent suicidal behavior. *Psychiatric Clinics of North America*, 31(2), 293–316.

Lake, A. M., & Gould, M. S. (2013). Suicide clusters and suicide contagion. In S. Koslow, C. Nemeroff, & P. Ruiz (Eds.), *A concise guide to understanding suicide: Epidemiology, pathophysiology and prevention.* Cambridge, UK: Cambridge University Press.

National Action Alliance for Suicide Prevention. [n.d.]. *Framework for successful messaging.* Retrieved from <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>

Recommendations for reporting on suicide. (2015). Retrieved from <http://reportingonsuicide.org/>

Zenere, F. J. [n.d.]. *Suicide postvention in the school community*. Retrieved from <http://www.sprc.org/sites/default/files/migrate/library/SchoolPostvention.pdf>

Zenere, F. J. (2009, October). Suicide clusters and contagion: Recognizing and addressing suicide contagion are essential to successful suicide postvention efforts. *Principal Leadership*, 12–16. Retrieved from http://cdpsdocs.state.co.us/safeschools/Resources/Suicide%20Clusters/Suicide_Clusters_NASSP_Sept_%2009.pdf

Appendix C: Additional Reviewers of the First Edition

The following individuals also reviewed the first edition of *After a Suicide: A Toolkit for Schools*, along with the primary reviewers listed at the beginning of the toolkit. The job titles listed were the ones when the first edition was reviewed.

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Paula Clayton, MD, Medical Director, American Foundation for Suicide Prevention, New York, NY

Cheryl DiCara, Director, Maine Youth Suicide Prevention Program, Augusta, ME

Joan Schweizer Hoff, MA, Program Director, The Dougy Center: The National Center for Grieving Children & Families, Portland, OR

John Kelly, PhD, School Psychologist, Commack Public Schools/New York Association of School Psychologists, Commack, NY

Sue Klebold, MA, Parent of Dylan Klebold, Littleton, CO

Richard Lieberman, MA, LEP, NCSP, Coordinator, Suicide Prevention Unit, Los Angeles Unified School District, Los Angeles, CA

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Margo Requarth, MA, MFT, Children's Bereavement Coordinator, Sutter VNA & Hospice, Santa Rosa, CA

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Nicky Yates, Online Communications Manager, National Suicide Prevention Lifeline, New York, NY



Crisis Lines

National Suicide Prevention Lifeline (24-hour hotline) – (800) 273-8255 and (800) 273-TALK

California Youth Crisis Line (24-hours hotline, bilingual) – (800) 843-5200

Trevor Project (24-hour hotline) (866) 4-U-TREVOR and (866) 488-7386

Teen Line (6PM-10PM) – (800) 852-8336 and (800) TLC-TEEN

Parents, Families and Friends of Lesbian & Gays - (PFLAG) Helpline – (888) 735-2488